

Hillsborough County Public Schools

Mendenhall Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	22

Mendenhall Elementary School

5202 N MENDENHALL DR, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Skylaar Guyer

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (50%) 2016-17: C (50%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

Mendenhall Elementary School

5202 N MENDENHALL DR, Tampa, FL 33603

[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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide differentiated instruction that meets all students' academic and social needs as we prepare them for graduation and life.

Provide the school's vision statement.

Preparing students for life

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
Fernandez, Cristina	Principal	Principal
Sanfilippo, Sommer	Reading Coach	Reading Resource and SAC Chair
Reed, Kristen	Reading Coach	Reading Resource
Smith, Katie	Math Coach	Math Coach & Parent Involvement
Florez, Jennifer	ELL Compliance Specialist	ELL Specialist
Posada, Jacqueline	Staffing Specialist	ESE Specialist for Mendenhall

Demographic Information

Principal start date

Thursday 7/29/2021, Skylaar Guyer

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.*

9

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

509

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

10

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

7

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	80	88	75	87	88	71	0	0	0	0	0	0	0	489
Attendance below 90 percent	0	22	10	17	14	16	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	21	0	0	0	0	0	0	0	0	0	21
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	5	0	0	0	0	0	0	0	5
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	1	8	0	0	0	0	0	0	0	0	9

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	1	0	4	0	0	0	0	0	0	0	0	0	5
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

Monday 8/23/2021

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	69	69	71	85	81	82	0	0	0	0	0	0	0	457	
Attendance below 90 percent	13	8	15	10	23	20	0	0	0	0	0	0	0	89	
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	5	11	0	0	0	0	0	0	0	16	
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22	

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	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		

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	69	69	71	85	81	82	0	0	0	0	0	0	0	457	
Attendance below 90 percent	13	8	15	10	23	20	0	0	0	0	0	0	0	89	
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	5	11	0	0	0	0	0	0	0	16	
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22	

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	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	

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				50%	52%	57%	45%	52%	56%
ELA Learning Gains				59%	55%	58%	51%	52%	55%
ELA Lowest 25th Percentile				72%	50%	53%	51%	46%	48%
Math Achievement				55%	54%	63%	49%	55%	62%
Math Learning Gains				68%	57%	62%	64%	57%	59%
Math Lowest 25th Percentile				62%	46%	51%	48%	44%	47%
Science Achievement				35%	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	49%	52%	-3%	58%	-9%
Cohort Comparison						
04	2021					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison		-49%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	54%	1%	62%	-7%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	64%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-55%				
05	2021					
	2019	36%	54%	-18%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	51%	-21%	53%	-23%
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

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	36	50
	Economically Disadvantaged	22	34	48
	Students With Disabilities	14	11	32
	English Language Learners	14	33	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	31	51
	Economically Disadvantaged	15	29	50
	Students With Disabilities	15	28	38
	English Language Learners	11	29	47

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	48	55
	Economically Disadvantaged	32	48	54
	Students With Disabilities	21	26	37
	English Language Learners	19	33	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	25	39
	Economically Disadvantaged	12	25	38
	Students With Disabilities	7	29	35
	English Language Learners	8	13	28
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	64	73
	Economically Disadvantaged	52	61	72
	Students With Disabilities	48	55	71
	English Language Learners	37	46	55
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	26	53
	Economically Disadvantaged	10	23	51
	Students With Disabilities	12	23	48
	English Language Learners	9	11	40

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	59	64
	Economically Disadvantaged	51	59	63
	Students With Disabilities	40	53	59
	English Language Learners	40	51	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	32	54
	Economically Disadvantaged	20	31	54
	Students With Disabilities	20	25	45
	English Language Learners	11	25	57
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	61	67
	Economically Disadvantaged	49	63	66
	Students With Disabilities	49	57	68
	English Language Learners	40	44	49
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	29	49
	Economically Disadvantaged	16	30	47
	Students With Disabilities	22	26	41
	English Language Learners	7	16	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	26	39	38
	Economically Disadvantaged	26	39	
	Students With Disabilities	49	36	
	English Language Learners	11	25	

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	36	36		28	13		20				
ELL	39	57		46	57	40	29				
BLK	48			33							
HSP	50	67		47	44	40	43				
WHT	61			48							
FRL	48	62	62	44	41	38	39				
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	29	52	75	30	50	53	20				
ELL	41	54	65	49	63	71	30				
BLK	35	64		42	79						
HSP	52	59	72	55	65	69	37				
WHT	48	50		56	64						
FRL	48	60	74	53	68	62	34				
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	19	28	39	23	46	35					
ELL	32	43	48	35	57	57	30				
BLK	38	44	45	41	60		50				
HSP	44	53	53	48	63	53	42				
WHT	62	43		59	67		38				
FRL	44	50	51	48	64	49	41				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	92%

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	48
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

According to our 2021 FSA Math Data, across grades three through five students performance in proficiency and gains were below a 50 in Math. Our Bottom Quartile showed the lowest performance scoring a 33. In ELA our students dropped in Bottom Quartile Gains from 72 to a 57. According to our iReady Data, across grade levels in Math proficiency both Students with Disabilities and English Language Learners performed the lowest, especially in 1st, 2nd and 5th Grade. In ELA proficiency students in 1st, 2nd and 5th grade Students with Disabilities and English Language Learners scored the lowest. According to the 2021 Science State Wide Data, our students were 38% proficient.

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

Our greatest need for improvement currently is Math and Science. Our Math data dropped 29% in our Bottom Quartile Gains and 27% in Gains. Science still continues to be an area we need to improve with proficiency being under 40%.

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

Due to the years circumstances, we had students who were eLearning and students Brick and Mortar. Our year began with 50% of students receiving instruction through eLearning. Classes were quarantining and students were out due to illness. This caused attendance for students to be inconsistent. In addition, services were not provided with fidelity throughout the year. Accommodations weren't being utilized throughout the year regularly. Students weren't necessarily being provided a second small group in addition to core instruction.

In order to improve we would need to address teachers planning small group instruction. Coaches, resource, paras, and teachers would need support with small group in the classroom and in addition

ie: lunch bunches, ELP, etc. Coaches would need to follow up on small group instruction both in the class and during planning.

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

The most improvement according to our 2019 state assessment scores was with our Bottom Quartile in ELA. Although in our 2021 FSA Data, that area dropped and will need improvement. Our proficiency across grade levels according to iReady data showed the most improvement in ELA proficiency. 3rd Grade Math also had the most improvement throughout the year in Proficiency. Proficiency improved 41% over time in 3rd Grade.

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

This improvement was made by regularly progress monitoring student data and creating actionable steps for small group and core instruction. Students received supports both in the classroom and outside the classroom with fidelity. Planning was focused on small group instruction in addition to the core.

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

In order to accelerate learning we will need to plan for acceleration in upcoming weeks. Teachers and coaches will give PMA assessments and analyze data to determine next steps. Next steps will be implemented and revisited regularly. Teachers will need to create differentiated small group instruction with opportunities for acceleration. Coaching support will be provided to teachers in the classroom, and through planning.

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 have been trained during Professional Study Day in both Whole Group and Small Group breakout sessions. Teachers/Staff have been provided with a canvas course to help support acceleration.

Coaches will attend professional development with the district and then support implementation with teachers through coaching cycles, professional development in how to accelerate in small group and core instruction. Professional Development will be created by coaches to implement during Monday PD on a monthly/as needed basis.

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

In order to ensure sustainability, we will also have ELP for our bottom quartile and students approaching/one grade level below. We will purchase teacher resource books and additional curriculum to supplement if needed. Teachers will be provided with the reading and writing strategies book. Math teachers will receive manipulatives to help build understanding. Parent involvement will follow up with parents on how to support students at home. Students will be tracking their own data in data folders and setting goals with their teachers. The leadership team will follow up with classes to discuss data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus	In both Math and ELA BQ Gains decreased. Math BQ was 33% and ELA BQ was 57%. In Math students gains were a 41%. We believe that all students can show one years growth in one years time and through small group instruction we can achieve our goal.
Description and Rationale:	
Measurable Outcome:	By May 27, 2022, 70% of students will show learning gains in all subjects.
Monitoring:	The Leadership Team will analyze data with teachers, attend PLC, monitor next steps and meet quarterly with students about goals and their data. PLC agendas will be kept with notes. Teams will revisit next steps in future PLCs. PLC Facilitators will make sure to revisit next steps. Coaches will keep logs of support during collaborative planning. Coaches will support teachers in analyzing the data to predict student outcome based on evidence of learning and progress monitoring assessments.
Person responsible for monitoring outcome:	Cristina Fernandez (cristina.fernandez@hcps.net)
Evidence-based Strategy:	According to John Hattie the effective size of Collective Teacher Efficacy is a 1.57 effect size. Self-reported grades is a 1.33 effect size. Teacher estimates of achievement is a 1.29 effect size.
Rationale for Evidence-based Strategy:	Collective Teacher Efficacy is a belief that teachers can more positive impact the learning of their students if they work as a team. This is why we will be having PLCs and Planning. This will include Coaches, ELL and ESE also attending planning. During this time we will discuss data, small group instruction, and how to best support students based on data. Being that students being able to self report data shows a great effect size, students will monitor their data and standards in a data folder. This data folder will be implemented in the classroom and the leadership team will provide student incentives based on growth. The Leadership Team will also go into classes and have data chats with students about their data and goals. In planning and PLC teachers will determine where students are based on their data and what appropriate resources to use.

Action Steps to Implement

Identify BQ Students in 3rd-5th and develop a plan to track the identified students progress in teacher data chats and student data chats. Regularly share data with School Based Leadership Team, adjust support plans based on, on going data collection, monitor students progress through walkthroughs and analysis of student work.

Person Responsible Cristina Fernandez (cristina.fernandez@hcps.net)

Conduct student data chats with intermediate grade students. Review previous years FSA Data, iReady, Prerequisite Test, and Progress Monitoring Assessments. The Reading Resources will create a student data sheet to collect and review with each student.

Person Responsible Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

Teachers will attend common planning sessions by grade level or content area every week. Planning will be data driven and include the development of small groups based on data. In the teacher led small groups, teachers will plan for the use of preidentified literacy scaffolds to accelerate identified unfinished learning.

Person Responsible Cristina Fernandez (cristina.fernandez@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus	In ELA students proficiency in fourth and fifth grade were below 50%. We believe through Core Instruction and acceleration students can improve their proficiency in these grade levels.
Description and Rationale:	
Measurable Outcome:	By May 27, 2022, 50% of students will meet proficiency in ELA.
Monitoring:	The Leadership Team will analyze data with teachers, attend PLC, monitor next steps and meet quarterly with students about goals and their data. PLC agendas will be kept with notes. Teams will revisit next steps in future PLCs. PLC Facilitators will make sure to revisit next steps. Coaches will keep logs of support during collaborative planning. Coaches will support teachers in analyzing the data to predict student outcome based on evidence of learning and progress monitoring assessments. Coaches will plan instruction with teachers on a weekly basis.
Person responsible for monitoring outcome:	Sommer Sanfilippo (sommer.sanfilippo@hcps.net)
Evidence-based Strategy:	According to John Hattie the effective size of Collective Teacher Efficacy is a 1.57 effect size. Self-reported grades is a 1.33 effect size. Teacher estimates of achievement is a 1.29 effect size. Classroom discussion has a .82 effect size.
Rationale for Evidence-based Strategy:	Collective Teacher Efficacy is a belief that teachers can more positive impact the learning of their students if they work as a team. This is why we will be having PLCs and Planning. This will include Coaches, ELL and ESE also attending planning. During this time we will discuss data, whole group instruction, and how to best support students based on data. Being that students being able to self report data shows a great effect size, students will monitor their data and standards in a data folder. This data folder will be implemented in the classroom and the leadership team will provide student incentives based on growth. The Leadership Team will also go into classes and have data chats with students about their data and goals. In planning and PLC teachers will determine where students are based on their data and what appropriate resources to use to accelerate learning.

Action Steps to Implement

Identify Level 2+ students in 3rd-5th and develop a plan to track the identified students progress in teacher data chats and student data chats. Regularly share data with School Based Leadership Team, adjust support plans based on, on going data collection, monitor students progress through walkthroughs and analysis of student work.

Person Responsible Cristina Fernandez (cristina.fernandez@hcps.net)

Conduct student data chats with intermediate grade students. Review previous years FSA Data, iReady, Prerequisite Test, and Progress Monitoring Assessments. The Reading Resources will create a student data sheet to collect and review with each student.

Person Responsible Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

Teachers will attend common planning sessions by grade level or content area every week. Planning will be data driven and include the development of core instruction. Teachers will plan for the use of

preidentified literacy scaffolds to accelerate identified unfinished learning. Teachers will also plan out purposeful discussion, strategies and evaluation of learning.

Person Responsible Sommer Sanfilippo (sommer.sanfilippo@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.

Our data shows that we are very high compared to the rest of the Elementary Schools in incidents. The focus we are using is the Second Steps Curriculum for SEL in the classrooms. In addition to Tier 1, PBIS will be used to increase positive behaviors. CHAMPS is used for student expectations in every classroom. Instructional and Non Instructional Staff have received copies of The 7 Mindsets book. We will be completing a book study using this book. Grade levels receive weekly SEL lessons by our School Social Worker. The Morning Show has techniques on self regulating behaviors. The data will also be monitored through student surveys. The Student Services Team and ESE Specialist will create contracts for Tier 2/3 behaviors. Our School Social Worker will be pulling small groups based on student needs. We will identify Tier 3 students based on responses and create individual interventions based on students needs from the survey. The KPI data showing students scoring two or more indicators will be monitored by the Leadership Team and have a check in system by our School Social Worker. Student work will be highlighted via the morning show, school display board and Principal acknowledgement. Students indicating a threat assessment will have an action plan created in conjunction with parents, administration and student services. The action plan will include additional resource outside of school as well as in school. At risk students will be provided with a supervision plan. At risk students will receive CBT and DBT and psycho education via the School Social Worker. Schoolwide we will utilize Tiger Bucks which can be turned in to gain access to a Student Incentive Room. Students will identify during their weekly SEL lesson who they feel comfortable speaking too. This will then become a person students can check in with regularly.

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.

Building a positive school culture is important for staff, students and parents. We help build a positive school culture and environment in the following ways:

McDonald's Lunch for students demonstrating good character and behavior
 Character Awards Monthly
 Positive Behavior awards (Pawsitive Behavior)
 Growth Mindset
 Patrols
 Faculty Thank You Form
 Business partners help celebrate student and staff (Dunkin, Wawa, 18 Bagels, Village Inn, Fresh Kitchen, Hungry Howies, Jason's Deli)
 Tiger Buck Store
 Fun Fair Field Day
 Monthly attendance/behavior celebrations
 Faculty appreciation weeks
 Social Committee
 Actively participate in programs such as, Math Bowl, Tropicana Speech, Essay Contests
 Monthly Family Nights (Literacy Night, SMATH Night at Publix, Grandparents Breakfast, Mom/Dad Breakfast)
 Hispanic Heritage Celebrations
 5th Grade Graduation Week
 Social emotional check In with identified teacher and students

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

Reading Resource- McDonald's Lunch for students demonstrating good character and behavior, Patrols, SAC Chair, Safety Sponsor
 School Social Worker, Classroom Teachers & Administration- Character Awards Monthly
 Administration- Positive Behavior Awards
 Teachers, Administration, Coaches, Instructional- Growth Mindset
 Teachers, Coaches, Administration & Reading Resource- Faculty Thank You Form
 ESE Specialist & Administration- Business Partners
 School Social Worker- Tiger Buck Store
 PE Coach, Leadership Team, Administration, Teachers-Fun Fair Field Day
 School Social Worker & Administration- Monthly attendance/behavior celebrations
 Social Committee, Administration, PTA- Faculty Appreciation Weeks
 ESE Specialist & Grade Level Reps- Social Committee
 Math Coach & Math Teachers- Math Bowl
 Reading Resources- Tropicana Speech & Essay Contests
 Teachers, Administration, Leadership Team- Monthly Family Nights
 ELL Specialist & Team- Hispanic Heritage Celebrations
 5th Grade Team, Administration, Leadership Team- 5th Grade Graduation Week
 School Social Worker & Specific Teachers/Students- Social Emotional Check In

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: ELA	\$0.00
Total:			\$0.00