

Hillsborough County Public Schools

Reddick Elementary School



2021-22 Schoolwide Improvement Plan

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Reddick Elementary School

325 W LAKE DR, Wimauma, FL 33598

[no web address on file]

Demographics

Principal: Aliya Norman

Start Date for this Principal: 7/23/2021

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: C (49%) 2017-18: D (40%) 2016-17: C (44%)
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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Reddick Elementary School

325 W LAKE DR, Wimauma, FL 33598

[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	92%

School Grades History

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

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

RAYS the bar;
Accelerate Learning;
Youth of today, leaders of tomorrow;
Strive for excellence.

Provide the school's vision statement.

Reddick Rays will EMPOWER one another to be their best.

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
Dames, Jennifer	Principal	To act as administrative and instructional leader of school.
Hicks, Michelle	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional program and its results.</p>

Name	Position Title	Job Duties and Responsibilities
Benton, Sydney	Reading Coach	<p>? Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
		<p>Provides instructional coaching to English Language Arts (ELA)/Reading classroom teachers in order to improve reading instruction and student outcomes.</p> <ul style="list-style-type: none"> • Develops and conducts staff development for classroom teachers. • Maintains and monitors implementation of Hillsborough County Public Schools' K-12 Comprehensive Evidenced-Based Reading Plan as approved by the state. • Demonstrates a strong working knowledge of best practices in all areas of literacy instruction. • Develops and conducts professional development for targeted audiences in the content area of literacy instruction regarding instructional strategies, best practices, and specific instructional topics. • Provides coaching to targeted audiences in order to improve literacy instruction, classroom organization and management, and effective implementation of district recommended curriculum resources. • Conducts data conferences with classroom teachers to interpret data and plan instruction, and models effective teaching techniques when presenting to groups and other professionals. • Assists ELA/reading and content-specific supervisors in developing model lesson plans and curriculum.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with the district reading supervisor. • Continues to develop professional expertise through professional readings, trainings, conferences, and required professional development as directed by the Academic Services department. • Promotes parent and community outreach and involvement in the literacy instructional program at the school. • Performs any other duties as assigned. <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Woods, Brittany	Math Coach	<p>? Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.</p> <p>Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <p>? Demonstrates a strong working knowledge of the Mathematics Florida Standards and best practices in mathematics instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>? Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.</p> <p>? Assists teachers in implementing standards across the STEM (Science, Technology, Engineering, and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for mathematics instruction.</p> <p>? Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematics instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>? Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided</p>

Name	Position Title	Job Duties and Responsibilities
		<p>resources.</p> <p>? Conducts classroom walk-throughs and provides feedback to teachers.</p> <p>? Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction.</p> <p>? Provides small group instruction for selected students.</p> <p>? Assists with competitions.</p> <p>? Assists with textbook implementation.</p> <p>? Regularly collaborates with building administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor.</p> <p>? Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments.</p> <p>? Promotes parent and community outreach and involvement in the mathematics instructional program at the school.</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>

Demographic Information

Principal start date

Friday 7/23/2021, Aliya Norman

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

0

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

8

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

814

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.

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	96	109	132	131	102	140	0	0	0	0	0	0	0	710
Attendance below 90 percent	26	29	34	29	21	28	0	0	0	0	0	0	0	167
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 FSA ELA assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	46	58	54	60	43	51	0	0	0	0	0	0	0	312

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	2	0	0	0	0	0	0	0	2

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	2	9	21	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/30/2021

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	114	120	121	123	139	136	0	0	0	0	0	0	0	753
Attendance below 90 percent	25	24	24	23	21	26	0	0	0	0	0	0	0	143
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	23	39	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	31	0	0	0	0	0	0	0	47

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	3	9	12	23	0	0	0	0	0	0	0	0	0	47
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	114	120	121	123	139	136	0	0	0	0	0	0	0	753
Attendance below 90 percent	25	24	24	23	21	26	0	0	0	0	0	0	0	143
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	23	39	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	31	0	0	0	0	0	0	0	47

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	3	9	12	23	0	0	0	0	0	0	0	0	0	47
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%	31%	52%	56%
ELA Learning Gains				58%	55%	58%	39%	52%	55%
ELA Lowest 25th Percentile				60%	50%	53%	46%	46%	48%
Math Achievement				45%	54%	63%	43%	55%	62%
Math Learning Gains				58%	57%	62%	45%	57%	59%
Math Lowest 25th Percentile				55%	46%	51%	36%	44%	47%
Science Achievement				32%	50%	53%	39%	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	23%	52%	-29%	58%	-35%
Cohort Comparison						
04	2021					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-23%				
05	2021					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	54%	-10%	62%	-18%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	57%	-21%	64%	-28%
Cohort Comparison		-44%				
05	2021					
	2019	52%	54%	-2%	60%	-8%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	51%	-20%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the below data is iReady. Science was monitored by the Science24% baseline, Midyear and FSA Scores.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	18%	34%
	Economically Disadvantaged	12%	16%	33%
	Students With Disabilities	0%	0%	20%
	English Language Learners	8%	10%	15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	17%	34%
	Economically Disadvantaged	7%	13%	42%
	Students With Disabilities	6%	12%	28%
	English Language Learners	8%	17%	34%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	24%	39%
	Economically Disadvantaged	12%	21%	37%
	Students With Disabilities	18%	18%	24%
	English Language Learners	8%	14%	15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	15%	31%
	Economically Disadvantaged	4%	12%	29%
	Students With Disabilities	4%	10%	18%
	English Language Learners	5%	15%	30%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	27%	38%
	Economically Disadvantaged	0%	7%	18%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	8%	18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	33%	52%
	Economically Disadvantaged	9%	21%	40%
	Students With Disabilities	9%	20%	33%
	English Language Learners	4%	10%	28%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	21%	30%
	Economically Disadvantaged	10%	20%	28%
	Students With Disabilities	6%	10%	23%
	English Language Learners	2%	2%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	33%	53%
	Economically Disadvantaged	13%	21%	31%
	Students With Disabilities	11%	22%	31%
	English Language Learners	6%	11%	29%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	14%	21%
	Economically Disadvantaged	9%	13%	22%
	Students With Disabilities	4%	3%	13%
	English Language Learners	6%	9%	15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	41%	54%
	Economically Disadvantaged	20%	30%	43%
	Students With Disabilities	20%	30%	43%
	English Language Learners	9%	18%	28%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	20%	23%	24%
	Economically Disadvantaged	11%	18%	22%
	Students With Disabilities	10%	15%	2%
	English Language Learners	18%	22%	22%

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	41	50	24	38	35	9				
ELL	27	52	70	32	36	44	20				
BLK	32	42		30	58		25				
HSP	29	48	69	34	37	44	22				
WHT	35			30							
FRL	29	51	75	33	40	47	24				
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	12	44	50	22	46	57	5				
ELL	25	55	56	38	55	56	16				
BLK	30	47		44	53						
HSP	31	57	59	43	58	57	30				
WHT	52	75		67	57		45				
FRL	30	56	59	43	56	55	28				
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	9	32	36	15	16	18	17				
ELL	22	29	39	32	36	39	20				
BLK	37	47		48	74		43				
HSP	29	38	41	42	44	40	37				
WHT	40	39		42	30		50				
FRL	28	37	44	40	43	37	38				

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	43
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	54
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	100%

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	42
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	37
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	42
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	33
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	44
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 with disabilities, ELL students, Hispanic students and black students collectively make up the majority of student members, however lag behind the minority of white students at all grade levels and in all content areas. In all cases, the gap is substantial (at least 20 points but as high as 40 points).

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

According to 2019 FSA data, reading proficiency is our greatest need for improvement, however progress monitoring data showed weaknesses in math proficiency during the 2020-2021 school year.

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

- Students are passively engaged in class, are not given opportunities to talk in class and practice academic vocabulary. Teachers will need to learn techniques for quality questioning and discussion and improve their practice through planning.
- Our high population of ELL students acquiring oral language skills. MTSS/RTI will need to be improved to support students in the foundational skills needed to acquire oral and written language skills.
-

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

According to I-Ready data, on average, the number of Tier III students in math decreased by 12% when compared to diagnostics. Also, 2019 math proficiency exceeded ELA and Science proficiency by 13 points.

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

Attention to priority standards and small group remediation following common monthly assessments in math has facilitated this positive change.

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

- Whole group phonics with small group interventions.
- Common exit tickets
- 3 week intervention cycles
- Coaching based on the "Get Better Faster" framework
- Grade level assigned interventional support person.
- Family University nights to empower parents.

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.

- Next Step Forward in Guided Reading by Jan Richardson refresher.
- Sight word PD
- Questioning and discussion for rigor

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

- Electronic School wide data wall for all content levels and at all grade levels will be implemented.
 - Data Room
 - Electronic standards tracker for all grades and all subject areas.
 - Building capacity and leaders within our building through coaching and PD.
- Teachers will engage in bi-weekly data chats with administrators.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Class observations revealed students passively engaged with few opportunities to talk and practice academic vocabulary. Improvement is desired in preparing quality questions that lead to rich discussion. VE teachers, as well as Migrant Advocates will participate along side teachers to engage in professional development in regards to quality questioning. This will then open up a window of time for safe practice with feedback from coaches and administrators.

Measurable Outcome: Currently teacher explanation and talk comprises 60-80% of the lesson, with students speaking approximately 30% of the lesson. Student talk/conversation/discussion will increase to 60-80% of the lesson while teacher talk will decrease to approximately 20-40%.

Monitoring: This area of focus will be monitored by the Principal, Assistant Principal, content coaches weekly during academic leadership team meetings. The VE Specialist will also support the VE team in the success of VE students in this area of focus.

Person responsible for monitoring outcome: Jennifer Dames (jennifer.dames@hcps.net)

Evidence-based Strategy:

1. Engage in PD related to quality questioning and discussion with admin and coaches.
2. During planning, teachers and coaches will create exemplar tasks with quality questions and discussion techniques for that task.
3. In class teachers will instruct students on best practices for engaging in discussions with time to practice.
4. Teachers will use Kagan strategies including Kagan spinners, talking chips and conversation corners to promote discussions in class.
5. Through data collected from coaching cycles and walk-throughs, teachers and VE support personnel can participate in reflective practice to grow in the area of questioning and discussion.

Rationale for Evidence-based Strategy: Classroom Discussion, student feedback and teacher clarity are all practices that extend student learning by encouraging deep thinking and ownership. According to Hattie, classroom discussion has an effect size of .82, teacher clarity .75 and feedback, .70.

Action Steps to Implement

Retain existing reading Coach, math coach and science coach to support K-5 teachers in ELA, math and science. They will help to encourage the planning of discussion and engagement within each subject. All coaches will coach and model these aspects weekly.

Person Responsible Jennifer Dames (jennifer.dames@hcps.net)

Prepare PD related to questioning and discussion in response to data collected from coaching cycles and walk-throughs.

Person Responsible Jennifer Dames (jennifer.dames@hcps.net)

Create planning expectations that lead to planning sessions that promote quality questioning and discussion.

Person Responsible Brittany Woods (brittany.woods@hcps.net)

Instruct teachers, including VE, Migrant and ESOL teachers, on implementing Kagan strategies in the classroom to promote student engagement through discussion.

Person Responsible Sydney Benton (sydney.benton@hcps.net)

Create walk-through calendars and monitor data and coaching cycles.

Person Responsible Michelle Hicks (michelle.hicks@hcps.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Though students passively comply with teacher directions. Some teachers have yet to establish high expectations for academics and behavior and therefore need additional tools for establishing and maintaining high expectations.

Measurable Outcome: According to SCIP data, 64% of our students indicated they had a mentor who helped them and 59% of our students felt respected by peers. We will directly improve the culture of this school positively so that at least 75% of our students feel as though they have support from trusted adults and 75% of our students show respect to peers and receive same respect from others.

Monitoring: Assistant Principal will lead the development of the Tier I Behavior plan and monitor discipline data and teacher implementation of Tier I Behavior Plan bi-weekly and provide feedback.

Person responsible for monitoring outcome: Michelle Hicks (michelle.hicks@hcps.net)

Evidence-based Strategy: Self Efficacy is the belief in your ability to execute behaviors that lead to the performance of a goal. This is the evidence based strategy being implemented for the area of focus.

Rationale for Evidence-based Strategy: Self efficacy has an effect size of .92 according to Hattie.

Action Steps to Implement

Action steps to better implement this area of focus will be the establishment of a Tier 1 behavior management committee. The chairperson of this committee will be 4th grade teacher, Heather Wirth. In addition, our Teacher-Leader and 5th grade ELA teacher, Erin Jahnke will support her in the leading of this committee. The committee will establish procedures for every area of our the school including: the hallways, cafeteria, classrooms and play ground. They will establish expectations, as well as lessons and visuals to assist in the implementation within the classrooms.

Person Responsible Michelle Hicks (michelle.hicks@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Following teacher observations and a review of performance data, improvement was needed to enhance rigor and ensure that instruction matches planning. As result, teachers will prepare rigorous lessons and learning tasks that align to grade level standards.
Measurable Outcome:	In 2022, at least 50% of students will achieve proficiency in ELA. At least 60% of students will make learning gains in ELA at least 60% of bottom quartile students will make learning gains in ELA
Monitoring:	Progress monitoring assessments will be: ELA PMAs I-Ready K-2 Screener
Person responsible for monitoring outcome:	Jennifer Dames (jennifer.dames@hcps.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. During planning, teachers and coaches will review ALDs so that teacher questions and learning activities are prepared at an FSA achievement level 3 or higher. 2. During whole group instruction, students will engage in level 3 or higher tasks; teacher will model as appropriate. 3. In small group, students will engage in tasks that accelerate learning towards standards mastery. 4. The Four Principals of Excellent Instruction will be used to determine look-fors; coaches and admin will conduct walkthroughs and provide teachers specific feedback about instruction. 5. Data from walkthroughs and data from student performance measures will allow teachers to engage in reflective practices.
Rationale for Evidence-based Strategy:	A strategic focus on planning, refining whole group and small group instruction and tailoring teacher feedback will support teachers in preparing rigorous lessons. Purposeful planning has an effect size of .76. Deliberate practice has an effect size of .79 according to Hattie.
Action Steps to Implement	
Coaches will collaborate with teachers in planning to ensure all lessons and student independent practice align to standards.	
Person Responsible	Jennifer Dames (jennifer.dames@hcps.net)
In planning, we will write Essential Questions or I can statements collaboratively to ensure alignment.	
Person Responsible	Sydney Benton (sydney.benton@hcps.net)
Common exit tickets will be completed in planning and tracked in our school-based Standards Tracker, to ensure student success within the specific standard being targeted.	
Person Responsible	Sydney Benton (sydney.benton@hcps.net)
VE teachers will participate in planning to adequately engage ESE students in discussion and tasks aligned to standards.	

Person Responsible Michelle Hicks (michelle.hicks@hcps.net)

Additional Schoolwide Improvement Priorities

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

School discipline data showed an uptick in students using vaping tobacco products. This concern will be proactively addressed in the Tier I Behavior Plan and also problem solved in SAC.

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.

The school's climate and culture committee (PBIS team) will assist administrative team with building a school culture based on high expectations. The team will develop and implement a Tier I Behavior Plan that includes expectations for positive student behavior and guidelines for positively recognizing students exhibiting appropriate behavior. Strategies will include continuing to recognize students earning the "Terrific Kid" designation, developing a token economy system where students can earn tangible gifts in the school store and implementing plans to recognize students for achieving academic goals. Books by Ron Clarke will be used as resources. Input from families, business partners and volunteers will be sought as the team develops the plan. Additionally, the administrative team will seek feedback from teachers and staff to determine how they wish to be recognized and implement plans to reward and recognize teachers and staff regularly. Business partners and community volunteers will assist administrative team with showing appreciation to our teachers.

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

Jennifer Dames - Principal
 Michelle Hicks - AP
 Heather Wirth - School Culture/Behavior Chair
 Karen Corbin - Volunteer Liason

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00