

Hillsborough County Public Schools

Lake Magdalene Elementary School



2021-22 Schoolwide Improvement Plan

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Lake Magdalene Elementary School

2002 PINE LAKE DR, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Ann Perez

Start Date for this Principal: 7/18/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (50%) 2016-17: C (48%)
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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Lake Magdalene Elementary School

2002 PINE LAKE DR, Tampa, FL 33612

[no web address on file]

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)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

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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.

Lake Magdalene will provide a safe, dynamic environment that promotes innovation and accountability.

Provide the school's vision statement.

At Lake Magdalene every student can excel.

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
Perez, Ann	Principal	<p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <ul style="list-style-type: none"> ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance
Sierra, Mandy	Assistant Principal	<p>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.</p> <ul style="list-style-type: none"> ? 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. ? 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. ? 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. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives,

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

Demographic Information

Principal start date

Sunday 7/18/2021, Ann Perez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

667

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.

7

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	92	123	113	106	117	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	0	15	17	17	10	19	0	0	0	0	0	0	0	78
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	33	20	21	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	24	25	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	33	20	21	0	0	0	0	0	0	0	74

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	1	6	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	3	0	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/7/2021

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	107	117	100	129	118	122	0	0	0	0	0	0	0	693
Attendance below 90 percent	9	9	8	11	16	17	0	0	0	0	0	0	0	70
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	6	28	0	0	0	0	0	0	0	34
Course failure in Math	0	0	0	0	4	20	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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	4	0	2	2	2	0	0	0	0	0	0	0	0	10
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	107	117	100	129	118	122	0	0	0	0	0	0	0	693
Attendance below 90 percent	9	9	8	11	16	17	0	0	0	0	0	0	0	70
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	6	28	0	0	0	0	0	0	0	34
Course failure in Math	0	0	0	0	4	20	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	

Students with two or more indicators 0 0 1 0 0 0 0 0 0 0 0 0 0 0 1

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 4 0 2 2 2 0 0 0 0 0 0 0 0 10

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

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				55%	52%	57%	54%	52%	56%
ELA Learning Gains				51%	55%	58%	47%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	40%	46%	48%
Math Achievement				64%	54%	63%	63%	55%	62%
Math Learning Gains				53%	57%	62%	64%	57%	59%
Math Lowest 25th Percentile				28%	46%	51%	28%	44%	47%
Science Achievement				56%	50%	53%	57%	51%	55%

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	55%	52%	3%	58%	-3%
Cohort Comparison						
04	2021					
	2019	52%	55%	-3%	58%	-6%
Cohort Comparison						
05	2021					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison						
		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	54%	11%	62%	3%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	64%	-4%
Cohort Comparison		-65%				
05	2021					
	2019	59%	54%	5%	60%	-1%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	51%	3%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready for ELA and Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	45	64
	Economically Disadvantaged	23	45	62
	Students With Disabilities	11	13	33
	English Language Learners	11	27	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	42	59
	Economically Disadvantaged	12	38	51
	Students With Disabilities	22	38	56
	English Language Learners	33	36	36

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	38	48
	Economically Disadvantaged	22	33	46
	Students With Disabilities	47	18	19
	English Language Learners	15		27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	37	55
	Economically Disadvantaged	10	30	47
	Students With Disabilities	18	41	56
	English Language Learners	8	0	9

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	57	60
	Economically Disadvantaged	38	50	53
	Students With Disabilities	44	48	43
	English Language Learners	10	10	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	34	55
	Economically Disadvantaged	7	26	49
	Students With Disabilities	19	37	48
	English Language Learners	0	5	21

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	50	51
	Economically Disadvantaged	32	40	43
	Students With Disabilities	42	50	33
	English Language Learners	22	11	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	41	71
	Economically Disadvantaged	11	0	67
	Students With Disabilities	33	50	70
	English Language Learners	18	31	63
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	0	19
	Economically Disadvantaged	7	0	20
	Students With Disabilities	34	32	32
	English Language Learners	6	0	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	47	54
	Economically Disadvantaged	28	42	50
	Students With Disabilities	36	42	52
	English Language Learners	10	33	20
	Number/% Proficiency	Fall	Winter	Spring
Science	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	11	39		34	71	82	18				
ELL	34	30		48	50		30				
BLK	35	30		46			40				
HSP	44	45	38	59	57	62	40				
MUL	67	80		71	80						
WHT	61	58		79	60		39				
FRL	44	49	50	59	61	67	38				
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	20	44	48	28	33	20	11				
ELL	31	50	38	48	48	29	13				
BLK	33	41	58	38	41	25	35				
HSP	52	50	49	58	50	31	41				
MUL	53			79							
WHT	65	55	50	77	61	27	81				
FRL	46	48	52	57	49	26	48				
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	9	31	38	17	37	28	7				
ELL	29	50	44	44	61	44					
BLK	23	33	25	35	47	25	26				
HSP	52	44	41	62	54	27	59				
MUL	59	60		71	80						
WHT	63	50	48	71	75	35	64				
FRL	46	44	41	56	56	28	41				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	452

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
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%	
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	38
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	52
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	59
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	54
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?

ELA Achievement on FSA were the lowest for our SWD,ELL, and B/AA students. While, Math Learning gains were low for all students. Lack of differentiation within classrooms contributed to the low performance.

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

Deficit of learning gains are a concern because it shows these students are not learning the skills needed to show growth.

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

Math Learning gains showed the greatest decline from 2018 to 2019. Small group instruction was not differentiated and interventions were not monitored for effectiveness.

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

ELA Bottom Quartile showed the most improvement for the 2018 to 2019. The school utilized a reading resource and reading coach for planning sessions that included small group instruction.

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

Math Learning gains showed the greatest decline from 2018 to 2019. Small group instruction was not differentiated and interventions were not monitored for effectiveness.

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

Collaborative planning with Content Resource Teachers and small group rotations in the ELA and math block.

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 staff will be provided training through monthly PDs based on staff and school needs and weekly collaborative planning with Content Resource Teachers.

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

Weekly walkthroughs assessing the use of the instructional priorities and providing feedback, as well as the purchase of additional supplemental resources. Data chats will occur after each monthly assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Meaningful planning, PLCs, and professional development were not used to review, discuss, and plan for future instruction.

Measurable Outcome: 90% of teachers will demonstrate a rating of mostly or yes for evidence of planned small group differentiated instruction as measured on the Four Principles of Excellent Instruction Walkthrough Form during weekly classroom walkthroughs by January of 2022.

Monitoring: This will be measured through walkthroughs.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers will plan for scaffolding and differentiated instruction based on formal and informal assessment data

Rationale for Evidence-based Strategy: As per John Hattie’s Effect Size, RTI has an effect of 1.29 and scaffolding of .42. That is why planning for differentiated instruction is crucial for the acceleration of student learning.

Action Steps to Implement

Hire a Reading Resource teacher. The teacher will provide professional development, coaching, and planning for grades 2-5 teachers. The teacher will also pull targeted small groups of students. Student progress will be collected monthly to monitor the progress of those groups under the supervision of the school principal.

Person Responsible Ann Perez (ann.perez@hcps.net)

Hire a Math Resource teacher. The teacher will provide professional development, coaching, and planning for grades 2-5 teachers. The teacher will also pull targeted small groups of students. Student progress will be collected monthly to monitor the progress of those groups under the supervision of the school principal.

Person Responsible Ann Perez (ann.perez@hcps.net)

Staff will participate in Professional development throughout the year based on staff needs taken through a needs assessment. The professional development will include content, strategies, and best practices. The implementation of the material taught will be evident through weekly walkthroughs under the supervision of the school principal.

Person Responsible Mandy Sierra (mandy.sierra@hcps.net)

Staff will actively participate in PLCs monthly to discuss student data and concerns. Each PLC will have a focus and form that must be completed by each teacher. The implementation of the PLCs and completed form will be monitored under the supervision of the school principal.

Person Responsible Mandy Sierra (mandy.sierra@hcps.net)

Teachers will utilize ELL/ESE strategies in their planning and classroom to ensure students’ needs are addressed. As well as collaborate with the VE and ELL teachers. The implementation of these strategies and collaboration will be monitored through weekly walkthroughs under the supervision of the school principal.

Person Responsible Mandy Sierra (mandy.sierra@hcps.net)

Staff will use supplemental resources to help students' needs in all content areas. The teachers will use Reflex Math, Flocabulary, and any other effective resources.

Person Responsible Ann Perez (ann.perez@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Based on the 2021 ELA FSA Scores, 46% in 3rd grade and 46% in 5th grade scored at proficiency, which is level 3 or higher. These scores were due to lack of Professional Learning Communities and Effective Planning.

Measurable Outcome: The percent of 3rd and 5th grade students scoring at a 3 or higher on the FSA will increase to 52% proficiency as measured by 2022 FSA ELA.

Monitoring: Student achievement and learning will be monitored using weekly walkthrough trends based on the school's Instructional Priorities as well as the district created Formatives, PMA's, and i-Ready data ELA. Student progress will be analyzed by the school's electronic data wall and instruction will be strategically delivered based on needs.

Person responsible for monitoring outcome: Ann Perez (ann.perez@hcps.net)

Evidence-based Strategy: Develop checks for understanding and utilize student artifacts that serve as data.

Rationale for Evidence-based Strategy: In 2021, the data showed that two grade levels were below 50% proficiency for students scoring a 3 or higher on the ELA FSA. The improvement strategy of checks for understanding and data analysis will provide more targeted instruction, resulting in improvement student academic performance in ELA.

Action Steps to Implement

Adapt current PLC sessions to be a place for teachers and school leadership to review student work and set criteria for levels of student understanding.

Person Responsible Ann Perez (ann.perez@hcps.net)

Utilize the student work protocol to analyze the data and work with teachers on developing additional tasks, determining necessary scaffolds, and planning for teacher led small group instruction.

Person Responsible [no one identified]

The Black subgroup consists of 14 students with 6 being monitored in the bottom quartile. Their data will be monitored and instruction will be modified after each data assessment to meet their needs, through data chats, collaborative planning, and MTSS process.

Person Responsible Mandy Sierra (mandy.sierra@hcps.net)

Additional ELA support will be provided through daytime ELP for students who have been identified as needing targeted instruction.

Person Responsible Mandy Sierra (mandy.sierra@hcps.net)

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.

Lake Magdalene had 7 "violent" incidents in the 2019-2020 school year and that is considered high when compared to the state and district average. During the 2021-2022 school year, positive behavior supports are being implemented through a school currency system, goal setting, and reward incentives through out the year. 10 students that are considered at high need for emotional support will be provided additional counseling services through a district therapist within the school setting. A mindful professional development will be provided to staff to implement in their classrooms to teach mediation and to help students regulate their emotions.

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.

Positive school culture at Lake Magdalene is built through meaningful parent and student involvement, daily student engagement, clear expectations, and celebrations of achievement. The administration and staff provide many opportunities for open lines of communication between the school staff and parents. Weekly messages are sent to families highlighting what is happening in the school. PTA is active in the school daily and supported by the staff and families. Events are held throughout the year on, and off-campus, providing opportunities for families to work with staff and community members to fulfill students' needs. Students are given the opportunity to engage in their learning at many distinct levels. Students participate through various clubs, individual goal setting, leadership opportunities, and intentional planning by staff members. All these things help to promote school-wide student engagement. Students know that they play a key role in their education and understand that they have the support of the school, staff, and their peers. The administration and staff at Lake Magdalene encourage celebrations of achievement for students and staff members. The morning show highlights kindness awards daily, students vote on citizens of the month from their own classrooms, and the administration encourages teachers to celebrate through academic goal setting.

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

Principal/AP & Staff: Creating the conditions for all stakeholders to be able to work and thrive.

Students: Know they each are accountable for their learning and feel supported by their teachers and

peers.

Parents: Understand how important they are in our school and their child's academic career.

Community Members: Helping to ensure that the schools' needs are supported

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$148,156.94
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	2321 - Lake Magdalene Elem. School	Title, I Part A	1.0	\$71,305.97
			<i>Notes: Reading resource teacher to support planning, teachers, students, and overall instruction</i>			
	5000	130-Other Certified Instructional Personnel	2321 - Lake Magdalene Elem. School	Title, I Part A	1.0	\$71,305.97
			<i>Notes: Math resource teacher to support planning, teachers, students, and overall instruction</i>			
	3374	399-Other Technology-Related Purchased Services	2321 - Lake Magdalene Elem. School	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Math to help students increase their fact fluency.</i>			
	3374	399-Other Technology-Related Purchased Services	2321 - Lake Magdalene Elem. School	Title, I Part A		\$2,250.00
			<i>Notes: Flocabulary Online Resources for teachers to supplement instruction.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$148,156.94