

Hillsborough County Public Schools

Pizzo K 8 School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Positive Culture & Environment	36
Budget to Support Goals	36

Pizzo K 8 School

11701 USF BULL RUN ST, Tampa, FL 33617

www.pizzo.mysdhc.org

Demographics

Principal: Ovett Wilson

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 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)	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: D (39%) 2017-18: C (44%) 2016-17: D (38%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	36

Pizzo K 8 School

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www.pizzo.mysdhc.org

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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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.

Best Teaching Practices
USF Partnerships
Learning Communities
Leads to
Student Achievement

Provide the school's vision statement.

Growing Empowered Scholars for a diverse, Evolving World

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
Cronin, Amber	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Jenks, Mary	Assistant Principal	The Assistant Principal, Elementary, will assist with instructional, administrative, and operational leadership of an elementary school.
Brooks, Brad	Assistant Principal	The Assistant Principal, Middle School, will assist with the instructional, administrative, and operational leadership of a middle school.
Gamm, Cheri	SAC Member	MTSS Resource Teacher will be responsible for supporting MTSS processes.
Santiago, Susan	Other	The English Speakers of Other Languages (ESOL) Resource Teacher, under the direction of the Supervisor for Programs for English Language Learners, will maintain and monitor the implementation of the ESOL program, including professional development of school personnel. The ESOL Resource Teacher is responsible for ensuring the comprehensive program of ESOL within the school, as well as compliance with Full-Time Equivalency (FTE) rules and guidelines from the Florida Department of Education and the United States Department of Education.
Watson, Jennifer	Math Coach	The Math Coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math, to include differentiated learning opportunities and small group instruction. The Math Coach will be working with tiered teachers, based upon experience and need.
Poling, Valerie	Other	The Reading Resource Teacher will be responsible for providing personalized instruction for Tier 2 and 3 students, based on their student achievement, data and instructional needs. The Reading Resource teacher will be a part of the weekly planning sessions with teachers, with a focus on how instruction can be modified and supplemented to meet the needs of the students she is working with. The resource teacher will also be utilized for professional development of best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction.
Jeffrey, Michele	Other	The Exceptional Student Education (ESE) Specialist will provide site-based support in all areas of exceptional student education. This position will utilize program knowledge and leadership skills to work collaboratively with school, area and district staff, parents and students to ensure the provision of a free and

Name	Position Title	Job Duties and Responsibilities
		appropriate education (FAPE) and to improve the outcomes of students with disabilities.
Seits, Theresa	Reading Coach	The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction. The Literacy Coach will be working with tiered teachers, based upon experience and need.

Demographic Information

Principal start date

Sunday 7/1/2018, Ovett Wilson

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.*

8

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.*

3

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

973

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

23

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

16

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	111	111	128	151	95	159	50	55	44	0	0	0	0	904
Attendance below 90 percent	52	50	75	54	69	49	21	14	22	0	0	0	0	406
One or more suspensions	0	1	0	0	3	5	2	3	4	0	0	0	0	18
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	0	0	21	36	48	20	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	18	39	52	26	0	0	0	0	135
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		0	0	1	3	1	3	2	2	2	0	0	0	14

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	47	0	0	0	0	0	0	0	0	47
Students retained two or more times		0	0	0	2	3	7	17	0	7	0	0	0	36

Date this data was collected or last updated

Thursday 6/10/2021

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	0	130	141	130	181	117	141	56	65	0	0	0	0	961
Attendance below 90 percent	0	26	25	17	28	15	17	7	3	0	0	0	0	138
One or more suspensions	0	2	3	4	4	9	6	13	2	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	36	48	20	28	0	0	0	0	153
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	39	52	26	31	0	0	0	0	166
	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	1	3	1	3	2	2	2	1	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	2	3	7	17	0	7	4	0	0	0	0	40

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	0	130	141	130	181	117	141	56	65	0	0	0	0	961
Attendance below 90 percent	0	26	25	17	28	15	17	7	3	0	0	0	0	138
One or more suspensions	0	2	3	4	4	9	6	13	2	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	36	48	20	28	0	0	0	0	153
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	39	52	26	31	0	0	0	0	166
	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	1	3	1	3	2	2	2	1	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	2	3	7	17	0	7	4	0	0	0	0	40

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				39%	57%	61%	36%	59%	60%
ELA Learning Gains				45%	56%	59%	59%	56%	57%
ELA Lowest 25th Percentile				37%	52%	54%	64%	49%	52%
Math Achievement				35%	55%	62%	28%	57%	61%
Math Learning Gains				43%	57%	59%	45%	53%	58%
Math Lowest 25th Percentile				33%	49%	52%	33%	47%	52%
Science Achievement				39%	50%	56%	44%	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	32%	52%	-20%	58%	-26%
Cohort Comparison						
04	2021					
	2019	37%	55%	-18%	58%	-21%
Cohort Comparison		-32%				
05	2021					
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-37%				
06	2021					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-39%				
07	2021					
	2019					
Cohort Comparison		-28%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	54%	-24%	62%	-32%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	34%	57%	-23%	64%	-30%
Cohort Comparison		-30%				
05	2021					
	2019	34%	54%	-20%	60%	-26%
Cohort Comparison		-34%				
06	2021					
	2019	21%	49%	-28%	55%	-34%
Cohort Comparison		-34%				
07	2021					
	2019					
Cohort Comparison		-21%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-32%				

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.

The progress monitoring tool used by all grades 1-6 was iReady. For 5th grade science, FCAT SSS was used. FSA ELA and Math were used for 7th and 8th grade. End of course test was used for 7th grade Civics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	15%	25%
	Economically Disadvantaged	28%	20%	28%
	Students With Disabilities	28%	20%	28%
	English Language Learners	28%	20%	28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	20%	5%
	Economically Disadvantaged	15%	27%	6%
	Students With Disabilities	15%	27%	6%
	English Language Learners	15%	27%	6%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	10%	8%
	Economically Disadvantaged	18%	12%	10%
	Students With Disabilities	18%	12%	10%
	English Language Learners	18%	12%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	7%	1%
	Economically Disadvantaged	10%	8%	1%
	Students With Disabilities	10%	8%	1%
	English Language Learners	10%	8%	1%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	13%	10%
	Economically Disadvantaged	9%	13%	10%
	Students With Disabilities	9%	13%	10%
	English Language Learners	9%	13%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	5%	0%
	Economically Disadvantaged	2%	5%	0%
	Students With Disabilities	2%	5%	0%
	English Language Learners	2%	5%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	7%	8%
	Economically Disadvantaged	22%	7%	8%
	Students With Disabilities	22%	7%	8%
	English Language Learners	22%	7%	8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1%	0%	0%
	Economically Disadvantaged	1%	0%	0%
	Students With Disabilities	1%	0%	0%
	English Language Learners	1%	0%	0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	6%	6%
	Economically Disadvantaged	11%	6%	6%
	Students With Disabilities	11%	6%	6%
	English Language Learners	11%	6%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	2%	1%
	Economically Disadvantaged	5%	2%	1%
	Students With Disabilities	5%	2%	1%
	English Language Learners	5%	2%	1%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			23%
	Economically Disadvantaged			21%
	Students With Disabilities			17%
	English Language Learners			11%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	7%	2%
	Economically Disadvantaged	9%	7%	2%
	Students With Disabilities	9%	7%	2%
	English Language Learners	9%	7%	2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	0%	0%
	Economically Disadvantaged	9%	0%	0%
	Students With Disabilities	9%	0%	0%
	English Language Learners	9%	0%	0%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			27%
	Economically Disadvantaged			27%
	Students With Disabilities			27%
	English Language Learners			27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			17%
	Economically Disadvantaged			17%
	Students With Disabilities			17%
	English Language Learners			17%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			98%
	Economically Disadvantaged			2%
	Students With Disabilities			4.8%
	English Language Learners			2%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			34%
	Economically Disadvantaged			34%
	Students With Disabilities			34%
	English Language Learners			34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			23%
	Economically Disadvantaged			23%
	Students With Disabilities			23%
	English Language Learners			23%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			42%
	Economically Disadvantaged			0%
	Students With Disabilities			3%
	English Language Learners			1.7%

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	19	44	52	23	29	36	23				
ELL	12	48	56	18	44	56	7	35			
BLK	25	41	37	26	37	35	28	55			
HSP	22	52	59	27	48	55	31	41			
MUL	29			17							
WHT	38	54		48	46		55				
FRL	23	48	51	26	43	46	30	45	93		
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	29	34	25	27	48	32	50				
ELL	20	44	46	27	47	38	20				
BLK	40	45	26	30	40	38	35				

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
HSP	36	45	47	38	40	21	34				
MUL	27			18							
WHT	43	40		50	56						
FRL	36	42	36	33	42	35	33				
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	15	55	65	11	38	31	20				
ELL	21	64	83	22	41	32	33				
BLK	37	54	65	24	42	36	40				
HSP	32	61	64	26	43	33	45				
WHT	54	71		46	57						
FRL	36	57	63	28	45	33	45				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	36
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	36
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	23
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	48
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	45
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?

According to our data, the school data went down for each progress monitoring event in both ELA and Math across all ESSA groups and grade levels.

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

Reading learning gains of Bottom Quartile
Math learning gains of Bottom Quartile
Math Achievement

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 contributing factors are that students are not making gains throughout the year and the number of students making proficiency is decreasing. After completion of the Fall and Winter assessments, small groups need to be adjusted in order to provide additional or different interventions.

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

The data component that showed the most improvement after receiving FSA scores from the state was Learning Gains of the lowest quartile from both ELA and Math, 14 and 13 points respectively.

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

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

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

Teachers are implementing researched based strategies to teach on grade level standards.

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.

Teachers and leaders will be participating in several book studies and trainings based upon the unique needs to the school to support student academic achievement as reflected in the budget.

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

The school will provide common planning times to build a collaborative culture as well as regularly scheduled PLC meetings to encourage positive working relationships between teachers. Schools improve when teachers are given the time and support to work together to clarify essential student

learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Student achievement will increase when teachers plan for and implement grade level standards, align student tasks, and scaffold instruction based on the grade level appropriate B.E.S.T and Florida standards with fidelity. According to recent trend data from the Bureau of School improvement along with classroom walk-through data and informal/formal observation data, learning tasks designed by teachers did not always meet grade level standards.
Measurable Outcome:	By May, 2022, 40% of students in grades K-8 will be proficient in reading, math, science, and civics as measured by the i-Ready Spring diagnostic or the FSA content appropriate assessment. Instructional coaches will offer PLC sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards. Monitoring will take place by pulling at least monthly reports from i-Ready growth monitoring assessments and classroom instructional data, as well as the Fall and Winter diagnostics. In addition, interim midyear and ongoing assessment data will be monitored after ongoing test administration.
Monitoring:	Instructional coaches will capture attendance during PLC sessions and grade level planning sessions. Teachers will receive at least bimonthly planning sessions from Instructional Coaches and walkthroughs from Administration. At the conclusion of the walk-through period, teachers will be given specific feedback on current trends and next steps in relation to their task/question alignment. Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs.
Person responsible for monitoring outcome:	Amber Cronin (amber.cronin@hcps.net)
Evidence-based Strategy:	To ensure all students have access to Core instruction, teachers will be supported by Professional Learning Communities, Professional Development, and standards-based planning sessions facilitated with a math coach, a reading coach, and/or subject area leaders.
Rationale for Evidence-based Strategy:	To create a Professional Learning Community, focused on every child having access to instruction based on the Florida standards, we must work collaboratively and hold ourselves accountable for results by asking ourselves 3 questions: what do we want each student to learn? How will we know each student has learned it? And how will we respond when a student experiences difficulty? (Richard Dufour)

Action Steps to Implement

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 Math Coach

When: Throughout the school year, at least bimonthly

What: Math coach will offer at least bimonthly planning sessions with the grade level/subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address gaps in learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.

Evaluation of training: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, Math Monthlies, etc.)

Before planning: Teachers review lessons and data

During planning: Coach assists with anticipated misconceptions, align student tasks

After planning: Checking for fidelity of implementation of plans.

Person Responsible Jennifer Watson (jennifer2.watson@sdhc.k12.fl.us)

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-2 Reading Coach and 3-8 Reading Coach

When: Throughout the school year, at least bimonthly

What: Reading coaches will offer at least bimonthly planning sessions with the grade level/subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.

Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, etc.)

Before planning: Teachers review lessons and data

During planning: Coach assists with anticipated misconceptions, align student tasks

After planning: Checking for fidelity of implementation of plans.

Person Responsible Theresa Seits (theresa.seits@hcps.net)

Coaching cycles for best practice of Reading strategies and pedagogy, tiered by experience, need and student data.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-2 Reading Coach and 3-8 Reading Coach

When: Determined by student and teacher need (teachers tiered for support)

What: Reading coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small group, implementation of research based curriculum, data analysis and interventions.

Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, Achieve 3000, running records, phonics assessments, formal/informal assessments, etc.)

Person Responsible Theresa Seits (theresa.seits@hcps.net)

Coaching cycles for best practice of Math strategies and pedagogy, tiered by experience, need, and student data.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 Math Coach

When: Determined by student and teacher need (teachers tiered for support)

What: Math coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups, implementation of research based curriculum, data analysis and interventions.

Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, formal/informal assessments, math monthlies, etc.)

Person Responsible Jennifer Watson (jennifer2.watson@sdhc.k12.fl.us)

Two 1.0 Supplemental Classroom Teacher Units

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-2 Supplemental Teachers

When: Daily, determined by student need, beginning in September

What: Supplemental teachers will focus on serving the ESSA targeted groups by pulling small groups, using researched based curriculum and interventions. In addition, the supplemental teachers will plan with appropriate teachers to focus lessons to close the gaps to meet the needs of the ESSA groups.

Evaluation: Analysis of student data (iReady, formal/informal assessments, etc.)

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Book Study on the ELL Teacher's Toolbox by Larry Ferlazzo

Targeted ESSA Group(s): ELL

Who: All instructional personnel

When: Beginning in August of 2021; 1 hour, every other week for 10 weeks

What: A book study using the ELL Teacher's Toolkit, which provides hundreds of innovation and research-based instructional strategies to use to support all levels of English Language Learners.

Evaluation: ELL classroom checklist, evidence of strategies in classroom walkthroughs, analysis of student data (formal/informal assessments, lesson plans)

Person Responsible Susan Santiago (susan.santiago@sdhc.k12.fl.us)

Book Study on Metacognition The Neglected Skill Set for Empowering Students by Dr. Fogarty and Brian Pete

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All Instructional Staff Members

When: Beginning in August and ongoing throughout the school year (at least once per month for one hour)

What: A book study to enhance teacher thinking and reciprocal strategies for teachers to implement across all content areas when setting goals for working with all ESSA groups

Evaluation: Evidence from walkthroughs done by instructional coaches, resource teachers and administration

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Book Study and Training on Strengths Finder 2.0 by Tom Rath

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: Instructional Personnel

When: August 2021

What: Utilizing the Strengths Finder assessment tool to determine the strengths of the staff so that the information can be used to determine the teachers level of needed professional development, plan collaboration with co-workers and make decisions around the needs to the teachers for them to better support servicing the needs of students in the individual ESSA groups.

Evaluation: Differentiated opportunities for Professional Development depending on teacher needs, sign in sheets from Specific PD, follow up surveys from delivered Professional Development.

Person Responsible Amber Cronin (amber.cronin@hcps.net)

ELP

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: 8 Teachers and identified students from the targeted ESSA groups in grades K-2

When: Beginning in October 2021, 2 hours per week for 20 weeks

What: After school Extended Learning Programs to support early literacy efforts for the identified students in grades K-2. The ELP will be scheduled to the individual needs of the students being served and will ensure that additional supports are in place to ensure readiness for not only their current grade levels, but also to be on grade level entering the following grade.

Evaluation: Individual student data collection, teacher lesson plans, pre and post data

Person Responsible Mary Jenks (mary.jenks@sdhc.k12.fl.us)

Educational Extension Experiences

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All science teachers and students K-8

When: Scheduled during the school year

What: Educational experiences for K-2 students to visit Lowry Park and 4-8 students to visit Busch Gardens to extend and apply Science standards that they may not receive if not provided within a school day experience.

Evaluation: Lesson plans regarding the appropriate science standards, data collection of class work related to the science standards addressed on the trips.

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Purchase of at least 4 laptop carts and a minimum of 88 laptop computers

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All teachers PreK-8 and all students PreK-8

When: Throughout the school year

What: In order to support district infrastructure and move towards 1-1 devices, the purchase of the carts and laptops are crucial to allow teachers and students the access to the necessary programs and applications to differentiate and individualize instruction for all tier 1 students and ESSA groups.

Evaluation: Lesson plans, classroom walkthroughs, data analysis of program usage

Person Responsible Amber Cronin (amber.cronin@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	<p>Student achievement will increase when teachers plan for and implement small group instruction for grade level standards, align student tasks, and scaffold instruction based on the grade level appropriate B.E.S.T and Florida standards with fidelity.</p> <p>This area was identified after reviewing data from the 2020-21 school year that showed that subgroup performance was an area of growth, specifically for the ELL and SWD subgroups and for the content areas of ELA and Science.</p>
Measurable Outcome:	By May, 2022, 40% of students in grades K-8 will be proficient in reading, math, science, and civics as measured by the i-Ready Spring diagnostic or the FSA content appropriate assessment.
Monitoring:	Monitoring will take place by pulling at least monthly reports from i-Ready growth monitoring assessments and classroom instructional data, as well as the Fall and Winter diagnostics. In addition, interim midyear and ongoing assessment data will be monitored after ongoing test administration.
Person responsible for monitoring outcome:	Amber Cronin (amber.cronin@hcps.net)
Evidence-based Strategy:	To ensure all students have access to Core instruction, teachers will be supported by Professional Learning Communities, Professional Development, and standards-based planning sessions facilitated with a math coach, a reading coach, and/or subject area leaders.
Rationale for Evidence-based Strategy:	To create a Professional Learning Community, focused on every child having access to instruction based on the Florida standards, we must work collaboratively and hold ourselves accountable for results by asking ourselves 3 questions: what do we want each student to learn? How will we know each student has learned it? And how will we respond when a student experiences difficulty? (Richard Dufour)

Action Steps to Implement

Students will show growth through teachers aggressively monitoring their learning.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All instructional staff

When: Determined by student need

What: Teachers will focus on lesson planning with team members and coaches; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups, implementation of research based curriculum, data analysis and interventions.

Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of lesson plans during classroom walkthroughs, analysis of student data (iReady, formal/informal assessments, math monthlies, etc.)

Person Responsible Mary Jenks (mary.jenks@sdhc.k12.fl.us)

Students will show growth through data-driven instruction.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All instructional staff

When: After each data collection piece (formal and informal)

What: Teachers will focus on lesson planning with team members and coaches; based on instructional

needs identified through student data and other sources. Instruction will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups,

Person Responsible Mary Jenks (mary.jenks@sdhc.k12.fl.us)

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 Math Coach

When: Throughout the school year, at least bimonthly

What: Math coach will offer at least bimonthly planning sessions with the grade level/subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address gaps in learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.

Evaluation of training: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, Math Monthlies, etc.)

Before planning: Teachers review lessons and data

During planning: Coach assists with anticipated misconceptions, align student tasks

After planning: Checking for fidelity of implementation of plans.

Person Responsible Jennifer Watson (jennifer2.watson@sdhc.k12.fl.us)

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-2 Reading Coach and 3-8 Reading Coach

When: Throughout the school year, at least bimonthly

What: Reading coaches will offer at least bimonthly planning sessions with the grade level/subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.

Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, etc.)

Before planning: Teachers review lessons and data

During planning: Coach assists with anticipated misconceptions, align student tasks

After planning: Checking for fidelity of implementation of plans.

Person Responsible Theresa Seits (theresa.seits@hcps.net)

Coaching cycles for best practice of Reading strategies and pedagogy, tiered by experience, need and student data.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-2 Reading Coach and 3-8 Reading Coach

When: Determined by student and teacher need (teachers tiered for support)

What: Reading coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small group, implementation of research based curriculum, data analysis and interventions.

Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and

implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, Achieve 3000, running records, phonics assessments, formal/informal assessments, etc.)

Person Responsible Theresa Seits (theresa.seits@hcps.net)

Coaching cycles for best practice of Math strategies and pedagogy, tiered by experience, need, and student data.

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 Math Coach

When: Determined by student and teacher need (teachers tiered for support)

What: Math coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups, implementation of research based curriculum, data analysis and interventions.

Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, formal/informal assessments, math monthlies, etc.)

Person Responsible Jennifer Watson (jennifer2.watson@sdhc.k12.fl.us)

Reading Resource Teacher

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-5 Reading Resource Teacher

When: Determined by student need, beginning in September

What: Reading Resource Teacher will focus on serving the ESSA targeted groups by pulling small groups. In addition, the teacher will focus on lesson planning with teachers on a weekly basis to plan effective lessons to meet the needs of the ESSA groups.

Evaluation: Analysis of student data (iReady, formal/informal assessments, etc.)

Person Responsible Valerie Poling (valerie.poling@sdhc.k12.fl.us)

Teacher Assistant

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: Kindergarten Literacy Teacher Assistant

When: By August 10

What: Teacher assistant will focus on serving Kindergarten ESSA students supporting early literacy efforts by pulling specifically scheduled small groups, using researched based curriculum and interventions.

Evaluation: Analysis of student data by the classroom teachers, instructional coaches, resource teachers, and MTSS resource teacher (iReady, formal/informal assessments, etc.)

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Title One Aide

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 Title One Aide

When: By August 10

What: The Title One Aide will focus on serving our ELL ESSA students by pulling small groups to support teacher lesson plans using researched based curriculum and interventions focusing on closing the

academic gaps.

Evaluation: Analysis of student data by the classroom teachers, instructional coaches, resource teachers and MTSS resource teacher (iReady, formal/informal assessments, etc.)

Person Responsible Amber Cronin (amber.cronin@hcps.net)

ELP

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: 8 Teachers and identified students from the targeted ESSA groups in grades K-2

When: Beginning in October 2021, 2 hours per week for 20 weeks

What: After school Extended Learning Programs to support early literacy efforts for the identified students in grades K-2. The ELP will be scheduled to the individual needs of the students being served and will ensure that additional supports are in place to ensure readiness for not only their current grade levels, but also to be on grade level entering the following grade.

Evaluation: Individual student data collection, teacher lesson plans, pre and post data

Person Responsible Mary Jenks (mary.jenks@sdhc.k12.fl.us)

Allocate T-Payroll for additional Reading Standards based planning

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: K-8 teachers who teach ELA, Reading, Social Studies and Science

When: One hour per week after contracted hours

What: This planning time will focus on intentional small groups related to our ESSA population and differentiated opportunities for those learners determined from data reviews.

Evaluation: Lesson plans, evidence of planning and implementation of ELA plans specific to the serviced ESSA group during Classroom Walkthroughs, analysis of student data (iReady, phonics assessments, running records, formal/informal assessments, etc.)

Person Responsible Theresa Seits (theresa.seits@hcps.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus Description and Rationale:**

Student culture and relationships will increase when positive behavior interventions and Supports are put into place focusing on consistent Tier 1 behavior management, in effect to improve student achievement. This was identified as a critical need from the data reviewed from a root cause analysis (5 Why) protocol looking at the number of students suspended and/or removed from the classroom. This data is linked to students suffering academically from the lack of time spent in the classroom.

In addition, our ESSA data, from our previous year of testing, shows that the following subgroups did not meet the 41% threshold: Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged. All of the Action Steps that will be implemented will positively impact students within these ESSA categories, as documented below.

Measurable Outcome:

At least 70% of instructional staff members will agree that students at this school follow rules of conduct, based on a survey conducted in the Spring of 2022.

Monitoring:

Monitoring will take place with monthly reports from classroom teachers of students receiving awards based on criteria for monthly PBIS themes and recognized in the Top Bull Ceremonies. In addition, fidelity usage will be monitored for each classroom through walkthroughs and classroom observations.

Person responsible for monitoring outcome:

Amber Cronin (amber.cronin@hcps.net)

Evidence-based Strategy:

Implementing CHAMPS and PBIS through Professional Development and use of appropriate resources.

Rationale for Evidence-based Strategy:

The article Supporting Homeless and Youth through Proactive and Positive Behavior Management and Intervention Practices supports the need for positive behavior supports.

Evidence-based Strategy:

The article references the knowledge that developing positive relationships increase student achievement. This will support our action steps for PBIS, MTSS Resource Teacher (Rtl) and CHAMPS (classroom environment and expectations).

Action Steps to Implement

Culture Action Step for PBIS/CHAMPS Program

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: MTSS Resource Teacher

When: Monthly, beginning in August 2021

What: MTSS Resource teacher will focus on coaching, modeling and facilitating PBIS and CHAMPS procedures/programs to all instructional staff K-8 in order to assist with behavior management, relationship building. In addition, the MTSS resource teacher will meet bi-weekly with student services and administration and teachers to identify appropriate intervention strategies for our ESSA subgroups in order to provide support for those students through goal setting to remain in the classroom setting.

Evaluation: Follow up data monthly with staff documenting intervention strategies being used as well as the appropriate data collection to support those interventions.

Person Responsible

Cheri Gamm (cheri.gamm@hcps.net)

Implementation of CHAMPS Training as well as posting of School Signage

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All Teachers K-8

When: During PrePlanning 2021

What: Approximately 120 Instructional and Non Instructional staff members will receive CHAMPS training through district personnel or trained student services personnel. This training will focus on using the CHAMPS program in order to form school wide expectations for all students in all settings. All teachers will receive their own copy of the CHAMPS book to use as a resource for goal setting.

In addition, the campus will receive signs displaying these schoolwide expectations that will be taught by teachers. Parents and stakeholders will also be informed through signage in the main offices. All of the ESSA subgroups will use these procedures in their classrooms.

Evaluation: Classroom/school campus walkthroughs, behavior tracker data analysis

Person Responsible Amber Cronin (amber.cronin@hcps.net)

PBIS Training

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All Teachers K-8

When: During Preplanning 2021 and follow up once per quarter

What: PBIS training to go over Tier 1 behaviors and expectations for teachers to implement with fidelity within their classrooms, as well as around campus. In addition, a canvas course will be used with coordinated modules for teachers to complete with examples and expectations.

Evaluation: Walkthroughs as teachers are implementing strategies to all students throughout the school building; Canvas completion reports

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Parent Liaison

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: Parent Liaison to contact parents

When: Beginning in August thru the entire school year 2021-22

What: Liaison will be responsible for contacting parents when students are struggling with attendance, behavior or other barriers to their school success. The liaison will be able to target our ESSA groups that might be more prevalent with these concerns. The liaison will head a committee to assist in developing 4 family events each year to promote literacy, STEM, Social Emotional Wellness, etc. as well as communicate school-wide activities and securing community donations for these events.

Evaluation: Meet with administration and student services bi-weekly to discuss cases and report results. Parents will be provided resources to disperse to parents.

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Purchase of materials for Parent Liaison

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All parents of all students K-8

When: Throughout the school year

What: Purchase of stamps and envelopes for the purpose of communication between the parent liaison and the parents to enhance the involvement between the school and the families of all students.

Evaluation: Communication between administration and the parent liaison to discuss communication projects and obstacles.

Person Responsible Amber Cronin (amber.cronin@hcps.net)

Purchase of classroom supplies

Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged

Who: All classrooms, students and teachers K-8

When: Beginning of the 2021 school year

What: The school will purchase classroom supplies for disbursement to teachers and all students that are unable to purchase the necessary materials. These purchases will allow all students to be active members of the classroom without worrying about missing items. In addition, one inch binders and tab dividers will be purchased so that teachers and students can maintain a portfolio of student work to be utilized when conferencing with families regarding the academic progress of their child.

Evaluation: Binder portfolios will be shared when conferencing with all families; Classroom walkthroughs to view purchased school supplies in use

Person Responsible Amber Cronin (amber.cronin@hcps.net)

ELL Culturally Relevant Literature

Targeted ESSA Group(s): ELL, Hispanic

Who: All instructional teachers K-8

When: Throughout the 2021 school year

What: The school will purchase ELL side by side native language culturally relevant literature that will allow our ELL and Hispanic students access to high quality and engaging texts to read at school in their classroom libraries, but also to take home to strengthen the home and school connection with students and families.

Evaluation: Classroom walkthroughs to view classroom libraries; communication with parents and families to determine the use at home

Person Responsible Susan Santiago (susan.santiago@sdhc.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Pizzo was identified as a R.A.I.S.E. school due to grades 3, 4, and 5 scoring <50% in ELA Proficiency. Proficiency data is as follows: Grade 3 - 11%, Grade 4 - 15%, Grade 5 - 25%. Student ELA proficiency achievement will increase when teachers plan for and implement grade level standards, align student tasks, and scaffold instruction based on the grade level appropriate B.E.S.T and Florida standards with fidelity. According to recent trend data from the Bureau of School improvement along with classroom walk-through data and informal/formal observation data, learning tasks designed by teachers did not always meet grade level standards
Measurable Outcome:	By May, 2022, 50% of students in grades K-8 will be proficient in reading, measured by FSA The percent of Pizzo K-8 students scoring at 3 or Above on the Spring 2022 ELA assessment will increase to 50%.
Monitoring:	Student Progress Monitoring: Monitoring will take place by pulling at least monthly reports from i-Ready growth monitoring assessments and classroom instructional data, as well as the Fall and Winter diagnostics. In addition, interim midyear and ongoing assessment data will be monitored after ongoing test administration. Teacher Progress Monitoring: Instructional coaches will capture attendance during PLC sessions and grade level planning sessions. Teachers will receive at least bimonthly planning sessions from Instructional Coaches and walkthroughs from Administration. At the conclusion of the walk-through period, teachers will be given specific feedback on current trends and next steps in relation to their standards based instruction and task/question alignment. Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs.
Person responsible for monitoring outcome:	Amber Cronin (amber.cronin@hcps.net)
Evidence-based Strategy:	Teachers will be supported by Professional Learning Communities, Professional Development, and standards-based planning sessions facilitated with a reading coach, and/or subject area leaders.
Rationale for Evidence-based Strategy:	Within the Professional Learning Community, teachers will ask these 3 questions: How will we know each student has learned it? how will we respond when a student experiences difficulty? (Richard Dufour)

Action Steps to Implement

Modeling of providing textual evidence to support text-based questions (written and/or verbal) - examine it in the "BEFORE" portion of Planning Protocol

Who: Instructional Coaches, resource teachers, and teachers

When: Weekly before planning sessions

What: Modeling of providing textual evidence to support text-based questions (written and/or verbal) - examine it in the "BEFORE" portion of Planning Protocol

Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs

Person Responsible Valerie Poling (valerie.poling@sdhc.k12.fl.us)

Refer to culminating task throughout the lesson (revisit planning) to make connections to activities and the purpose of learning

Who: Instructional Coaches, resource teachers, and teachers

When: Weekly before planning sessions

What: Modeling of providing textual evidence to support text-based questions (written and/or verbal) - examine it in the "BEFORE" portion of Planning Protocol

Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs

Person Responsible Valerie Poling (valerie.poling@sdhc.k12.fl.us)

ILT will unpack and develop examples for the two look-fors and what it looks like in the classroom

Who: Instructional Leadership Team, Teachers

When: Every 3 weeks

What: Unpack and develop look fors, focusing on core instruction

Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs

Person Responsible Amber Cronin (amber.cronin@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.

Pizzo K-8 reported 8.6 violent incidents per 100 students for the 2020-2021 school year. This rate is greater than the statewide combination school rate of 1.6 incidents per 100 students. These incidents were physical attacks, primarily student on student. School-wide PBIS training for all faculty and staff will be done in pre-planning. Signage will be updated and visible throughout the campus and school-wide expectations will be explicitly taught to all students. Teachers will revisit and remind students regularly of the expected behaviors. Monthly SEL lessons will be provided by guidance counselors.

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.

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents and the community work collaboratively to improve skills and habits for personal and academic success. Positive culture is enhanced when communication between families, teachers and students is a top priority. Our goal is to build positive relationships with families. We encourage parents and families to participate in all our events by sending home and emailing newsletters and flyers, making parent link calls and posting everything on our website and social media.

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

Parents and families are invited and encouraged to attend school events as well as to keep in constant communication with the teachers. This can be done through:

- Open House
- SAC and PTA
- Newsletters, websites, Canvas pages, marque announcements
- Parent link/class dojo/remind (phone text systems)
- Conference Nights
- Family Nights
- Volunteer Orientations/Recognition
- Committee Events
- Great American Teach In
- Ongoing Community Partnerships
- Volunteer Programs

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$372,850.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	1.0	\$72,400.02

			<i>Notes: *Reading Resource Teacher will push in, pull out and provide tutoring for targeted students in grades K-5. The focus will be in ELA based on baseline assessments as well as student performance on FDA with a primary focus on Level 2 and 3 students.</i>			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$7,833.68
			<i>Notes: *Reading Resource Teacher Retirement 10.82%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$4,488.80
			<i>Notes: *Reading Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$1,049.80
			<i>Notes: *Reading Resource Teacher Medicare 1.45%</i>			
	5100	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$13,566.00
			<i>Notes: *Reading Resource Teacher Health and Life Insurance 19%</i>			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		\$369.24
			<i>Notes: *Reading Resource Teacher Workers Comp .51%</i>			
	5100	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	1.0	\$68,200.11
			<i>Notes: *RTI Resource Teacher will train faculty and staff on the MTSS/RTI process. Model and facilitate MTSS/RTI with teachers in grades K-5. Hold monthly grade level RTI meetings to identify students who are in need of Tier 2/3 interventions. Create a system for teachers to refer students who are having academic, behavior, or social concerns. Work with student services team to publish tiered interventions for attendance, academic, behavior, and mental health. Monitor students and analyze data related to students who have 3 early warnings around attendance, behavioral and academic progress.</i>			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$7,379.25
			<i>Notes: *RTI Resource Teacher Retirement 10.82%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$4,228.41
			<i>Notes: *RTI Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$988.90
			<i>Notes: *RTI Resource Teacher Medicare 1.45%</i>			
	5100	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$12,768.02
			<i>Notes: *RTI Resource Teacher Health and Life Insurance 19%</i>			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		\$347.82
			<i>Notes: *RTI Resource Teacher Workers Comp.51%</i>			
	5100	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	1.0	\$54,601.19
			<i>Notes: *Math Resource Teacher will support teachers and new teacher math academy through specific coaching cycles from classroom observations data. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for teachers to refer students who are having academic, behavior, or social concerns. Work with student services team to publish tiered interventions for attendance, academic behavior, and mental health. Monitor students and analyze data related to students who have 3 early warnings around attendance, behavioral and academic progress.</i>			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$5,907.85
			<i>Notes: *Math Resource Teacher Retirement 10.82%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$3,385.27
			<i>Notes: *Math Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$791.72
			<i>Notes: *Math Resource Teacher Medicare 1.45%</i>			

	5100	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$10,374.23
			Notes: *Math Resource Teacher Health and Life Insurance 19%			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		\$278.47
			Notes: *Math Resource Teacher Workers Comp .51%			
	6400	130-Other Certified Instructional Personnel	3381 - Pizzo K 8 School	UniSIG	1.0	\$51,192.91
			Notes: *Reading Coach will support standards-based instruction aligned to full depth of the standard. Develop the before, during, and after common planning protocol to support teacher clarity. Lead common planning sessions for standards-based planning and implementation. Support students, new teachers, and the entire faculty with school-wide writing and reading strategies that promote achievement. Model and co-teach along tiered teachers for support of students. Provide trainings for faculty as well as student family engagement support sessions around literacy. FSA increase in achievement level, bottom quartile, learning gains, teacher culture in reading, and ELA.			
	6400	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$5,245.20
			Notes: *Reading Coach Retirement 10.82%			
	6400	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$3,160.28
			Notes: *Reading Coach FICA 6.2%			
	6400	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$739.10
			Notes: *Reading Coach Medicare 1.45%			
	6400	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$9,684.74
			Notes: *Reading Coach Health and Life Insurance 19%			
	6400	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		\$309.32
			Notes: *Reading Coach Workers Comp .51%			
	6300	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	1.0	\$28,206.37
			Notes: Instructional Duties - Planning will be held for 30 instructional staff members for 1 hour each week for 20 weeks to plan with instructional resource teachers and coaches at a rate of \$36.00. During their planning time, they will plan for standards-aligned lessons to be highly engaged and meet the needs of all learners.			
	6300	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$3,051.93
			Notes: Instructional Duties Added Retirement 10.82%			
	6300	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$1,748.79
			Notes: Instructional Duties Added FICA 6.2%			
	6300	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$408.99
			Notes: Instructional Duties Added Medicare 1.45%			
	6300	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$143.85
			Notes: Instructional Duties Added Workers Comp .51%			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$43,463.70
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	3381 - Pizzo K 8 School	UniSIG		\$31,500.00
			Notes: Assistant Teacher BD Level will focus on serving Kindergarten -2nd grade ESSA students supporting early literacy efforts by pulling specifically scheduled small groups using researched based curriculum and interventions.			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		\$3,408.30

			Notes: Assistant Teacher BD Level Retirement 10.82%			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$1,953.00
			Notes: Assistant Teacher BD Level FICA 6.2%			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		\$456.75
			Notes: Assistant Teacher BD Level Medicare 1.45%			
	5100	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		\$5,985.00
			Notes: Assistant Teacher BD Level Life and Health Insurance 19%			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		\$160.65
			Notes: Assistant Teacher BD Level Workers Comp .51%			
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$437,712.50