

Hillsborough County Public Schools

Advantage Academy Of Hillsborough



2021-22 Schoolwide Improvement Plan

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Advantage Academy Of Hillsborough

350 W PROSSER DR, Plant City, FL 33563

www.advantageacademyhillsborough.com

Demographics

Principal: Keith Miller

Start Date for this Principal: 9/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (44%) 2016-17: C (50%)
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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

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

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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.

The mission of Advantage Academy of Hillsborough is to provide students with a well-rounded elementary and middle school education through a challenging program using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision for Advantage Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared in life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

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
Miller, Keith	Principal	Daily operations of the school. Oversee all school data, community involvement and safety of the school.

Demographic Information

Principal start date

Friday 9/17/2021, Keith Miller

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.*

0

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.*

0

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

461

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

3

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

3

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	54	54	54	55	49	46	63	44	43	0	0	0	0	462
Attendance below 90 percent	4	1	1	1	0	2	1	0	0	0	0	0	0	10
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 FSA ELA assessment	0	0	0	2	17	7	16	8	5	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	27	16	13	14	8	0	0	0	0	79
Number of students with a substantial reading deficiency	5	5	4	10	8	2	2	0	0	0	0	0	0	36

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	4	1	2	0	0	0	0	0	0	0	0	0	7
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

Friday 9/17/2021

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	50	54	54	45	45	45	58	44	0	0	0	0	449
Attendance below 90 percent	4	3	1	1	0	0	0	2	1	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	2	3	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 ELA assessment	0	0	0	15	9	4	13	9	6	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	18	10	9	17	11	8	0	0	0	0	73

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	4	1	1	1	0	0	0	0	0	0	0	0	0	7

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	
Students retained two or more times	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	50	54	54	45	45	45	58	44	0	0	0	0	449
Attendance below 90 percent	4	3	1	1	0	0	0	2	1	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	2	3	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 ELA assessment	0	0	0	15	9	4	13	9	6	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	18	10	9	17	11	8	0	0	0	0	73

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	4	1	1	1	0	0	0	0	0	0	0	0	0	7

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				54%	57%	61%	55%	59%	60%
ELA Learning Gains				53%	56%	59%	52%	56%	57%
ELA Lowest 25th Percentile				47%	52%	54%	30%	49%	52%
Math Achievement				46%	55%	62%	46%	57%	61%
Math Learning Gains				53%	57%	59%	52%	53%	58%
Math Lowest 25th Percentile				41%	49%	52%	33%	47%	52%
Science Achievement				60%	50%	56%	39%	51%	57%
Social Studies Achievement				71%	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	45%	52%	-7%	58%	-13%
Cohort Comparison						
04	2021					
	2019	77%	55%	22%	58%	19%
Cohort Comparison		-45%				
05	2021					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-77%				
06	2021					
	2019	45%	53%	-8%	54%	-9%
Cohort Comparison		-54%				
07	2021					
	2019	44%	54%	-10%	52%	-8%
Cohort Comparison		-45%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	53%	13%	56%	10%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	54%	-12%	62%	-20%
Cohort Comparison						
04	2021					
	2019	59%	57%	2%	64%	-5%
Cohort Comparison		-42%				
05	2021					
	2019	54%	54%	0%	60%	-6%
Cohort Comparison		-59%				
06	2021					
	2019	40%	49%	-9%	55%	-15%
Cohort Comparison		-54%				
07	2021					
	2019	27%	62%	-35%	54%	-27%
Cohort Comparison		-40%				
08	2021					
	2019	29%	31%	-2%	46%	-17%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	51%	8%	53%	6%
Cohort Comparison						
08	2021					
	2019	64%	47%	17%	48%	16%
Cohort Comparison		-59%				

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	72%	67%	5%	71%	1%
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	58%	63%	-5%	61%	-3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	57%	3%	57%	3%

Grade Level Data Review - Progress Monitoring Assessments

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

Easy CBM Fall, Winter, and Spring Assessments. Kindergarten does phoneme segmenting, letter names, and letter sounds. 1st Grade does phoneme segmenting, letter sounds, and word reading. 2nd grade does passage reading, vocabulary, and reading comprehension. Students in grades 3-8 will use the APM testing in September, January, and March.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52		
	Economically Disadvantaged	14		
	Students With Disabilities	4		
	English Language Learners	12		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52		
	Economically Disadvantaged	14		
	Students With Disabilities	4		
	English Language Learners	12		

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54		
	Economically Disadvantaged	12		
	Students With Disabilities	5		
	English Language Learners	15		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54		
	Economically Disadvantaged	12		
	Students With Disabilities	5		
	English Language Learners	15		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55		
	Economically Disadvantaged	11		
	Students With Disabilities	2		
	English Language Learners	8		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55		
	Economically Disadvantaged	11		
	Students With Disabilities	2		
	English Language Learners	8		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49		
	Economically Disadvantaged	19		
	Students With Disabilities	6		
	English Language Learners	4		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49		
	Economically Disadvantaged	19		
	Students With Disabilities	6		
	English Language Learners	4		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46		
	Economically Disadvantaged	14		
	Students With Disabilities	3		
	English Language Learners	4		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46		
	Economically Disadvantaged	14		
	Students With Disabilities	3		
	English Language Learners	4		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46		
	Economically Disadvantaged	14		
	Students With Disabilities	4		
	English Language Learners	4		

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63		
	Economically Disadvantaged	19		
	Students With Disabilities	5		
	English Language Learners	11		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63		
	Economically Disadvantaged	19		
	Students With Disabilities	5		
	English Language Learners	11		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45		
	Economically Disadvantaged	10		
	Students With Disabilities	3		
	English Language Learners	4		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45		
	Economically Disadvantaged	10		
	Students With Disabilities	3		
	English Language Learners	4		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	45		
	Economically Disadvantaged	10		
	Students With Disabilities	5		
	English Language Learners	4		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43		
	Economically Disadvantaged	7		
	Students With Disabilities	3		
	English Language Learners	1		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43		
	Economically Disadvantaged	7		
	Students With Disabilities	3		
	English Language Learners	1		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43		
	Economically Disadvantaged	7		
	Students With Disabilities	3		
	English Language Learners	1		

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	18	9	29	12						
ELL	43	39	15	34	31	22	12	67			
BLK	35	31		22	13						
HSP	47	48	18	41	34	24	30	69	43		
WHT	58	62		52	41		69		40		
FRL	46	49	19	41	35	20	30	65	31		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	41	36	21	41	50					
ELL	37	54	48	32	42	35	46	36			
BLK	38	47		19	35		45				
HSP	53	53	47	45	51	42	60	68	42		

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
WHT	63	53	46	57	63	47	69	78	75		
FRL	55	52	45	45	53	40	58	74	51		
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	40			30							
ELL	40	46		33	54						
BLK	42			33							
HSP	53	54		48	58	38	38				
WHT	63	58		46	46		47				
FRL	54	51	33	46	48	31	33				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	25
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The trend we noticed this last year was the bottom 25 in both reading and math and a large number of bubble students. Our goal for addressing this is to hire an Instructional Coach and 2 interventionists.

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

The greatest need for improvement is our bottom 25 in both reading and 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?

The action that is being taken is the hiring of an Instructional Coach and 2 full-time interventionists

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

The most improved was our 5th and 8th grade science and civics.

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

The science curriculum was aligned with the state assessment. Our Civics teacher had students on mycivics.com which enriched the curriculum.

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

Teachers will conduct student data chats for student ownership of his/her learning. Teachers will be working with Instructional Coach in small group planning for standard-based interventions. Teachers will be trained on Success Maker for individualized intervention with fidelity.

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.

The teachers will get at least 3 days a month of professional development. The professional developments will include: Success Maker, Savvas (for reading), Hands-on Equations (math manipulatives), Every Minute Count, Success Criteria, Weekly Data Meeting, MTSS trainings, DRA training,

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

The additional services implemented for 2021-2022 are a full time Instructional Coach and 2 full time interventionists. The interventionist will work with small groups (based on standards based data). The interventionist will have a schedule and given standards based curriculum from the Instructional Coach and teacher to provide interventions with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The Bottom 25 is identified as a critical need based on the FSA results in 2021. Students in the bottom 25 in Math was 21% of students making gains.
Measurable Outcome:	The goal is that 50% of the Bottom 25 will make learning gains on the FSA test in May 2022
Monitoring:	Students will be monitored through APM testing in September, January and March. Students will also take mini assessments as well as receive additional instruction through the interventionists.
Person responsible for monitoring outcome:	Keith Miller (keith.miller@charter.hcps.net)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	The Bottom 25 is identified as a critical need based on the FSA results in 2021. Students in the bottom 25 in reading was 25% of students making gains.
Measurable Outcome:	The goal is that 50% of the Bottom 25 will make learning gains on the FSA test in May 2022
Monitoring:	Students will be monitored through APM testing in September, January and March. Students will also take mini assessments as well as receive additional instruction through the interventionists.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<ul style="list-style-type: none"> * Individual diagnostic assessments to determine appropriate reading levels and instructional priorities. * Instruction designed around engaging topics and materials that are relevant to learners' needs. * Direct and explicit instruction with a gradual release of materials to learners. * Formative assessment: continuous monitored by teachers and learners to gauge instructional effectiveness.
Rationale for Evidence-based Strategy:	The rationale behind these strategies is to allow the student to own their learning. Students also want engaging and meaningful activities that bring ownership to their learning. Some of the resources will be Gizmos and Nearpods.

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.

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.

The school address a positive culture through the administration. Teachers are given small, handwritten notes when an administrator does a classroom walk through. Teachers are treated throughout the month with breakfast and or lunch from the administration to thank them. Teacher are also nominated through their peers for "Mustang of the Month" There are the nominees and one staff member who gets the most compliments for the job they do!

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

The stakeholders are the administration team and the team leads for K-2, 3-5, and middle school. The team meets every Monday to discuss what is happening at the school. Team Leads are responsible for bringing back any information from administration and to address any issues occuring within their team,.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
Total:			\$0.00