

Hillsborough County Public Schools

# Alexander Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[ no web address on file ]

## Demographics

Principal: Kristina Alvarez

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: A (62%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[ 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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

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

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Alexander will create a caring and nurturing environment, motivating staff and students to work as a community to learn, grow and achieve their goals together. Our learning community will provide opportunities for personal growth and academic success for all.

#### **Provide the school's vision statement.**

Alexander will provide students with life long skills that promote creativity and foster independent thinking through an integrated curriculum in a safe environment.

### 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
Alvarez, Kristina	Principal	<p>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.</p> <p><b>SPECIFIC DUTIES &amp; RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</li> <li>? Administers and develops educational programs for students with mental or physical disabilities.</li> <li>? Confers with teachers, students, and parents concerning educational and behavioral problems in school.</li> <li>? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</li> <li>? Requisitions and allocates supplies, equipment, and instructional material as needed.</li> <li>? Directs preparation of class schedules, cumulative records, and attendance reports.</li> <li>? Walks about school building and property to monitor safety and security.</li> <li>? Plans and monitors school budget.</li> <li>? Plans for and directs building maintenance.</li> <li>? Performs any other duties as assigned.</li> </ul>
Melendez, Ivette	School Counselor	<p><b>POSITION SUMMARY:</b> The Counselor, Elementary School, is responsible for coordinating and implementing the school's counseling services program to include academic advisement and counseling, developmental guidance, career development, and parent/community involvement.</p> <p><b>SPECIFIC DUTIES &amp; RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>? Provides an ongoing program of individual, small group, and large group counseling services in the areas of social/personal development, academic advisement, and career awareness per the national standards established by the American School Counselor Association.</li> <li>? Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of elementary school students, including schoolwide</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>needs.</p> <p>? Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts.</p> <p>? Addresses individual student needs and refers students to appropriate school and community resources as necessary.</p> <p>? Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate.</p> <p>? Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences.</p> <p>? Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills.</p> <p>? Provides information about appropriate community resources.</p> <p>? Performs any other duties as assigned.</p>

POSITION SUMMARY: The site-based Reading Resource Teacher will be responsible for assisting

teachers in meeting students' educational needs.

SPECIFIC DUTIES & RESPONSIBILITIES:

Campolong,  
Lorraine

Instructional  
Coach

? Assists with the implementation of district initiatives in the area of English Language Arts.

? Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.

? Serves as a resource to the school for strategies and materials to increase English Language Arts achievement.

? Assists teachers in implementing the Language Arts Florida Standards. Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction.

? Assists with professional development opportunities. Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.



Name	Position Title	Job Duties and Responsibilities
		<p>? Conducts classroom walk-throughs and provides follow-up with teachers.</p> <p>? Creates assessments for targeted standards, and trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Assists with implementation and administration of district tests.</p> <p>? Conferences with teachers to assist in interpreting assessment data and planning instruction.</p> <p>? Provides small group instruction for selected students.</p> <p>? Assists with English Language Arts competitions.</p> <p>? Assists with textbook implementation.</p> <p>? Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction.</p> <p>? Performs any other duties as assigned.</p>

## Demographic Information

### Principal start date

Thursday 7/29/2021, Kristina Alvarez

**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.*

6

**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.*

7

**Total number of teacher positions allocated to the school**

31

**Total number of students enrolled at the school**

519

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

7

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

5

### Demographic Data

## Early Warning Systems

**2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	95	54	81	80	89	0	0	0	0	0	0	0	491
Attendance below 90 percent	32	24	16	14	18	19	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	0	0	0	0	0	0	0	0	0	3
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	14	3	12	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	2	8	0	0	0	0	0	0	0	20
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	0	0	0	1	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	7	13	5	1	1	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Thursday 1/27/2022

**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	96	70	90	85	97	76	0	0	0	0	0	0	0	514
Attendance below 90 percent	13	4	11	12	16	10	0	0	0	0	0	0	0	66
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

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

**The number of students identified as retainees:**

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

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	95	57	78	76	89	0	0	0	0	0	0	0	491
Attendance below 90 percent	13	4	11	12	16	10	0	0	0	0	0	0	0	66
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

**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	2	0	0	0	0	0	0	0	0	3

**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	6	13	6	1	1	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data 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				58%	52%	57%	58%	52%	56%
ELA Learning Gains				64%	55%	58%	58%	52%	55%
ELA Lowest 25th Percentile				56%	50%	53%	40%	46%	48%
Math Achievement				74%	54%	63%	77%	55%	62%
Math Learning Gains				77%	57%	62%	81%	57%	59%
Math Lowest 25th Percentile				49%	46%	51%	63%	44%	47%
Science Achievement				57%	50%	53%	55%	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	51%	52%	-1%	58%	-7%
Cohort Comparison						
04	2021					
	2019	57%	55%	2%	58%	-1%
Cohort Comparison		-51%				
05	2021					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	54%	6%	62%	-2%
Cohort Comparison						
04	2021					
	2019	78%	57%	21%	64%	14%
Cohort Comparison		-60%				
05	2021					
	2019	75%	54%	21%	60%	15%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	51%	5%	53%	3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

1st through 5th Grade ELA and Math: I-Ready Diagnostic

5th Grade Science: School City

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	35	63
	Economically Disadvantaged	25	35	63
	Students With Disabilities	17	17	33
	English Language Learners	12	23	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	32	44
	Economically Disadvantaged	16	32	44
	Students With Disabilities	17	17	50
	English Language Learners	12	23	35
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	42	68
	Economically Disadvantaged	22	42	68
	Students With Disabilities	0	20	40
	English Language Learners	5	20	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	37	62
	Economically Disadvantaged	13	37	62
	Students With Disabilities	0	27	53
	English Language Learners	5	12	52

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	53	67
	Economically Disadvantaged	26	53	67
	Students With Disabilities	18	29	53
	English Language Learners	9	38	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	27	52
	Economically Disadvantaged	15	27	52
	Students With Disabilities	0	35	47
	English Language Learners	9	18	44
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	40	52
	Economically Disadvantaged	29	40	52
	Students With Disabilities	8	17	33
	English Language Learners	4	7	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	31	69
	Economically Disadvantaged	20	31	69
	Students With Disabilities	8	8	33
	English Language Learners	4	21	55

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	49	64
	Economically Disadvantaged	31	49	64
	Students With Disabilities	0	14	38
	English Language Learners	36	21	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	38	73
	Economically Disadvantaged	28	38	7317
	Students With Disabilities	10	19	57
	English Language Learners	7	7	57
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51	59	
	Economically Disadvantaged	46	61	
	Students With Disabilities	42	49	
	English Language Learners	40	34	

## 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	40	65	58	58	65	58	24				
ELL	46	71	90	65	68	45	44				
HSP	54	70	80	69	73	47	60				
WHT	64			57							
FRL	55	68	72	68	74	50	54				
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	19	45	44	35	52	38	14				
ELL	52	62	65	73	81	58	50				
HSP	59	64	60	73	77	45	55				
WHT	47			73							
FRL	56	64	55	72	76	49	53				

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	20	38	32	41	58	52	19				
ELL	44	50	45	70	79	64	30				
HSP	60	56	37	79	83	68	56				
WHT	70			50							
FRL	58	57	40	77	82	63	53				

### 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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	61
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
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	63
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?**

In reviewing the Spring I-Ready results for 2021 the SWD averaged 41% proficiency in ELA and 46% proficiency in Math.

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

The SWD subgroup Reading data reflected the greatest need for improvement.

**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 SWD students received inconsistent instruction due to the changes in the educational platforms that were available due to the Global pandemic. Approved volunteers that consist of retired educators and community members will support the SWD students in Reading to close the achievement.

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

The data component showing the most improvement was the ELA SWD moving from 19% in 2019 to 41% in 2020.

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

The SWD students received inconsistent instruction due to the changes in the educational platforms that were available due to the Global pandemic. 85% of our students returned to brick and mortar rather than electing eLearning as their platform.

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

1. Professional development for teachers to maintain abreast with up-to-date research.
2. The reading and math resource teachers will work with K-5 grade teams to provide strategy lessons for students to demonstrate mastery.
3. The reading and math resource teachers will individually work with students based on reading diagnostic data to increase student achievement.
4. The resource personnel will conduct frequent data with grade level teams to disaggregate student performance and identify additional strategies to increase student achievement.

**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.**

Content specialist will provide professional development opportunities in:

1. Wonders curriculum
2. Best practices for Newsela
3. MTSS
4. BEST standards for K-2

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

Utilize weekly faculty meetings to provide mini professional development that address best practices.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Improve vocabulary instruction in Reading for K-5. Based on data provided along with the given demographics of Alexander Elementary.
<b>Measurable Outcome:</b>	Alexander students in the bottom quartile in ELA will improve from the 2019/2020 school year to 70% in the 2021/2022 school year.
<b>Monitoring:</b>	Student performance will be monitored with I-Ready in the Fall, Winter, and Spring and Wonders Unit Assessments. Both measures will be used to accurately identify students and their area of need.
<b>Person responsible for monitoring outcome:</b>	Kristina Alvarez (kristina.alvarez@hcps.net)
<b>Evidence-based Strategy:</b>	Current area resource teachers in addition to core instruction in whole and small group instruction for identified students; Professional development for teachers to maintain abreast with up-to-date research.
<b>Rationale for Evidence-based Strategy:</b>	Upon disaggregating achievement data (I-Ready, District Baseline assessments, Wonders Screener) identified students will be paired with additional supports in student's area of need to increase achievement.

#### Action Steps to Implement

1. Grade level weekly planning sessions with content specialist.
2. The reading and math resource teachers will work with k-5 grade teams to provide strategy lessons for students to demonstrate mastery. They will individually work with students based on reading diagnostic data to increase student achievement. In addition they will support all grade levels utilizing the district frameworks.
3. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement.
4. Develop checks for understanding and utilize student artifacts that serve as data.
5. Approved volunteers that consist of retired educators and community members will support the SWD students in Reading to close the achievement.

**Person Responsible** Kristina Alvarez (kristina.alvarez@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.

**School data reflects that Alexander incident rate is ranked very low with the State 255/1395 and County 15/119. There is one reported incident resulting a incident rate of .17 per 100. School will monitor using EASI system.**

**Alexander will use Panorama to progress monitor for grades 3-5 and the 7Mindset Survey to monitor grades K-2. Alexander has opted to use the 7Mindsets as our curriculum for SEL. It has been implemented Schoolwide with class lessons and monthly recognition.**

### **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 encourage parents to participate in all of our events by sending home flyers, making Parent Link calls, providing Virtual meetings due to the pandemic, Canvas page (Alexander Families) and posting information on our website and Marquee. To increase student achievement, we focus on communicating every child's progress to families by engaging parents in parent/teacher conferences and sending home quarterly progress reports. School staff, students, parents and the community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and our community.

Panorama Data: School Culture 70%ile

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

Administration - Communication: Flyers / Parent Links / Canvas (Alexander Families) / Webpage / Newsletters

Teachers: Family Nights / Conference Nights / Quarterly progress alerts / Awards Ceremonies / Student of the Month recognition / Winter Concert / Spring Musical

PTA: Daughter Dance / Son Game Night / Fundraising

Community: Chick-fil-A Spirit Night / Book Fair

### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	140-Substitute Teachers	0081 - Alexander Elementary School	Title, I Part A	6.0	\$0.00
			Notes: Frequent data chats are conducted as a grade level with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement. Six (6) substitutes are needed to facilitate these chats.			
	5100	120-Classroom Teachers	0081 - Alexander Elementary School	Title, I Part A	3.0	\$0.00
			Notes: The reading resource teacher will work with third through fifth grade teams to provide strategy lessons for students to prepare for FSA. She will individually work with students based on reading diagnostic data to enhance reading development. In addition, she will work with all grade levels utilizing the district. The math resource teacher will work with the various grade levels as coach to provide strategy lessons for students based on math diagnostic data to enhance math performance. She will also assist by supporting all grade levels in utilizing the district frameworks.			
	5100	369-Technology-Related Rentals	0081 - Alexander Elementary School	Title, I Part A	30.0	\$0.00
			Notes: STEM bins (Makerspace) in each classroom to be utilized during cooperative groups/ centers/enrichment to support implementation of STEM Hub school.			
	5100	130-Other Certified Instructional Personnel	0081 - Alexander Elementary School	Title, I Part A	3.0	\$0.00
			Notes: Non-Board employees to work with identified students in Math/ELA during the school day as a supplement to increase student achievement.			
	5100	369-Technology-Related Rentals	0081 - Alexander Elementary School	Title, I Part A	25.0	\$0.00
			Notes: 500 student licenses for Reading Counts used as an incentive for students to read for points to support vocabulary instruction and improve student achievement.			
	5100	519-Technology-Related Supplies	0081 - Alexander Elementary School	Title, I Part A	21.0	\$0.00
			Notes: 120 STEM bots for students to use K through 3rd grade to support our schoolwide implementation of STEM Hub school to increase student achievement.			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0081 - Alexander Elementary School	Title, I Part A	50.0	\$0.00
			Notes: 50 computers to provide additional opportunities for students to work on I-Ready in the classrooms and virtually to increase vocabulary in all content areas and student achievement.			
	5100	500-Materials and Supplies	0081 - Alexander Elementary School	Title, I Part A	30.0	\$0.00
			Notes: To maintain and/or increase the level of success of student achievement, purchase math and reading consumables for all students to prevent "summer slide".			
	5100	120-Classroom Teachers	0081 - Alexander Elementary School	Title, I Part A	14.0	\$0.00
			Notes: 14 Classroom teachers to work with identified students in grades 2-5, Math/ELA, after the school day to increase student achievement.			
Total:						\$0.00