

Hillsborough County Public Schools

Desoto Elementary School



2021-22 Schoolwide Improvement Plan

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Desoto Elementary School

2618 CORRINE ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Emily T IR Elli

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (48%) 2016-17: C (46%)
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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Desoto Elementary School

2618 CORRINE ST, Tampa, FL 33605

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

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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<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.

DeSoto creates
Responsible citizens by focusing on
Academic
Growth and
Ownership of learning in a
Nurturing and
Safe environment.

Provide the school's vision statement.

DeSoto Elementary is committed to the differentiated instruction of every student providing them with the knowledge, skills, desire, and confidence necessary to reach their highest potential.

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
Tirelli, Emily	Principal	The principal is the instructional leader of the school, responsible for leading all efforts to improve student achievement and safety.
Glass, Charles	SAC Member	Mr. Glass serves as the SAC Chair.
Allen, Lindsay	Assistant Principal	The Assistant Principal oversees all instructional related duties and supports the Principal in leading the school.
Wingate, Jocelyn	Instructional Coach	Ms. Wingate is the Math Resource for DeSoto. She supports teachers in facilitation of planning, analyzes data with teachers and students, coaches teachers in their instruction, and conducts small group instruction.
Labrasciano, Amy	Instructional Coach	Mrs. Labrasciano is the Reading Resource for DeSoto. She supports teachers in facilitation of planning, analyzes data with teachers and students, coaches teachers in their instruction, and conducts small group instruction.

Demographic Information

Principal start date

Wednesday 7/1/2020, Emily T IR Elli

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.*

2

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.*

5

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

230

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

6

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

5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	37	33	34	34	40	0	0	0	0	0	0	0	178
Attendance below 90 percent	0	9	6	5	7	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Wednesday 6/16/2021

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	37	33	35	32	42	34	0	0	0	0	0	0	0	213
Attendance below 90 percent	6	7	4	5	10	9	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	18	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	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	2	3	15	8	11	2	0	0	0	0	0	0	0	41
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	37	33	35	32	42	34	0	0	0	0	0	0	0	213
Attendance below 90 percent	6	7	4	5	10	9	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	18	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	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	2	3	3	8	11	2	0	0	0	0	0	0	0	29
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				27%	52%	57%	42%	52%	56%
ELA Learning Gains				43%	55%	58%	66%	52%	55%
ELA Lowest 25th Percentile				31%	50%	53%	71%	46%	48%
Math Achievement				42%	54%	63%	44%	55%	62%
Math Learning Gains				49%	57%	62%	45%	57%	59%
Math Lowest 25th Percentile				19%	46%	51%	25%	44%	47%
Science Achievement				38%	50%	53%	42%	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	18%	52%	-34%	58%	-40%
Cohort Comparison						
04	2021					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison		-18%				
05	2021					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	54%	-27%	62%	-35%
Cohort Comparison						
04	2021					
	2019	58%	57%	1%	64%	-6%
Cohort Comparison		-27%				
05	2021					
	2019	39%	54%	-15%	60%	-21%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	51%	-13%	53%	-15%
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 was used to progress monitor Grade 1-Grade 5 for English Language Arts and Mathematics. District created assessments were used to progress monitor Grade 5 Science. Science FCAT was used to monitor Spring of Grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	42%	73%
	Economically Disadvantaged	21%	42%	73%
	Students With Disabilities	13%	25%	75%
	English Language Learners	6%	31%	69%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	36%	58%
	Economically Disadvantaged	17%	36%	58%
	Students With Disabilities	15%	29%	60%
	English Language Learners	14%	33%	59%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	22%	37%
	Economically Disadvantaged	9%	24%	33%
	Students With Disabilities	38%	38%	38%
	English Language Learners	7%	14%	28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	36%	66%
	Economically Disadvantaged	11%	35%	64%
	Students With Disabilities	33%	45%	83%
	English Language Learners	13%	32%	71%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	45%	48%
	Economically Disadvantaged	15%	41%	48%
	Students With Disabilities	0%	40%	20%
	English Language Learners	10%	30%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	21%	51%
	Economically Disadvantaged	4%	20%	47%
	Students With Disabilities	0%	4%	28%
	English Language Learners	8%	30%	48%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	22%	34%
	Economically Disadvantaged	16%	17%	31%
	Students With Disabilities	22%	25%	22%
	English Language Learners	7%	14%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	29%	57%
	Economically Disadvantaged	16%	26%	23%
	Students With Disabilities	22%	25%	38%
	English Language Learners	7%	20%	46%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	11%	29%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	10%	0%	10%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	27%	49%
	Economically Disadvantaged	10%	25%	45%
	Students With Disabilities	12%	22%	18%
	English Language Learners	4%	31%	60%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	50%	25%
	Economically Disadvantaged	40%	49%	23%
	Students With Disabilities	42%	47%	30%
	English Language Learners	38%	48%	20%

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	14	33		18	67						
ELL	33	58		53	85		35				
BLK	12			18							
HSP	36	59		55	86		32				
FRL	30	51	60	48	84		26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		19		14	31	17					
ELL	18	32	18	37	52		27				
BLK	31	47		31	42		31				
HSP	24	37	18	40	54	20	38				
WHT	38			77							

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
FRL	27	45	31	41	47	13	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	14	75	73	17	24						
ELL	29	59		34	38						
BLK	26	56		24	35						
HSP	43	70	70	47	51		50				
WHT	50			50							
FRL	41	67	71	43	46	25	42				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
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	
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	15
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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?

Based on DeSoto's 2019 school grade, learning gains of students in the lowest 25% in both reading and math were the lowest performance areas. Proficiency in reading was the lowest area of achievement with only 27% of students reaching proficiency in 2019.

According to the 2020-2021 Fall and Winter iReady Diagnostic, in the area of reading, the vocabulary domain is of particular concern. In the area of mathematics, numbers and operations is the area of most concern.

In reading, vocabulary and informational comprehension showed the greatest decline from 2020 to 2021 (according to iReady Winter Diagnostic).

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

1. Reading Proficiency
2. Learning Gains of Bottom Quartile in Mathematics
3. Learning Gains of Bottom Quartile in ELA
4. Learning Gains of Students with Disabilities
5. Learning Gains of English Language Learners

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

Teachers struggle with providing high quality core instruction that addresses grade level standards while also filling the most critical skill gaps in ELA. Teachers need more time and support in developing their ability to utilize the small group instructional framework and ELA instructional materials available to strengthen core instruction while filling the most critical skill gaps with students. The majority of texts used in classrooms should be at or above the complexity level expected for the grade and exhibit exceptional craft.

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

This year (2020-2021), comprehension of literature texts improved the most. In the area of mathematics, overall proficiency and learning gains of all students has improved drastically based on Math Monthly and Midyear assessments.

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

We attribute this improvement to focused, standards-based planning, explicit modeling during ELA instruction, improved implementation of small group instruction, and the use of student data chats and celebrations.

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

Content PLCs will be used bi-weekly to deepen teachers' knowledge of standards and instructional strategies that lead to proficient readers and writers.

Instructional coaching will occur to support implementation of strategies learned during Content PLCs.

Professional development focused on data analysis will allow teachers to respond to trends in student needs within core small group instruction.

Small group instruction will be used during core instructional time to teach all students grade level standards while also remediating critical skill gaps based on individual and small groups of students.

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.

Coaches will facilitate content PLCs to deepen standards knowledge, weekly planning sessions, instructional coaching and PD sessions focused on data analysis.

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

ELL Resource team, ESE teachers and content resource teachers will continue to provide daily in-class support to small groups of students based on current data analysis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	<p>Description/Instructional priority: Student achievement will increase through the use of the small group instructional model to accelerate overall core instruction, with a focus on standards-based tasks, skills and knowledge competencies in all instruction.</p> <p>Rationale: This area was identified after reviewing formative data from the 2020-21 school year and summative data from 2019. According to the 2020 Winter Diagnostic, approximately 20% of our students are reading on grade level. Large gaps in the areas of vocabulary and comprehension exist for most students. According to the 2021 FSA, only 31% of students in grades 3-5 are proficient in ELA. In the area of science, only 29% of our students reached a level 3 or higher according to the 2021 SSA.</p>
Measurable Outcome:	50% of students in grades 3-5 will be proficient in ELA as measured by FSA 2022. 50% of students in grades K-2 will be on level as evidenced by the 2021-2022 Spring iReady Diagnostic assessment. 50% of students in grade 5 will reach proficiency in science as evidenced by the 2021 SSA.
Monitoring:	The principal will monitor resource weekly schedules, effectiveness of PLC's, PD and planning sessions, and outcomes of coaching cycles on a weekly basis. Student data will be reviewed with each team on a quarterly basis and after each formative assessment (iReady Diagnostics, Achieve Level Sets, District Formatives) to ensure all students are making progress toward reading, math and science proficiency.
Person responsible for monitoring outcome:	Emily Tirelli (emily.tirelli@hcps.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction will be used during core instructional time to teach all students grade level standards while also addressing critical skill gaps based on individual and small groups of students. 2. Content PLCs will be used weekly to deepen teachers' knowledge of standards and instructional strategies 3. Instructional coaching will occur to support implementation of strategies learned during Content PLCs. 4. Professional development focused on data analysis will allow teachers to respond to trends in student needs within core small group instruction.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction allows for teachers to build powerful relationships with students while differentiating instruction based on student needs. It also allows for additional time to meet the needs of students who are struggling the most while providing longer periods of time for students to independently practice tasks. 2. In the article, "Instructional Coaching as High-Quality Professional Development," Desimone and Pak state, "When examining understanding instructional coaching through the lens of the 5 empirically predictive elements of effective PD, the model presents itself as a powerful tool for improving teacher knowledge, skills, and practice."

Action Steps to Implement

Hire a reading coach. The reading coach will facilitate content area PLCs with all grade levels (one hour every week beyond the regular work day), weekly collaborative planning sessions, and professional development sessions to deepen knowledge of pedagogy, content area understanding, and effective data analysis. Weekly planning sessions will include planning for small group instruction that is focused on standards-aligned tasks, skills and knowledge. The reading coach will provide ongoing coaching cycles

with teachers in grades K-5 in order to strengthen the use of small group instruction in all ELA classrooms. The principal will monitor the reading coach's weekly schedule, effectiveness of PLC and planning sessions, and outcomes of coaching cycles on a weekly basis.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Hire a Writing Resource Teacher to support a writing instruction in all grades and to develop model classrooms for job-embedded professional learning experiences. The Writing Resource Teacher will provide model ELA instruction, including small group instruction, during part of the school day as a source of professional development for teachers and then will facilitate collaborative planning sessions, coaching cycles, and data analysis sessions with teachers to support ELA instructional practices in grades K-5. The Writing Resource Teacher will also facilitate grade-level planning sessions to focus on the use of high-quality text sets, standards-aligned tasks, and targeted small group instruction. Classroom supplies and headphones will be needed to enhance instruction in the model classroom and to allow teachers to implement strategies learned in their own classroom. Administration will monitor the implementation of strategies learning by teachers as a result of their work with the Writing Resource Teacher by conducting ongoing classroom walkthroughs with feedback given.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Provide Professional Development sessions/Content Area PLCs to support content area development, pedagogy, and data analysis for small group instruction. Teachers will learn how to analyze the data within the neediest subgroups (Students with Disabilities, Hispanic students, English Language Learners, Economically Disadvantaged students, and Black students) to provide a plan for targeted core instruction and interventions to students within these subgroups. Materials will be needed to facilitate PD sessions and PLCs including professional books, chart paper, markers, copy paper, etc. Substitute coverage will be provided to allow for teachers to attend extended PD sessions to support small group instruction. Administration will monitor the effectiveness of sessions by attending each session and providing feedback to the teacher leader and classroom teachers after sessions. Student progress monitoring data will be reviewed monthly to determine the impact of changes in instructional practices on student learning. (Weekly from August 2021 to May 2022)

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Purchase additional technology including interactive flatpanels, ELMOs, and laptops for teachers to provide highly engaging core lessons using the small group instructional framework. The technology will further engage students in interacting with content that supports understanding of the grade level standards within small group instruction. Administration will monitor the effectiveness of the use of the technology through classroom walkthroughs with feedback provided to teachers. (August 2021-May 2022)

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Purchase additional text sets to ensure exposure to high quality, on grade level texts during small group instruction and independent practice. Text sets will support both literature standards and science content. The reading coach and writing resource teacher will support teachers in the strategic use of text sets to deepen content knowledge with a focus on science content while also strengthening students' mastery of grade-level ELA standards.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus	Description/Instructional priority: Teachers will learn to differentiate instruction through formative data collection and analysis in order to plan scaffolding strategies to support students' learning of on-grade level texts and tasks.
Description and Rationale:	Rationale: Although learning gains increased across all subjects according the 2021 FSA and SSA, proficiency in each area still indicates a need for improvement (31% in ELA FSA, 50% in Math FSA, and 29% in Science SSA). Therefore, additional differentiation and scaffolding strategies are needed to ensure all students obtain mastery of grade-level task.
Measurable Outcome:	60% of students in grades 3-5 will be proficient in Math as measured by FSA 2022. 50% of students in grades K-2 will be on level as evidenced by the 2021-2022 Spring iReady Diagnostic assessment. In the area of science, 50% of students will be proficient as measured by the 2022 SSA (grade 5) and district End of Year Science Assessment (grades K-4). In the area of ELA, 45% of students will be proficient or at or above grade level as evidenced by the 2022 FSA ELA or 2022 Spring iReady Diagnostic.
Monitoring:	Administration will monitor the effectiveness of implementation of differentiation strategies by providing ongoing feedback and coaching to teachers during classroom walkthroughs and observations and by observing and providing feedback to coaches after each planning session, data analysis session, and PD session. (August 2021-May 2022)
Person responsible for monitoring outcome:	Emily Tirelli (emily.tirelli@hcps.net)
Evidence-based Strategy:	<p>Content PLCs will be used weekly to deepen teachers' knowledge of differentiation techniques and instructional scaffolding strategies specific to each content area that lead to proficiency in ELA, math, and science.</p> <p>In math classrooms, the Concrete-Representational-Abstract model will be used as a primary scaffolding strategy to build conceptual knowledge that supports proficiency with grade level standards.</p> <p>Instructional coaching will occur to support implementation of differentiation and scaffolding strategies learned during Content PLCs.</p>
Rationale for Evidence-based Strategy:	According to ASCD, "Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum. (Hall, 20020" Furthermore, multiple studies has shown that differentiated instruction through various strategies including purposeful scaffolding increases students' ability to successfully interact with grade level material, even for students who are performing below grade level (Northern Illinois University, Center for Innovative Teaching and Learning).

Action Steps to Implement

1. Hire a math coach to support high-quality instruction with a focus on the use of the CRA model to differentiate instruction and scaffold learning in all mathematics classrooms (K-5). The math coach will model mathematics instruction during part of the school day as a source of professional development for teachers and then will facilitate collaborative planning sessions, coaching cycles, and data analysis sessions with teachers to support mathematics instructional practices in grade K-5. Planning sessions will

include a discussion of how to use current data to differentiate instruction.. Math manipulatives will be needed to implement the CRA model, an intervention that allows for differentiation for all students in math classrooms. Administration will monitor the effectiveness of the math coach by observing and providing feedback on coaching and PD sessions. Administration will monitor the implementation of differentiation strategies in all classrooms by conducting ongoing classroom walkthroughs with feedback given.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Purchase additional technology in order to enhance instruction using visual and audio differentiation and scaffolding supports in classrooms. The interactive flatpanels, wall mounts, ELMO's and laptops will allow teachers and students to build and display mathematical models in order to deepen conceptual knowledge in math, display and interact with scientific illustrations, diagrams, and videos in order to support understanding in science, and display multimedia sources to support deeper content knowledge connected to texts in reading. The strategies provide the means to differentiate the process, modality, and environment based on student needs. Administration will monitor the effectiveness of the use of the technology through classroom walkthroughs with feedback provided to teachers. (August 2021-May 2022)

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Provide Professional Development sessions/Content Area PLCs to support content area development, with a focus on differentiation based on data analysis. These sessions will include the use of book studies to develop content knowledge and strategies for differentiation, scaffolding strategies, and the use of the CRA model (math only). Teachers will learn how to analyze the data within the neediest subgroups (Students with Disabilities, Hispanic students, English Language Learners, Economically Disadvantaged students, and Black students) to provide plan for targeted, differentiated core instruction and interventions to students within these subgroups. Materials will be needed to facilitate PD sessions and PLCs including chart paper, markers, copy paper, etc. Administration will monitor the effectiveness of sessions by attending each session and providing feedback to the teacher leader and classroom teachers after sessions. (Bi-weekly from August 2021 to May 2022)

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Based on 2019 ESSA index, 5 subgroups fell below 41%. These subgroups include students with disabilities, black, Hispanic, and economically disadvantaged students. This is the makeup of our students population and has a direct impact on schoolwide data.
Measurable Outcome:	<p>The learning gains in ELA of students with disabilities will increase from 19% (2019) to 75% as evidenced by the 2022 FSA.</p> <p>The learning gains in ELA of Hispanic students will increase from 37% (2019) to 75% as evidenced by the 2022 FSA.</p> <p>The learning gains in ELA of ELL students will increase from 32% (2019) to 75% as evidenced by the 2022 FSA.</p> <p>The learning gains in ELA of economically disadvantaged students will increase from 35% (2019) to 75% as evidence by the 2022 FSA.</p> <p>The learning gains in ELA of black students will increase from 36% (2019) to 75% as evidenced by the 2022 FSA.</p>
Monitoring:	The principal will monitor the effectiveness of data analysis sessions through observing sessions and providing feedback to coaches, faculty, and students.
Person responsible for monitoring outcome:	Emily Tirelli (emily.tirelli@hcps.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Consistent analysis of progress monitoring data to inform instruction 2. Create a comprehensive MTSS system 3. Regular data briefings with faculty and leadership team
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. A consistent, ongoing system for progress monitoring and regular analysis of data will be used to ensure that instruction is targeted to students' needs. This will include monthly math and ELA formative assessments, as well as regularly planned data analysis sessions following assessments. 2. A comprehensive MTSS system will allow for early identification of students in need of specific intervention, as well as the time for the intervention to occur. 3. Faculty must be well-informed of the progress of students on a regular basis in order to maintain focus on the goals of the school.

Action Steps to Implement

Extended Learning Program will be provided to students in grades K-5 within targeted ESSA categories (Students with Disabilities, Hispanic students, English Language Learners, Black students, Economically Disadvantaged) to address critical skill gaps and provide additional time with grade level standards.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Coaches will create a calendar of assessments to progress monitor understanding of standards taught.

After each assessment, administrators, coaches, and teachers will meet to analyze the data and plan for upcoming instruction.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Administration will facilitate the MTSS process with staff by creating a regular MTSS meeting schedule, identifying time in the master schedule for interventions to be provided, and provide ongoing feedback to teachers on the implementation of interventions.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Administration will meet with the leadership team regularly to review data. Relevant data will be shared at each faculty meeting.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Increase communication with parents on the progress of school goals and instructional timelines through the use of additional electronic and print communications including phone calls, text messages, newsletters, and signage.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Description/Instructional priority: Student achievement will increase through the use of the small group instructional model to accelerate overall core instruction, with a focus on standards-based tasks, skills and knowledge competencies in all instruction.</p> <p>Rationale: This area was identified after reviewing formative data from the 2020-21 school year and summative data from 2019. According to the 2020 Winter Diagnostic, approximately 20% of our students are reading on grade level. Large gaps in the areas of vocabulary and comprehension exist for most students. According to the 2021 FSA, only 31% of students in grades 3-5 are proficient in ELA. In the area of science, only 29% of our students reached a level 3 or higher according to the 2021 SSA.</p>
Measurable Outcome:	50% of students in grades 3-5 will be proficient in ELA as measured by FSA 2022. 50% of students in grades K-2 will be on level as evidenced by the 2021-2022 Spring iReady Diagnostic assessment. 50% of students in grade 5 will reach proficiency in science as evidenced by the 2021 SSA.
Monitoring:	The principal will monitor resource weekly schedules, effectiveness of PLC's, PD and planning sessions, and outcomes of coaching cycles on a weekly basis. Student data will be reviewed with each team on a quarterly basis and after each formative assessment (iReady Diagnostics, Achieve Level Sets, District Formatives) to ensure all students are making progress toward reading, math and science proficiency.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction will be used during core instructional time to teach all students grade level standards while also addressing critical skill gaps based on individual and small groups of students. 2. Content PLCs will be used weekly to deepen teachers' knowledge of standards and instructional strategies 3. Instructional coaching will occur to support implementation of strategies learned during Content PLCs. 4. Professional development focused on data analysis will allow teachers to respond to trends in student needs within core small group instruction.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction allows for teachers to build powerful relationships with students while differentiating instruction based on student needs. It also allows for additional time to meet the needs of students who are struggling the most while providing longer periods of time for students to independently practice tasks. 2. In the article, "Instructional Coaching as High-Quality Professional Development," Desimone and Pak state, "When examining understanding instructional coaching through the lens of the 5 empirically predictive elements of effective PD, the model presents itself as a powerful tool for improving teacher knowledge, skills, and practice."

Action Steps to Implement

Hire a reading coach. The reading coach will facilitate content area PLCs with all grade levels (one hour every week beyond the regular work day), weekly collaborative planning sessions, and professional development sessions to deepen knowledge of pedagogy, content area understanding, and effective data analysis. Weekly planning sessions will include planning for small group instruction that is focused on standards-aligned tasks, skills and knowledge. The reading coach will provide ongoing coaching cycles with teachers in grades K-5 in order to strengthen the use of small group instruction in all ELA classrooms.

The principal will monitor the reading coach's weekly schedule, effectiveness of PLC and planning sessions, and outcomes of coaching cycles on a weekly basis.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Hire a Writing Resource Teacher to support a writing instruction in all grades and to develop model classrooms for job-embedded professional learning experiences. The Writing Resource Teacher will provide model ELA instruction, including small group instruction, during part of the school day as a source of professional development for teachers and then will facilitate collaborative planning sessions, coaching cycles, and data analysis sessions with teachers to support ELA instructional practices in grades K-5. The Writing Resource Teacher will also facilitate grade-level planning sessions to focus on the use of high-quality text sets, standards-aligned tasks, and targeted small group instruction. Administration will monitor the implementation of strategies learning by teachers as a result of their work with the Writing Resource Teacher by conducting ongoing classroom walkthroughs with feedback given.

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Provide Professional Development sessions/Content Area PLCs to support content area development, pedagogy, and data analysis for small group instruction. Teachers will learn how to analyze the data within the neediest subgroups (Students with Disabilities, Hispanic students, English Language Learners, Economically Disadvantaged students, and Black students) to provide a plan for targeted core instruction and interventions to students within these subgroups. Materials will be needed to facilitate PD sessions and PLCs including professional books, chart paper, markers, copy paper, etc. Substitute coverage will be provided to allow for teachers to attend extended PD sessions to support small group instruction. Administration will monitor the effectiveness of sessions by attending each session and providing feedback to the teacher leader and classroom teachers after sessions. Student progress monitoring data will be reviewed monthly to determine the impact of changes in instructional practices on student learning. (Weekly from August 2021 to May 2022)

Person Responsible Emily Tirelli (emily.tirelli@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the School Safety Dashboard, DeSoto Elementary is ranked #34 out of 119 elementary schools in the county. The area of focus is violent incidents specifically on bully. As a school, we will continue to monitor referrals that were written about Bullying. During preplanning, the staff will review the schoolwide discipline plan and create additional systems to protect children from bullying.

The classroom teachers and administrative team will conduct grade level meeting during the first month of school to review school wide rules and expectations. The students will recite the Anti-bullying pledge daily on the morning show.

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.

DeSoto Elementary will engage building a positive school environment by employing various strategies that foster opportunities for school staff, student leadership, parent involvement, and business partner collaboration. Our school advisory council, Parent Teacher Association, Student Leadership Team, Professional Learning Communities, Instructional Leadership Team meetings are strategically planned venues for stakeholder voice to be heard and valued through the implementation of our clearly defined culture plan.

DeSoto Elementary will foster a positive school culture with parents and families through several events and informational sessions throughout the school year. We will have a continued focus on parental and community support of academics, as well as the social and emotional health of our students. Our goal is to increase opportunities to meaningfully engage with our parents, families, and stakeholders.

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

School Social Worker will continue to work on improving school wide attendance with rewards for classroom with the highest percentage

School Counselor will provide classroom meetings as well as small group meeting to promote positive thinking with students

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$89,843.44
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1081 - Desoto Elementary School	UniSIG	1.0	\$54,552.96
			Notes: *Math Resource Teacher will model mathematics instruction during part of the school day as a source of professional development for teachers and then will facilitate collaborative			

			<i>planning sessions, coaching cycles, and data analysis sessions with teachers to support mathematics instructional practices in grade K-5. Planning sessions will include a discussion of how the CRA model will be used throughout the week to build conceptual knowledge for all students.</i>			
	5100	210-Retirement	1081 - Desoto Elementary School	UniSIG	1.0	\$5,902.63
			<i>Notes: *Math Resource Teacher Retirement 10%</i>			
	5100	220-Social Security	1081 - Desoto Elementary School	UniSIG	1.0	\$3,382.28
			<i>Notes: *Math Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	1081 - Desoto Elementary School	UniSIG	1.0	\$791.02
			<i>Notes: *Math Resource Teacher Medicare 1.45%</i>			
	5100	230-Group Insurance	1081 - Desoto Elementary School	UniSIG	1.0	\$10,365.06
			<i>Notes: *Math Resource Teacher Health and Life Insurance 19%</i>			
	5100	240-Workers Compensation	1081 - Desoto Elementary School	UniSIG	1.0	\$278.22
			<i>Notes: *Math Resource Teacher Workers Comp .51%</i>			
	6300	120-Classroom Teachers	1081 - Desoto Elementary School	UniSIG		\$12,246.82
			<i>Notes: Additional planning time will be held after school and facilitated by resource teachers. This will allow teachers to increase their understanding of the BEST Standards in K-5 as well as CRA model in mathematics. They will develop specific plans to meet the needs of all students. The planning will have a total of 19 teachers at the rate of \$36.00 for 1 extra hour per week for 18 weeks.</i>			
	6300	210-Retirement	1081 - Desoto Elementary School	UniSIG		\$1,325.11
			<i>Notes: Planning Time Retirement 10%</i>			
	6300	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$759.30
			<i>Notes: Planning Time FICA 6.20%</i>			
	6300	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$177.58
			<i>Notes: Planning Time Medicare 1.45%</i>			
	6300	240-Workers Compensation	1081 - Desoto Elementary School	UniSIG		\$62.46
			<i>Notes: Planning Time Workers Comp .51%</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$8,870.18
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1081 - Desoto Elementary School	UniSIG		\$7,161.88
			<i>Notes: Afterschool Tutorial will be held for 125 students identified as below level in ELA and Math in grades 2nd-5th. The tutorial program will have 10 teachers to work 4 hours per week for 8 weeks at \$27.00 an hour.</i>			

	5100	210-Retirement	1081 - Desoto Elementary School	UniSIG		\$774.92
			Notes: Afterschool Tutorial Retirement 10%			
	5100	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$444.04
			Notes: Afterschool Tutorial FICA 6.20%			
	5100	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$103.85
			Notes: Afterschool Tutorial Medicare 1.45%			
	5100	240-Workers Compensation	1081 - Desoto Elementary School	UniSIG		\$36.53
			Notes: Afterschool Tutorial Workers Comp 0.51%			
	5100	510-Supplies	1081 - Desoto Elementary School	UniSIG		\$348.96
			Notes: Purchase supplies to support instruction in the K-5 classrooms. The school will purchase pencils, copy paper, chart paper, pens, file folders, notebooks, notebook paper, composition books, markers, and crayons.			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$103,787.50