Cleveland Elementary School

2021-22 Schoolwide Improvement Plan

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Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Christina Copeland

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 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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: C (47%) 2016-17: D (34%)
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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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	96%

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		D	D	C

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SIP Authority

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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.

Create a data driven culture in which teachers plan and respond to student data to enhance learning.

Provide the school's vision statement.

Empowering students to be lifelong learners and respectful citizens.

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
Roberts, Lynn	Principal	The Leadership team meets regularly (e.g., bi-weekly/monthly). 1.Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. 5. Design & implement the School Improvement Plan. 6. Manage the daily operations of the school. 7. Provide instructional leadership to achieve the goals outlined in the School Improvement Plan.
Blankenship, Kelly	Reading Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems Collaborate with educators and school administrators to develop curriculum and lesson plans Create teaching material for educators Help teachers analyze student work Interpret data after student or teacher assessments have been conducted Design and lead professional development presentations for educators Model lessons to help educators learn
Copeland, Christina	Assistant Principal	The Leadership team meets regularly (e.g., bi-weekly/monthly). 1.Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity

Name	Position Title	Job Duties and Responsibilities
		of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. 5. Design & implement the School Improvement Plan. 6. Manage the daily operations of the school. 7. Provide instructional leadership to achieve the goals outlined in the School Improvement Plan.
Shokunbi, Adedetola	Math Coach	Data Analysis (iReady, FSA, , Achieve, PM for MTSS) Leading data discussions with grade level teams Collaborative planning with grade level teams Coaching cycles Teacher-embedded Professional development (modeling, co-teaching, etc.) MTSS support and planning Help conduct assessments Organizing school-wide Math data

Demographic Information

Principal start date
Thursday 7/15/2021, Christina Copeland

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.*
1

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.*
6

Total number of teacher positions allocated to the school
14

Total number of students enrolled at the school
270

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	33	42	40	37	59	35	0	0	0	0	0	0	0	246
Attendance below 90 percent	11	11	15	5	16	2	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	3	0	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

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

Date this data was collected or last updated
Tuesday 6/15/2021

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	29	41	40	45	57	37	0	0	0	0	0	0	0	249
Attendance below 90 percent	6	11	11	6	11	4	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	9	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24

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	1	1	0	2	16	2	0	0	0	0	0	0	0	22
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	29	41	40	45	57	37	0	0	0	0	0	0	0	249
Attendance below 90 percent	6	11	11	6	11	4	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	9	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24

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	1	1	0	2	16	2	0	0	0	0	0	0	0	22
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				32%	52%	57%	39%	52%	56%
ELA Learning Gains				44%	55%	58%	54%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	53%	46%	48%
Math Achievement				31%	54%	63%	48%	55%	62%
Math Learning Gains				39%	57%	62%	53%	57%	59%
Math Lowest 25th Percentile				30%	46%	51%	48%	44%	47%
Science Achievement				20%	50%	53%	32%	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	38%	55%	-17%	58%	-20%
Cohort Comparison		-32%				
05	2021					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	23%	54%	-31%	62%	-39%
Cohort Comparison						
04	2021					
	2019	41%	57%	-16%	64%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-23%				
05	2021					
	2019	29%	54%	-25%	60%	-31%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	22%	51%	-29%	53%	-31%
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 diagnostic assessment data is provided below

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	22	38
	Economically Disadvantaged	12	20	36
	Students With Disabilities	4	7	14
	English Language Learners	7	8	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	17	45
	Economically Disadvantaged	8	17	45
	Students With Disabilities	5	5	25
	English Language Learners	9	29	48

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	29	44
	Economically Disadvantaged	18	31	44
	Students With Disabilities	20	25	39
	English Language Learners	14	18	29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	17	38
	Economically Disadvantaged	8	17	38
	Students With Disabilities	8	15	28
	English Language Learners	0	15	40

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	58	67
	Economically Disadvantaged	40	57	66
	Students With Disabilities	52	69	74
	English Language Learners	26	46	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	22	36
	Economically Disadvantaged	10	20	34
	Students With Disabilities	23	43	50
	English Language Learners	0	0	8

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	49	57
	Economically Disadvantaged	43	47	55
	Students With Disabilities	39	43	47
	English Language Learners	14	19	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	25	47
	Economically Disadvantaged	19	22	44
	Students With Disabilities	21	21	36
	English Language Learners	13	20	33

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	56	55
	Economically Disadvantaged	50	55	54
	Students With Disabilities	49	57	53
	English Language Learners	64	64	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	21	38
	Economically Disadvantaged	13	21	38
	Students With Disabilities	18	20	38
	English Language Learners	0	10	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	38.50	44.70	
	Economically Disadvantaged	37	43.29	
	Students With Disabilities	35.50	36.28	
	English Language Learners	52.95	50.64	

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	13	42		16	42						
ELL	41			47							
BLK	22	45		31	65		30				
HSP	34	53		50	80		50				
WHT	42			33							
FRL	26	48	70	38	70	58	38				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	53									
ELL	41	53		32	67		27				
BLK	24	38	50	25	31	22	8				
HSP	45	57		37	61		33				
WHT	45	50		64	30						
FRL	31	44	50	31	37	30	21				

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	8	33		9	15						
ELL	35	62		48	69						
BLK	25	48	43	34	44	44	15				
HSP	50	70		63	74		50				
WHT	63	60		67	40						
FRL	38	54	53	48	52	48	32				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	50
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	39
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	54
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	
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

Students who were Economically Disadvantaged had lower proficiency rates in Math (Fall and Winter iReady Diagnostic) than ELA in grades 2-5. Our English Language Learners had lower proficiency rates in Math (Fall and Winter iReady Diagnostic) than ELA in grades 2-5.

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

The greatest need for improvement is ELA. In 2019, our ELA data of proficiency was 32%. In 2021, our ELA data of proficiency decreased to 29%. Based on our iReady ELA Fall 2021 diagnostic, our typical growth of proficiency is 29%. Our iReady stretch goal is 40% proficiency. Our attainable ELA goal is to reach 35% proficiency amongst grades 3-5.

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

In grades 3-5, we have 58 students who are two or more grade levels below in Reading. This is according to our ELA Fall diagnostic results. We are focusing on small group instruction during weekly collaborative planning in ELA. Our reading resource teacher is strategically pulling Bottom Quartile and Tier 3 students in grades 3-5.

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

Our Math Bottom Quartile from 2019 to 2021 has made a growth of 28 points.

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

The Math coach pulled Bottom Quartile 4th and 5th students weekly and provided intentional support around students' academic need(s). Our Math coach plans weekly with KG-5th grade teachers during common time and provides resources to address grade-level support and created a monthly plan of action.

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

Intentional small group instruction, planning for independent tasks that are aligned to grade-level standards in all content areas. Goal-setting with students on FSA, iReady, and district-based assessments.

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 quarterly job-embedded PD that supports small-group instruction with scaffolding strategies.

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

Continuing to provide daytime and/or after-school tutoring to support students in ELA, Math, and Science. Teachers will continue to plan during common-time planning within the day and be provided with shared responsibilities to collaborate and extend their knowledge given from job-embedded PD opportunities and site-based coaches. The goal is to sustain teachers with the knowledge already obtained and gained, while building capacity throughout the building.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Instructional priority: Teachers will plan during PLC time, to implement and provide clarity with standards based lessons and align tasks around the intended lesson outcome. Instructional practice specifically aligned to standards aligned instruction will focus on improving teacher clarity and providing students with consistent opportunities to be successful with standards aligned tasks through whole/small group instruction. Rational: Overall walk through data indicated that 63%- 75% primary (5/6 classrooms out of 8 classrooms- KG-2nd) 60%- 80% intermediate (6/8 classrooms out of 10 classrooms 3rd-5th) consistently demonstrated teacher clarity and task alignment. Our data is inconsistent and additional support will be given this year around teacher clarity and knowing what supports to provide to our students to meet their needs.
Measurable Outcome:	By December 2021 At least 70% of teachers will provide opportunities for students to be engaged in standards aligned tasks. By Spring 2022 100% of teachers will provide opportunities for students to be engaged in standards aligned tasks. As a result, student data will show: At least 30% of students (KG-5th) will be proficient in Reading as evidenced by scoring in the on level or above category on the Spring Iready Diagnostic Assessment of 2022. At least 30% of students (KG-5th) will be proficient in Math as evidenced by scoring in the on level or above category on the Spring Iready Diagnostic Assessment of 2022.
Monitoring:	Administrative meetings with content coaches- agendas Walk through schedules Walk through data and trend data Content coaches schedules Content coaches support logs and feedback Student work analysis and data Collaborative planning feedback forms
Person responsible for monitoring outcome:	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy:	Professional Learning Communities (PLC) During PLC meetings, teams will focus on standards based planning, standards aligned tasks, using the 4 key principles of Data Driven Instruction (DDI): Assessment, Analysis, Action, Culture. The use of Richard DuFour's four PLC questions will keep PLC groups focused on learning intentions and learning outcomes of students. 1. What is it we expect our students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students do not learn? 4. How will we respond when some students already know it?
Rationale for Evidence-	Teacher clarity is understanding what students need to learn and identifying how they will know that they learned it. Teachers have to analyze standards, plan instruction and assessments. Conversations must occur around how they will engage students in

based Strategy: meaningful learning, discuss those activities and the impact they had on learning. During PLC's teacher clarity will be a major component discussed in order to help teachers plan for instruction to maximize student learning.

John Hatte's effect size on teacher clarity is 0.75

Action Steps to Implement

Collaborative Planning

1. During June/July meet with leadership team to restructure master schedule to ensure common planning time for standards-based instruction is occurring (45 minutes).
2. In July of 2021, establish collaborative planning time with coaches- days and times (45 minutes) and add to master schedule.
3. In July of 2021, Revisit planning protocols and expectations of collaborative planning with administration and content coaches.
4. In July of 2021, establish defined roles and responsibilities for administration, coaches and teachers for collaborative planning.
5. Preplanning week, teachers will be given master schedule, collaborative planning schedule and expectations.
6. Starting in August of 2021, content coaches will ensure that standards aligned tasks are embedded in collaborative planning through the use of the 4 PLC questions.
7. Starting in August of 2021, admin will conduct walkthroughs with coaches, collect trends and provide feedback to K-5 teachers.
8. In August of 2021, content coaches will tier K-5 teachers and provide necessary supports to include coaching cycles, co-teaching, and modeling. This will ensure that instruction and tasks are standards-aligned and implemented with the clarity and rigor of the intended standard.
9. Funds will be used to purchase reading coach. The reading coach will work with grade level teams (KG-5th) weekly with standards aligned planning and will follow-up with grade level teams to support implementation of standards aligned tasks in the classrooms by including one of the following: coaching, modeling, co-teaching, providing job embedded professional development.
10. Funds will be used to purchase math coach. The math coach will work with grade level teams (KG-5th) weekly with standards aligned planning and will follow-up with grade level teams to support implementation of standards aligned tasks in the classrooms by including one of the following: coaching, modeling, co-teaching, providing job embedded professional development.
11. To support standards aligned planning, funds will be used so that in July of 2022, 24 instructional staff members to include coaches, ESE and ELL instructors will collaborate with their grade level teams to prepare tasks and activities to students for the upcoming school year. 24 instructional staff will plan together for three 6 hour days designing standards aligned tasks and activities.

Monitoring:
1. Administration, Reading and Math coach will attend weekly collaborative planning sessions and will provide feedback using site-based form to improve planning practice.

Person Responsible Lynn Roberts (lynn.roberts@hcps.net)

Collaborative PLC's

1. During July 2021, meet with leadership team to establish PLC/DDI protocols and set up PLC schedule.
6. In July 2021, establish clear protocols for PLC discussion around data.
2.During pre planning, identify Team Leaders for Grade Level PLCS
3.During pre planning, teams establish Grade Level Smart goals.
4. Starting in August of 2021, PD for all instructional staff in the use of Defour's four PLC questions that

will continue throughout the year.

5. In August of 2021, establish meeting dates around Schoolwide Assessment Calendar and what data will be discussed.

7. After district assessments, K-5 teachers will create action plans to address the low performing standards

8. Starting in August of 2021, K-5 teams will meet weekly to review and analyze student work using Defour's four PLC questions to guide discussions. Following these PLC's meetings, grade level teams will plan on grade level instruction weekly with content coaches to ensure that student meet grade level standards.

9. Coaches and administration will conduct weekly walk throughs to make sure lessons are implemented based on PLC planning.

Monitoring:
Admin will attend and monitor work of weekly PLCs and provide feedback using a site-based created form.

Admin and content coaches will monitor monthly data from site based and district assessments.

Person Responsible   Lynn Roberts (lynn.roberts@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
	Instructional Priority: Teachers will utilize student performance data to provide appropriate scaffolding in small groups to accelerate on grade level content.
Area of Focus Description and Rationale:	Instructional Practice relating to Small Group Instruction will focus on alignment to standards with resources and interventions that match student needs.
	Rationale: Students consistently enter intermediate grade levels one to two years below grade level because they have not acquired the necessary foundational skills and prerequisite skills needed to allow them to be proficient. The implementation of intentional small groups and the fidelity of instruction will help supplement the prerequisite and foundational skills and increase student's proficiency in Florida Standards.
Measurable Outcome:	By December 2021, 90% of teachers will be providing small group instruction to students with fidelity as observed on learning walks. By Spring 2022, 100% of teachers will be providing small group instruction to students with fidelity as observed on learning walks.
Monitoring:	Schedules for small groups Lesson plans for small groups Student achievement data from common assessments and district assessments. Walkthrough data. Site based walk through form
Person responsible for monitoring outcome:	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy:	PLCS will have discussions around DeFour's 4 questions to address the needs of our Tier 2 and Tier 3 students. Teachers will utilize student performance data to intentional plan for small group instruction. The use of Richard DuFour's four PLC questions will keep PLC groups focus on learning intentions and learning outcomes of students. 1. What is it we expect our students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students do not learn. 4. How will we respond when some students already know it?
Rationale for Evidence-based Strategy:	Teacher clarity is understanding what students need to learn and identifying how they will know that they learned it. Teachers have to analyze standards, plan instruction and assessments. Conversations must occur around how they will engage students in meaningful learning, discuss those activities and the impact they had on learning. John Hatte's effect size on teacher clarity is 0.75

Action Steps to Implement

MTSS Team

1. During July, Establish MTSS Team, roles and expectations and individuals for grade level support.
2. During July, Establish calendar for meetings - weekly PSLT, PLCs, and Tier 3 student meetings
3. During July, Establish protocols for MTSS, PLCs, and PSLT meetings
4. During July of 2021, members of the PSLT will take a district training on MTSS
5. During pre planning, district will conduct a Self-Assessment of our MTSS systems and protocols
6. During pre planning, MTSS Team help 1-5 teachers identify Tier 3 students and supports needed

7. MTSS Team monitor interventions and progress monitor throughout the year

8. PD for teachers for MTSS process and timeline will be conducted by the PSLT starting in August and will continue throughout the year.

9. In August, purchase resources for teachers to use for small group instruction. Resource books from Half Pint Kids will be purchased to include the following set: Level A- Sights and Sounds, Level B- Blends & Ends, Level C- Moving-A-Long 36 books that include sensory activities for each story. 12 sets will be purchased so that the primary teachers (KG-2) would have a set of 6 for small group instruction. These resources will help provide support for foundational skills to all students. Teachers will use these books daily in small group instruction to address all levels of student needs.

10. 2 Daytime tutors will be hired to work with small groups of students in grades 3-5 starting in October of 2021. They will work 10 hours a week for 17 weeks providing small group instruction in both math and reading. The tutors will be working with the identified ESSA groups to support students who have gaps in their foundational skills in reading and prerequisite skills in math.

11. iReady will be used to progress monitor K-5 students in reading and math. K-5 students will access iReady with laptops and power adaptors. They will access iReady 45 minutes a week in both reading and math starting in August 2021 and continuing to May of 2022. Power adaptors will be purchased in August of 2021 to support student use of laptops to access iReady.

12. For the 2021-2022 school year, a reading resource teacher will be hired to support small group reading instruction to students in grades 3-5. She will meet with ESSA groups of students daily for 30 minutes focusing on their areas of deficit.

13. ESSA groups data (SWD, Black/African American, and Economically Disadvantaged) will be monitored in all content areas during collaborative planning sessions with content coaches. Weekly, monthly and quarterly data will be reviewed and used weekly when planning for small group instruction with all students. ESSA groups instruction will be intentional planned out according to the data provided. In addition, our reading resource teacher will be pulling assigned ESSA groups 3-4 weekly to provide academic services tiered to the student's needs and she will monitor those student's data accordingly.

Monitor
Admin will conduct weekly walkthroughs during small group time to ensure fidelity of standards-aligned instruction and use of resources.

Admin will meet with day-time tutors biweekly to review student data, student progress, and intervention log

Admin will meet monthly with ESE and reading resource to review ESSA group data

Person Responsible   Lynn Roberts (lynn.roberts@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In 2021, the FSA ELA data showed that 30% of 4th graders and 24% of 5th graders were proficient in ELA. The improvement strategy of small group instruction using scaffolding strategies will occur in grades KG - 5th grade weekly, resulting in improved student academic performance in ELA.
Measurable Outcome:	18% of grades 3-5 students were proficient in ELA as measured by the Fall 2021 iReady diagnostic assessment. In Spring of 2022, 29% of 3-5 students will be proficient in ELA as measured by the Spring 2022 iReady diagnostic assessment.
Monitoring:	Weekly grade level collaborative planning sessions with ELA reading coach Grade level small group lesson plans that include scaffolding strategies Walk through data Grade level EL module assessments IReady lesson pass rate, usage, & diagnostic results District ELA mini progress monitoring assessments
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Provide daily opportunities for students and teachers to make learning visible in different ways throughout the ELA block that promotes scaffolding and meets student individual needs.
Rationale for Evidence-based Strategy:	Teacher clarity is understanding what students need to learn and identifying how they will know that they learned it. Teachers have to analyze standards, plan instruction with embedded scaffolds and assessments. Conversations must occur around how they will engage students in meaningful learning, discuss those activities and the impact they had on learning. John Hatte's effect size on teacher clarity is 0.75

Action Steps to Implement

1. Create weekly common planning sessions with grade level teams and ELA reading coach
2. Focus on small group instruction during collaborative planning sessions
3. Use of baseline, FSA, iReady data and district assessments to establish groups for ELA instruction
4. Small group instruction includes use of scaffold strategies
5. Weekly checks for understanding/mini assessments will include FSA style questions

Person Responsible	Kelly Blankenship (kelly.blankenship@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.

Our primary area of concern with our discipline data is disruptive behavior. Our secondary area of concern is disobedience and insubordination. A majority of the incidents occurred in the classrooms and a few on the school bus. The school has implemented the "House System" to award students, who display positive behavior and traits of perseverance, with points to collect for their house team. Points can be awarded from the classroom teachers, student support team, administration, resource teachers, lunchroom staff and bus drivers. Monthly PSLT team will meet to discuss tier 1,2,3 behavior, student data and interventions. Bi-monthly walk throughs will be completed by the student support team and administration. Data collected will be used to provide teachers/staff members with professional development or job embedded PD opportunities.

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 can create a positive school environment by doing the following:
create meaningful parent involvement
celebrate personal achievement and good behavior
establish school norms that build values (Ron Clark House system)
model behaviors we want to see (PAWS matrix)
engage students (SEL curriculum)

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

Guidance, Social Worker and Psychologist will monitor all student discipline data and will be providing the support and interventions.

Administration will conduct walk through and work collaboratively with teachers to create professional development opportunities

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$4,746.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG		$3,989.21
			Notes: Professional Development training in the fall of 2021. Twenty-four (24) instructional staff members to include coaches, ESE and ELL instructors will collaborate with their grade level teams to prepare tasks and activities to students for the upcoming school year. 24 instructional staff will attend trainings focused on standard aligned tasks for three days at 6 hour per at $15 per hour.			
	6400	210-Retirement	0881 - Cleveland Elementary School	UniSIG		$431.63
			Notes: Professional Development training Retirement 10.82%			
	6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$247.33
			Notes: Professional Development training FICA 6.20%			
	6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$57.84
			Notes: Professional Development training Medicare 1.45%			
	6400	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		$20.34
			Notes: Professional Development training Workers Comp 0.51%			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$112,414.73
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG	1.0	$57,750.11
			*Notes: * Reading Resource Teacher will be hired to support small group reading instruction to students in grades 3-5. She will meet with ESSA groups of students daily for 30 minutes focusing on their areas of deficit.*			
	5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG		$6,248.56
			*Notes: *Reading Resource Teacher Retirement (10%)*			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$3,580.51
			*Notes: *Reading Resource Teacher FICA (6.2%)*			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$837.38
			*Notes: *Reading Resource Teacher Medicare (1.45%)*			
	5100	230-Group Insurance	0881 - Cleveland Elementary School	UniSIG		$10,972.52
			*Notes: *Reading Resource Teacher Health and Life Insurance (19%)*			
	5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		$294.53

			*Notes: *Reading Resource Teacher Workers Comp (.51%)*			
	5100	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG		$25,066.59
			Notes: Two tutors will be hired to work with small groups of students in grades 3-5 starting in October of 2021. They will work 10 hours a week for 17 weeks at a pay rate of $27 providing small group instruction in both math and reading. The tutors will be working along side teachers in their classroom with the identified ESSA groups to support students who have gaps in their foundational skills in reading and prerequisite skills in ELA.			
	5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG		$2,712.20
			Notes: Tutoring of students TPay Retirement (10%)			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$1,554.13
			Notes: Tutoring of students FICA (6.2%)			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		$363.47
			Notes: Tutoring of students Medicare (1.45%)			
	5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		$127.84
			Notes: Tutoring of students Workers Comp (.51%)			
	5100	520-Textbooks	0881 - Cleveland Elementary School	UniSIG		$1,548.11
			Notes: Purchase 12 sets of Half-Pint readers to support students in K-2. The sets will be purchased so that the primary teachers (KG-2) would have a set of 6 for small group instruction. These resources will help provide support for foundational skills to all students. Teachers will use these books daily in small group instruction to address all levels of student needs.			
	5100	519-Technology-Related Supplies	0881 - Cleveland Elementary School	UniSIG		$548.00
			Notes: The school will purchase thumb drives, toner, and headphones for K-5 teachers for academic usage.			
	5100	510-Supplies	0881 - Cleveland Elementary School	UniSIG		$810.78
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$123,191.25**