

Hillsborough County Public Schools

Kids Community College Riverview Southeast



2021-22 Schoolwide Improvement Plan

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Kids Community College Riverview Southeast

11519 MCMULLEN RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Karen Seder

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (45%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Kids Community College Riverview Southeast

11519 MCMULLEN RD, Riverview, FL 33569

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>23%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>76%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Kid's Community College Southeast Middle School is dedicated to the well-being and educational success of every child. We aim to foster internationally-minded, lifelong learners who will help shape our global community.

Provide the school's vision statement.

KCC Southeast will use the Guiding Principles for charter schools as established by F.S. 1002.33(2)(a) in the following ways. We will:

a. Set, meet, and exceed high standards of student academic success and achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

KCC SE will provide students with challenging curriculum founded in a transdisciplinary approach using the Next Generation Sunshine Standards and the PYP. This school will provide an additional diverse choice option not currently available in this geographic area of the county. KCC SE will meet and exceed these standards through our assessment program.

b. Demonstrate enhanced academic success and financial efficiency by combining responsibility with accountability-- the school district and parents will view KCC SE as an academic, administrative, and financially viable educational choice to send their children within the public school system.

c. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school by doing the following:

-Use a continuous progress program that combines foundational academics with individual student-centered performance measures. Student progress will be monitored and reported through individual development and education plans (IDEP's), parent-teacher and student- led conferences, portfolio reviews, student performance es and standardized testing. At all times, KCC SE will aim to support the family values and beliefs and to this end we endeavor to provide continual communication with parents and guardians in all aspects of the student's education and life. We will encourage interaction between family and school nu having a Board level parent liaison, a toll-free number to receive improvement suggestions, the creation of a Campus Advisory Committee, one-on-one orientation meetings with every enrolled student family (in order prior to set high expectations at the beginning of the school year) and monthly Board meetings with the staff, parents and community.

We will provide parents with sufficient information on their child's progress through compliance with Florida State Statutes and School District of Hillsborough County Policies in reading through timely assessments and reporting.

Parents will be informed in advance of the testing process and testing dates. testing results will be sent home to parents for discussion or explanation of results. Teachers will examine results for patterns of success and to identify areas in which changes are needed (either to curriculum or th the instructional approach.)

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
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DESCRIPTION:

Under the supervision of the Governing Board, be responsible for establishing a positive school culture and high levels of student achievement. This includes, but is not limited to, developing and managing a K-8 campus. Develop, manage, and conduct student, faculty and school evaluation for review by the Board of Directors. Evaluation of progress related to student, faculty and school goals.

ESSENTIAL JOB FUNCTIONS:

- Responsibilities include facilitating curriculum development and integrating the Kid’s Community College® IDEP process, MIDAS Profile and Multiple Intelligences at the beginning of the academic year
- Professor selection, supervision and evaluation
- Facilitate, encourage and direct parent involvement
- Supporting professor’s ongoing professional development
- Managing school discipline and supporting school-wide programs
- Managing school program within budget
- Overseeing and orchestrating student assessment
- Monitoring, tracking and improving student and school achievement and performance
- Facilitating shared decision-making processes
- Fostering a continuous differentiated learning environment for students at all times
- Attend School District meetings as required
- Ensure maximum FTE revenue and attend FTE Counts
- Conduct initial family meetings and ongoing meetings with student families as needed
- Attend all board meetings and school functions
- Ensure campus is in strict compliance with District and that all required reports, data, testings and other criteria are completed on time
- Manage procurement process for curriculum materials, classroom equipment and supplies, office supplies and miscellaneous supplies
- Ability to prioritize and complete multiple tasks
- Demonstrate accurate judgment in the day-to-day operations of a K-8 Campus and public interactions
- Manage campus staff, measure performance of staff and the day-to-day operations of a K-8 campus
- Adhere to State and Federal funding programs and filing and reporting procedures
- Adhere to Federal, State and County teaching and achievement requirements
- Must communicate effectively both verbally and written
- Computer literate in Windows environment, Microsoft Office appropriate to the position
- Maintain a high-energy, positive attitude and an entrepreneurial spirit.
- Must display ethical conduct at all times.

Bonich, Anna Principal

This list of essential functions is not intended to be exhaustive. Kid’s Community College® reserves the right to revise this job description as needed to comply with actual job requirements.

Name	Position Title	Job Duties and Responsibilities
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QUALIFICATIONS:

- Minimum of a bachelor’s degree with emphasis in education; Masters degree preferred
- Valid Florida Teaching Certificate; Reading Endorsement and ESE Preferred.
- Understanding of academic, social, and behavioral needs and characteristics of students
- Excellent written and verbal communication skills.
- A talent for communicating with young children and encouraging academic achievement is essential.
- Ability to individualize instruction, especially for above level students.

Demographic Information

Principal start date

Sunday 7/1/2018, Karen Seder

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.*

1

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

384

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

4

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	59	66	65	66	59	0	0	0	0	0	0	0	385
Attendance below 90 percent	8	2	4	3	4	8	0	0	0	0	0	0	0	29
One or more suspensions	1	1	0	0	0	3	0	0	0	0	0	0	0	5
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 FSA ELA assessment	0	0	0	3	16	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	20	26	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	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	6	8	3	5	4	6	0	0	0	0	0	0	0	32

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

Date this data was collected or last updated

Monday 10/11/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	57	57	70	54	62	0	0	0	0	0	0	0	354
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	21	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	15	13	19	0	0	0	0	0	0	0	47

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	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	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	57	57	70	54	62	0	0	0	0	0	0	0	354
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	1	21	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	15	13	19	0	0	0	0	0	0	0	47

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	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	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 Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	57%	61%	64%	59%	60%
ELA Learning Gains				55%	56%	59%	57%	56%	57%
ELA Lowest 25th Percentile				52%	52%	54%	44%	49%	52%
Math Achievement				52%	55%	62%	49%	57%	61%
Math Learning Gains				55%	57%	59%	38%	53%	58%
Math Lowest 25th Percentile				48%	49%	52%	19%	47%	52%
Science Achievement				46%	50%	56%	41%	51%	57%
Social Studies Achievement					77%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	52%	16%	58%	10%
Cohort Comparison						
04	2021					
	2019	69%	55%	14%	58%	11%
Cohort Comparison		-68%				
05	2021					
	2019	60%	54%	6%	56%	4%
Cohort Comparison		-69%				
06	2021					
	2019					
Cohort Comparison		-60%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	54%	-7%	62%	-15%
Cohort Comparison						
04	2021					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-47%				
05	2021					
	2019	30%	54%	-24%	60%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-67%				
06	2021					
	2019					
Cohort Comparison		-30%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	51%	-5%	53%	-7%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-46%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA Fall to Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40	
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		71	
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.4	46	
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	50.8	
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.2	52.7	
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	50.6	
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.6	38.2	47
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	47.2	53
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	31.7	49
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.3	46.9	52
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21			27							
ELL	39			37							
BLK	44	22		23	17		35				
HSP	52	62		41	31		20				
MUL	33			42							
WHT	52	31		45	31		46				
FRL	41	47		26	16		17				
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	47			47							
ELL	50	58		40	58						
ASN	82			82							
BLK	65	59	60	51	62	64	24				
HSP	67	61		48	42	30	53				
MUL	67			58							
WHT	70	35		48	42		54				
FRL	59	50	60	53	49	40	40				
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	56			41							

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
ELL	53	40		29	27						
ASN	100			93							
BLK	55	39	17	41	24	18	31				
HSP	63	61	55	38	32	17	24				
WHT	62	61		53	46		47				
FRL	53	52	41	37	27	17	32				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

5th Grade FSA data increased from 46% to 60%. National average in 2019 for reading proficiency at 5th grade is at 56%. While above national averages, it is imperative to utilize this data to drive proficiency rates up to 70%.

ELA Proficiency has increased from 60-68% over a three year period.
ELA Gains have remained stagnant from 53 to 55% over a three year period.
44% to 52% of students in ELA lowest quartile are shown to make gains.

Math Proficiency has remained stagnant and consistent at 52%.
ELA Gains have increased from 46% to 55% during a three year period.
30% to 48% of students in Math lowest quartile have made gains in a three year period.

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

An area of concern continues to be mathematics. Math Gains appear to be the area that is most problematic. 70% of students should be making gains in the area of Math.

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

New staff in 5th grade. Balancing spiraling curriculum with appropriate mastery for students that struggle with math concepts.

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

ELA proficiency rates and ELA lowest quartile.
Math lowest quartile.

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

Incorporating supports if iReady during small group intervention.
Increase PSLT referral process whereby differentiation became possible.

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

Intent focus on Math and Reading small groups targeting bubble students, low achieving students, and students with acceleration to remain high achieving while still showing gains.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Tuesday after school showing iReady alignment to student need for enrichment or acceleration.

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

Additional Math and ELA supports with small group focus to target individual student need.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Goal is to improve the number of students overall making gains as well as the students in the Lowest Quartile making gains.

1. Students scoring in the lowest 20% as indicated by baseline NWEA data will be prioritized for targeted intervention. The program chosen will be an approved ESSA resource, aligning with new B.E.S.T. Standards.

2. NWEA Baseline data disaggregating Reading Data demonstrates that students in K-1 lowest quartile need support in vocabulary use and foundational reading skills. Additionally, Students in 2nd and 3rd grade need additional support in comprehension skills specifically in the area of informational text.

Area of Focus Description and Rationale:

3. B.E.S.T. Standards indicate an emphasis on knowledge acquisition as the primary purpose of any reading approach. Starting in the earliest grades. The systematic building of a wide range of knowledge across domains is a prerequisite to literacy. Foundation skills will include print concepts, phonological awareness, phonics and word analysis, vocabulary and fluency. Second and Third Grade standards continue to spiral to include these elements as well as a broader emphasis on comprehension. All adopted curriculum for beginning readers will incorporate these strands.

4. Tier 2 and Tier 3 students will be assessed using Observation Survey before entering the intervention, when leaving the intervention, and at the end of the school year. To observe change over time in children’s literacy development, teachers regularly and systematically use daily running records, daily lesson records, writing books, weekly records of text reading levels, and weekly records of reading and writing vocabulary. Careful observation and systematic recording of behaviors informs daily teaching decisions.

Measurable Outcome: By 2021-2022 FSA, students overall ELA gains will be at 60%.
By 2021-2022 FSA, 60% of students in the Lowest Quartile will show gains.

Monitoring: The implementation and utilization of iReady to monitor time on task, monitor progress toward proficiency and place students on a teacher monitored learning trajectory in accordance with their needs as well as standards.

Person responsible for monitoring outcome: Anna Bonich (anna.bonich@charter.hcps.net)

Data on more than 2.3 million children served by Reading Recovery in the United States have been collected, analyzed, and reported by the IDEC. Approximately 75% of students who complete a cycle of Reading Recovery met grade level reading/writing expectations.

Evidence-based Strategy: A study whereby they compared instructional models for early intervention for struggling first graders. A sample of 744 students was selected at random from the 2002–2003 national Reading Recovery data sample in order to form two matched groups of low-performing students. Spring and fall text reading levels for both groups were disaggregated and compared along these lines: sex, race/ethnicity, native language, and economic status. Findings: Reading Recovery lessons was more significantly related to students’ spring text reading level than any of the other factors, including economic status. This finding demonstrates the effectiveness of RR to affect the literacy outcomes of struggling first-grade students and close or narrow the achievement gap.

**Rationale
for
Evidence-
based
Strategy:**

Reading Recovery is secular, neutral, and non-ideological. The average effect size across the four studies was +0.43 on measures such as ITBS, CAT, Woodcock, and Gates.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

Improve students aggressive horseplay at playground due to reduced student equipment for playing.

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.

As an IB school, we utilize stakeholders to support our local and global initiatives. Our students partner with local zoos, shelters, and through global initiatives. We have community garden, we work with nursing homes to bring joy and friendship to elderly people. We have partnered with other schools to put a fresh water filtration system in an under-resourced village. Additionally, we have provided 2 prosthetic legs for children in Nepal and in Kenya. We will continue our global initiatives and expand them through our Service As Action Plan through our IB units.

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

Working within the IB constructs to foster global awareness and global-minded citizens. Due to the age of students it is necessary to coordinate with local business partnerships, stakeholder, parents, etc. to ensure that students have access, opportunities, and experiences.

Part V: Budget

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

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