

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

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[no web address on file]

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>89%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p> |

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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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.

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>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned. |
| Melendez, Ivette | School Counselor | <p>POSITION SUMMARY: 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>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? 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. ? 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 |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>needs.</p> <ul style="list-style-type: none"> ? Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts. ? Addresses individual student needs and refers students to appropriate school and community resources as necessary. ? Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate. ? Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences. ? Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills. ? Provides information about appropriate community resources. ? Performs any other duties as assigned. |

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 |
|------|----------------|---|
| | | <ul style="list-style-type: none"> ? Conducts classroom walk-throughs and provides follow-up with teachers. ? 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. ? Conferences with teachers to assist in interpreting assessment data and planning instruction. ? Provides small group instruction for selected students. ? Assists with English Language Arts competitions. ? Assists with textbook implementation. ? Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction. ? Performs any other duties as assigned. |

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 | 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 | 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 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 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 | 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

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | 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 |
| | Grade 2 | | | |
| | 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 | 73 |
| | 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 | |
| | Number/% Proficiency | Fall | Winter | Spring |

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

| | |
|---|--|
| Area of Focus Description and Rationale: | Improve vocabulary instruction in Reading for K-5. Based on data provided along with the given demographics of Alexander Elementary. |
| Measurable Outcome: | Alexander students in the bottom quartile in ELA will improve from the 2019/2020 school year to 70% in the 2021/2022 school year. |
| Monitoring: | 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. |
| Person responsible for monitoring outcome: | Kristina Alvarez (kristina.alvarez@hcps.net) |
| Evidence-based Strategy: | 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. |
| Rationale for Evidence-based Strategy: | 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 |
| | | | <i>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.</i> | | | |
| | 5100 | 120-Classroom Teachers | 0081 - Alexander Elementary School | Title, I Part A | 3.0 | \$0.00 |
| | | | <i>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.</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0081 - Alexander Elementary School | Title, I Part A | 30.0 | \$0.00 |
| | | | <i>Notes: STEM bins (Makerspace) in each classroom to be utilized during cooperative groups/centers/enrichment to support implementation of STEM Hub school.</i> | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0081 - Alexander Elementary School | Title, I Part A | 3.0 | \$0.00 |
| | | | <i>Notes: Non-Board employees to work with identified students in Math/ELA during the school day as a supplement to increase student achievement.</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0081 - Alexander Elementary School | Title, I Part A | 25.0 | \$0.00 |
| | | | <i>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.</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 0081 - Alexander Elementary School | Title, I Part A | 21.0 | \$0.00 |
| | | | <i>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.</i> | | | |
| | 5100 | 643-Capitalized Hardware and Technology-Related Infrastructure | 0081 - Alexander Elementary School | Title, I Part A | 50.0 | \$0.00 |
| | | | <i>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.</i> | | | |
| | 5100 | 500-Materials and Supplies | 0081 - Alexander Elementary School | Title, I Part A | 30.0 | \$0.00 |
| | | | <i>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".</i> | | | |
| | 5100 | 120-Classroom Teachers | 0081 - Alexander Elementary School | Title, I Part A | 14.0 | \$0.00 |
| | | | <i>Notes: 14 Classroom teachers to work with identified students in grades 2-5, Math/ELA, after the school day to increase student achievement.</i> | | | |
| Total: | | | | | | \$0.00 |