Lamb Elementary

2021-22 Schoolwide Improvement Plan

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Lamb Elementary

6274 S 78TH ST, Tampa, FL 33619

http://lamb.mysdhc.org/

Demographics

Principal: Shawnette Singleton

Start Date for this Principal: 7/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (42%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Lamb Elementary School will provide the highest quality educational experience where students will build relationships in a positive culture, while engaging in standards-based instruction to achieve academic excellence.

Provide the school's vision statement.

Our students will become leaders in their classrooms to enhance the school and the community at large.

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
Sollars, Fasee	Assistant Principal	-Leads the Academic Services Team and the Student Services Teams in bi-weekly meetings to implement the fulfill the school's vision and mission as well as the Schoolwide Improvement Plan - Disseminates information in a timely manner - Monitors and supports and use of data-based decision making - Ensures that the school-based team is implementing MTSS - Ensures implementation of intervention support and documentation - Ensures adequate professional development to support the Schoolwide Improvement Plan - Communicates with parents regarding the Schoolwide Improvement Plan and School Operations
Williams, Veronica	Reading Coach	Provides professional development and instructional support to teachers in reading and writing Provides standards-based reading intervention to students Assists the school administration in data analysis of reading and writing instruction and programs Demonstrates a strong working knowledge of best practices in specified content area Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources. Conducts data conferences with classroom teachers to interpret data and plan instruction.
Griffin, Kenya	Principal	-Leads the Academic Services Team and the Student Services Teams in bi-weekly meetings to implement the fulfill the school's vision and mission as well as the Schoolwide Improvement Plan - Disseminates information in a timely manner - Monitors and supports and use of data-based decision making - Ensures that the school-based team is implementing MTSS - Ensures implementation of intervention support and documentation - Ensures adequate professional development to support the Schoolwide Improvement Plan - Communicates with parents regarding the Schoolwide Improvement Plan and School Operations
Letcher, Joy	Other	-Provides support and/or direct instruction to students with disabilities based upon site needs. Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP). -Assists with the organization, management, and coordination of supports and services provided to students with disabilities. -Designs and delivers job-embedded professional development (curriculum,

Name	Position Title	Job Duties and Responsibilities
		behavior, compliance etc.) to ensure that school staff maintain updated skills and knowledge of ESE-related best practices.
Garcia, Nino	Attendance/ Social Work	- Consults with classroom teachers, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's needs) behavior. - Serves on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems. - Serves as liaison between the school, family, and community agencies. - Coordinates the school's Attendance Intervention efforts
Pulido, Kelly	Other	- Provides coaching to classroom teachers in order to improve their craft when instructing English language learners and effectively implement district-provided resources. -Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources. -Maintains and monitors implementation of English Language Learner (ELL) Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance.

Demographic Information

Principal start date

Thursday 7/15/2021, Shawnette Singleton

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

0

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

0

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

556

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

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	71	91	86	112	78	109	0	0	0	0	0	0	0	547
Attendance below 90 percent	1	27	28	34	24	28	0	0	0	0	0	0	0	142
One or more suspensions	0	4	0	7	2	1	0	0	0	0	0	0	0	14
Course failure in ELA	1	5	0	10	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	5	0	10	1	3	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	9	21	24	43	17	15	0	0	0	0	0	0	0	129
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	9	21	38	0	0	0	0	0	0	0	68
Level 1 on 2021 statewide FSA Math assessment	0	0	0	8	38	46	0	0	0	0	0	0	0	92

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	21	24	43	17	15	0	0	0	0	0	0	0	120

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	1	4	3	19	10	22	0	0	0	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Friday 9/24/2021

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	72	75	85	84	104	114	14	0	0	0	0	0	0	548
Attendance below 90 percent	1	20	13	13	8	20	0	0	0	0	0	0	0	75
One or more suspensions	2	2	0	2	0	10	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	3	3	2	0	0	0	0	0	0	0	8
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	57	31	31	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide Math assessment	0	0	0	64	30	40	0	0	0	0	0	0	0	134

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	3	1	0	0	2	2	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	2	13	19	2	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	3	3	2	0	0	0	0	0	0	0	8

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	72	75	85	84	104	114	14	0	0	0	0	0	0	548
Attendance below 90 percent	1	20	13	13	8	20	0	0	0	0	0	0	0	75
One or more suspensions	2	2	0	2	0	10	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	3	3	2	0	0	0	0	0	0	0	8
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	57	31	31	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide Math assessment	0	0	0	64	30	40	0	0	0	0	0	0	0	134

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	3	1	0	0	2	2	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	2	13	19	2	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	3	3	2	0	0	0	0	0	0	0	8

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				37%	52%	57%	38%	52%	56%
ELA Learning Gains				38%	55%	58%	46%	52%	55%
ELA Lowest 25th Percentile				36%	50%	53%	45%	46%	48%
Math Achievement				39%	54%	63%	48%	55%	62%
Math Learning Gains				47%	57%	62%	51%	57%	59%
Math Lowest 25th Percentile				49%	46%	51%	42%	44%	47%
Science Achievement				38%	50%	53%	24%	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	32%	52%	-20%	58%	-26%
Cohort Comparison						
04	2021					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		-32%				
05	2021					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	54%	-23%	62%	-31%
Cohort Comparison						
04	2021					
	2019	45%	57%	-12%	64%	-19%
Cohort Comparison		-31%				
05	2021					
	2019	38%	54%	-16%	60%	-22%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Reading and Math Diagnostics were used as the monitoring tools for our students in 2020-21 for our 1st-5th grade students. The district baseline assessment and mid-year assessment was used for progress monitoring 5th grade students in science. There was no progress monitoring assessment in the Spring for science.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	6/10%	11/21.6%	11/18.6%
	Economically Disadvantaged	4/7.0%	10/19.6%	8/14.3%
	Students With Disabilities	1/12.5%	1/25%	2/40%
	English Language Learners	0/0%	1/11.1%	1/11.1%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	4/6.5%	8/16.3%	2/3.2%
	Economically Disadvantaged	3/3.5%	1/4.8%	6/1.4%
	Students With Disabilities	0/0%	4/4.9%	1/1.2%
	English Language Learners	1/1.6%	3/4.3%	1/1.4%

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	11/12.6%	5/5.6%	0/0%
	Economically Disadvantaged	10/13.7%	6/8.0%	5/6.7%
	Students With Disabilities	0/0%	1/9.1%	0/0%
	English Language Learners	1/5.9%	0/0%	1/5.9%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	2/2.3%	2/2.1%	0/0%
	Economically Disadvantaged	1/1.4%	2/2.7%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/2.9%	0/0%	0/0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/14.5%	4/4.7%	4/4.5%
	Economically Disadvantaged	11/13.1%	2/2.8%	2/2.7%
	Students With Disabilities	0/0%	1/14.3%	0/0%
	English Language Learners	1/5.9%	0/0%	1/7.1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/2.7%	2/2.7%	0/0%
	Economically Disadvantaged	4/6.5%	2/3.3%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/10%	3/4.7%	0/0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/13.8%	8/8.6%	5/5.1%
	Economically Disadvantaged	9/11.8%	5/6.7%	3/3.8%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/11.3%	5/5.3%	1/1.0%
	Economically Disadvantaged	8/10.1%	2/2.6%	0/0
	Students With Disabilities	11/14.7%	5/6.8%	0/0
	English Language Learners	20/13.5%	5/6.9%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/10.6%	5/5.5%	2/2.0%
	Economically Disadvantaged	6/7.7%	2/2.7%	0/0%
	Students With Disabilities	2/8.3%	0/0%	1/4.2%
	English Language Learners	8/11.1%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/8.5%	3/3.2%	1/9.6%
	Economically Disadvantaged	5/6.4%	2/2.6%	0/0%
	Students With Disabilities	8/2.3%	0/0%	0/0%
	English Language Learners	1/12.5%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/16.2%	25/64%	
	Economically Disadvantaged	11/15.5%	14/29.1%	
	Students With Disabilities	0/0%	2/12.5%	
	English Language Learners	0/0%	1/16.7%	

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	21	15	17	21	23	13				
ELL	22	32		25	20		17				
BLK	16	29	38	15	26	27	10				
HSP	25	24		27	21		18				
MUL	27			27							
WHT	39			50							
FRL	20	26	38	21	21	23	14				
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	23	26	25	20	33	31	21				
ELL	14	33	42	35	61	55	20				
ASN	50			90							

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
BLK	31	37	30	29	37	52	29				
HSP	36	38	50	42	48	43	45				
MUL	43			21							
WHT	63	40		63	78						
FRL	35	39	36	36	45	47	37				

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	16	41	33	24	45	40					
ELL	27	56	60	34	55	80	8				
BLK	28	38	43	40	41	32	15				
HSP	44	55	47	45	60	59	26				
MUL	56	55		78	80						
WHT	56	46		64	62						
FRL	35	44	44	44	51	42	21				

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	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	25
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	23
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	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	27
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	45
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	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Reading is a fundamental problem across all ESSA groups and grade levels. There also seems to be a strong correlation between our reading proficiency and outcomes in science achievement. There was a significant decline in performance in all areas from 2019 to 2021.

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

Mathematics achievement demonstrated the greatest decreases in performance overall.

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 COVID pandemic represented the greatest contributing factor. Until February 2021, a majority of our students had instruction online. In additional, we had over 75% turnover of teaching staff since January 2020. The need to reacclimate our students to in-person instruction as well as our standards-based instruction.

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

There were no areas of improvement. All school grades components demonstrated declines.

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

This section is not applicable.

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

The implementation of standards-based instruction in reading and mathematics as well as the emphasis in coherent instruciton are two research-based strategies that we will use this school year.

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 will participate in standards-based instruction professional development. Teachers will also participate in monthly data chats to provide them with greater insight into the performance their students up to 6 times per year.

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 participate in a schoolwide positive behavior intervention support program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on our 2020-21 School Data, ELA Proficiency showed a decrease from 32% to now 26%, ELA Gains from 38% to 27%. Many of our teachers have 3 or less years of experience. As a result, there is a gap in teacher knowledge with making data informed decisions and adjustments to whole group and small group guided reading instruction and teacher knowledge with dis-aggregating reading data.
Measurable Outcome:	ELA Proficiency will increase from 22% to 28%. ELA Gains for all students will increase from 27% to 60%. Lowest Performing Quartile ELA Gains will increase from 38% to 60%.
Monitoring:	Administrators will conduct Instructional Walkthroughs.
Person responsible for monitoring outcome:	Fasee Sollars (fasee.sollars@sdhc.k12.fl.us)
Evidence-based Strategy:	If teachers participate in ELA standards-based planning and implement ELA strategies focused on differentiating instruction with fidelity, then student achievement in ELA will increase. Monitoring instructional delivery and standards-based alignment with continuous feedback will provide teachers an opportunity to embed strategies in order to improve students' academic performance.
Rationale for Evidence-based Strategy:	Research from Fisher, Frey, and Hattie (2016) showed that small group learning with flexible groups had an effect size of 0.49 which is within their "zone of desired effects."

Action Steps to Implement

Administration and/or instructional coaches will lead reading training and facilitate data chats to group students and modify reading instruction.

1. Provide professional development opportunities to teachers on Designing Coherent Instruction from the Classroom Teacher Evaluation Rubric.

2. Provide professional development opportunities for teachers during common planning and Early Release on developing guided reading lesson plans using current data.

3. Provide weekly common planning sessions with administrative presence to ensure alignment with district and school priorities.

4. Provide teachers with professional development opportunities with gathering data from a variety of sources (i.e. Instructional Planning Tool, iReady, district assessments, etc.) and using the data to make informed instructional decisions including small group guided reading instruction.

5. Provide iReady training to novice teachers and other teachers as needed. Provide training on FSA Item Specs and Item Types to all intermediate teachers. Provide training on using the district curriculum and Reading Mastery (reading and ESE teachers).

6. Facilitate opportunities for teachers to observe their peers' implementing standards-based instruction effectively.

7. Support teachers with implementing quarterly data chats with students using iReady Diagnostic and Progress Monitoring data

8. Supporting teachers with ongoing adjustments to their small groups based on current ELA data (i.e. running records, district assessments, exit tickets, etc.)

Person Responsible	Veronica Williams (veronica.williams1@hcps.net)

Teachers will be provided with professional development in the various reading remedial programs within the district.

1. K-2 teachers will engage in professional development in the Wonders Reading Intervention Program by October 2021.
2. K-2 teachers will engage in professional development in the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) by November 2021.

Person Responsible   Veronica Williams (veronica.williams1@hcps.net)

Teachers will incorporate the district-approved "The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers" by Jennifer Serravallo to serve as a resource for planning writing instruction.

Person Responsible   Fasee Sollars (fasee.sollars@sdhc.k12.fl.us)

Teachers will incorporate the district-approved "The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers" by Jennifer Serravallo to serve as a resource for planning reading instruction.

Person Responsible   Fasee Sollars (fasee.sollars@sdhc.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	If teachers increase the use of standards-based mathematics instruction and interventions, mathematics proficiency and gains will increase. Based on our 2020 - 2021 School Data, math proficiency showed a decrease from 39% to 23%, math gains from 47% to 23%. Lowest Performing Quartile Gains decreased from 49% to 26%.
Measurable Outcome:	Our measurable outcome for math gains is that our students will achieve 35% math proficiency, 60% math gains and 60% Lowest Performing Quartile (LPQ) math gains.
Monitoring:	Administrators will complete Instructional Walkthroughs on a regular basis.
Person responsible for monitoring outcome:	Kenya Griffin (kenya.griffin@hcps.net)
Evidence-based Strategy:	A. Teachers will provide coherent instruction to students during math instruction by participating in weekly common planning sessions with administrative participation to ensure that district and school priorities are implemented. B. Teachers will provide small group learning as a part of Tier I and Tier II for 30 minutes per day. C. Teacher will use Reflex math to provide opportunities to gain math fact fluency for 30 minutes per week.
Rationale for Evidence-based Strategy:	A. Research from Fisher, Frey, and Hattie (2016) showed that teacher clarity had an effect size of 0.75 which is within their "zone of desired effects." B. Research from Fisher, Frey, and Hattie (2016) showed that small group learning with flexible groups had an effect size of 0.49 which is within their "zone of desired effects." C. An analysis for our 2020-21 school data showed that our students did not develop math fact fluency. Issac and Carroll (1999) and Ball (2005) concluded that the automaticity of being able to recall math facts was a significant factor in higher levels of performance.

Action Steps to Implement

Administration and/or district instructional coaches will lead math training and facilitate data chats to group students and modify mathematics instruction.

1.Provide professional development opportunities to teachers on Designing Coherent Instruction from the Classroom Teacher Evaluation Rubric. Coherent Instruction is defined as 1) identifying the content standards students will master, 2) articulating well-designed essential questions, 3) employing backward design, and 4) allocating an instructionally appropriate amount of time.
2. Provide professional development opportunities for teachers during common planning and Early Release on developing math lesson plans using current data.
3.Provide teachers with professional development opportunities with gathering data from a variety of sources (ie. Instructional Planning Tool, iReady, district assessments, etc.) and using the data to make informed instructional decisions including small group guided math instruction.
4.Provide iReady training to novice teachers and other teachers as needed. Provide training on FSA Item Specs and Item Types to all intermediate teachers.
5. Facilitate opportunities for teachers to observe their peers' implementing math instruction effectively.
6. Support teachers with implementing quarterly data chats with students using iReady Diagnostic and progress monitoring data (e.g., math monthlies)
7. Teachers will participate in professional development for Reflex math.

Person Responsible Kenya Griffin (kenya.griffin@hcps.net)

To address our Students with Disabilities (SWD) ESEA subgroup, our Varying Exceptionalities teachers will participate in weekly common planning sessions and data chats to gain greater understanding into the general education math lessons and work with classroom teachers to accommodate lessons according to the SWD's IEPs. The goal will be to provide SWD's with better interventions to enable them to access grade level content.

Person Responsible Joy Letcher (joy.letcher@hcps.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science is all around us and students need to know and understand the things happening around them. Science was selected as an area of focus because it showed the lowest performance from the previous school year.
Measurable Outcome:	If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned to standards at the level of cognitive complexity and connect real-world life experiences that align with standards then science achievement will increase to 35%.
Monitoring:	Effectiveness will be monitored through informal and formal observations, data analysis, teacher follow through and feedback on professional learning provided.
Person responsible for monitoring outcome:	Kenya Griffin (kenya.griffin@hcps.net)
Evidence-based Strategy:	Biweekly professional learning focused on standards based planning which includes but not limited to standards based walk throughs, aligning assessments/assignments to standards, developing remediation activities, and analyzing student work to determine misconceptions.
Rationale for Evidence-based Strategy:	If teachers participate in professional learning that focuses on standards based instruction and allows opportunities through field-trip experiences to connect real world then student achievement will increase. The progress monitoring tools used include: iReady Reading and district assessments

Action Steps to Implement

A. Teachers will participate in biweekly standards based science planning and learning walks
using standards based planning protocol with the support of administration and district
specialist for grades K-4 and weekly for 5th grade.
B. Administrators will observe and provide feedback through informal and formal
observations.
C. Teachers and administrators will allow real world science exploration and opportunities
through field trip experiences.
D. Conduct frequent and ongoing data chats with teachers and students. Analyze and track
data from common assessments to identify strengths and weaknesses. The data will be used
to guide instruction, students will use data to set and monitor their goals to increase Science achievement.

Person Responsible Kenya Griffin (kenya.griffin@hcps.net)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Studies show that intellectually engaged students are more likely to perform well on standardized tests and are less likely to drop out of school. Lack of engagement has impacted student across several domains. According to Lamb's ESSA data there are 4 subgroups missing the 41% target including Students with Disabilities, English Language Learners, Black/African American Students, and Multiracial Students. Observation data was collected by administration and the leadership team to determine a lack of student engagement as a trend in a multitude of classrooms.
Measurable Outcome:	By the end of the 2021 - 2022 school year, the Black/African American Students will increase by 6%.
Monitoring:	Bi-weekly walkthroughs will be used to monitoring the level of engagement
Person responsible for monitoring outcome:	Kenya Griffin (kenya.griffin@hcps.net)
Evidence-based Strategy:	Teachers will participate in weekly team planning supported by literacy and math coaches/administrators. During collaborative planning teachers will review current student data, analyze student work samples, and develop next steps to engage student learners through sequential learning activities.
Rationale for Evidence-based Strategy:	Teacher planning scheduled on a regular basis will reinforce lesson rigor and strengthen teacher pedagogy. Teachers will share and analyze student data through data chats and lesson planning.

Action Steps to Implement

Teacher planning schedules will be modified to provide time for planning before or after school.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

District support personnel will be requested/recruited to provide additional support to school staff to provide expertise in literacy and math.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

#5. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Studies show that intellectually engaged students are more likely to perform well on standardized tests and are less likely to drop out of school. Lack of engagement has impacted student across several domains. According to Lamb's ESSA data there are 4 subgroups missing the 41% target including Students with Disabilities, English Language Learners, Black/African American Students, and Multiracial Students. Observation data was collected by administration and the leadership team to determine a lack of student engagement as a trend in a multitude of classrooms.
Measurable Outcome:	By the end of the 2021 - 2022 school year, the Multiracial subgroup will improve by 9%.
Monitoring:	Bi-weekly walkthroughs with coaches and administrators to provide feedback to teachers on instructional practice and levels of student engagement for this specific subgroup.
Person responsible for monitoring outcome:	Kenya Griffin (kenya.griffin@hcps.net)
Evidence-based Strategy:	Teachers will participate in weekly team planning supported by literacy and math coaches/administrators. During collaborative planning teachers will review current student data, analyze, student work samples, and develop next steps to engage student learners through sequential learning activities.
Rationale for Evidence-based Strategy:	Teacher planning scheduled on a regular basis will reinforce lesson rigor and strengthen teacher pedagogy. Teachers will share and analyze student data through data chats and lesson planning.

Action Steps to Implement

Teacher planning schedules will be modified to provide time for planning before or after school.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

District support personnel will be requested/recruited to provide additional support to school staff to provide expertise in literacy and math.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

#6. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our FSA data showed that our ELL students underperformed other ESEA groups and fell under the 41% threshold. An analysis of our instructional and scheduling practices last year showed that we needed a more targeted approach towards our ELL students to provide them with resources at all grades levels.
Measurable Outcome:	By the end of the 2021 - 2022 school year the ELL target subgroup will improve by 5 percent.
Monitoring:	Teachers will discuss the progress of ELL students during data chats after ELA and Math Progress Monitoring sessions.
Person responsible for monitoring outcome:	Kenya Griffin (kenya.griffin@hcps.net)
Evidence-based Strategy:	Our ELL team will provide more targeted interventions to ELL students by creating a hierarchy of intervention that prioritizes intervention support into categories: 1) High needs ELL students in Grades 3-5, 2) Monolingual and ELL students new to the United States regardless of grade level, 4) Moderate level ELL students in Grades 3-5, and 5) ELL students in grades K-2.
Rationale for Evidence-based Strategy:	Focusing limited ELL resources towards students who do not take the FSA provides a one-dimensional approach. Providing a data-based method of determining the level of ELL support represents a better practice of using resources.

Action Steps to Implement

The ELL support team with meet with administration to establish priorities for intervention.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

The ELL support team will create a schedule of intervention based on the intervention hierarchy.

Person Responsible	Kelly Pulido (kelly.pulido@hcps.net)

The Leadership Team will review the progress of ELL students on a quarterly basis to discuss support.

Person Responsible	Kenya Griffin (kenya.griffin@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Lamb Elementary School is considered as a high incident elementary school ranking 1028 out of 1395 elementary schools in the state. Last year we reported 1.1 incidents out of 100 students which places our school at 67 out of 119 elementary schools in the district. To address this concern, we have implemented a Positive Behavior Intervention System Program at our school to provide a proactive approach to behavior management. Our PBIS Team is composed of teachers and staff members across all grade levels and departments of the school. This team has composed a comprehensive program to address behaviors in the classroom as well as other areas such as the cafeteria and specials classes. Our goal will be to reduce our behavior incidents to under 1.0 incidents per 100 for the 2021-22 school year.

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.

Lamb Elementary hosts a variety of events and meetings to ensure all stakeholders havethe opportunity to become involved with the school. We host monthly parent involvement activities that allow families to learn more about supporting their students at home and gain an insight to their child's educational experience. Monthly School Advisory Council (SAC) meetings are held to allow stakeholders' input and involvement with school improvement and other activities. During these meetings, parents and stakeholders receive monthly updates
regarding school improvement efforts.

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

Parents, families, and other community stakeholders are encouraged to connect with our Instagram, Facebook, and Class Dojo. Families are also encouraged to attend other events such as field trips, Book Fair, and musical performances. Parents will receive daily academic and behavior progress through Class Dojo/Remind. Currently our attendance data reflects that 142 students did not meet the 90% attendance rate last year. In order to increase our daily attendance average the following strategies will be utilized: Weekly announcement of students with perfect attendance, students receive an opportunity to shop from the treat cart bi-weekly, class celebration for monthly highest average rate, and contacting the attendance truancy officer when students have excessive absences.

Finally, we utilize district survey data to aid in building a positive school culture and environment. Each year, teachers, parents, and students take the district's climate survey. After the survey is completed, we analyze the data to determine areas of improvement and meet with stakeholders to determine how low performing areas on the survey can be improved.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				$215,018.83
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0128 - Lamb Elementary	Title, I Part A		$77,257.55
		Notes: Reading Coach				
	6400	130-Other Certified Instructional Personnel	0128 - Lamb Elementary	Title, I Part A		$1,218.94
		Notes: Reading Coach Supplement				
	5100	120-Classroom Teachers	0128 - Lamb Elementary	Title, I Part A		$89,141.41
		Notes: Reading Resource Teacher				
	5100	150-Aides	0128 - Lamb Elementary	Title, I Part A		$47,400.93
		Notes: Assistant Teacher BD Level				
2	III.A.	**Areas of Focus: Instructional Practice: Math**				$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Science**				$0.00
4	III.A.	**Areas of Focus: ESSA Subgroup: Black/African-American**				$0.00
5	III.A.	**Areas of Focus: ESSA Subgroup: Multi-Racial**				$0.00
6	III.A.	**Areas of Focus: ESSA Subgroup: English Language Learners**				$0.00
					Total:	$215,018.83