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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>15</b>
<b>Planning for Improvement</b>	<b>23</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[ no web address on file ]

## Demographics

**Principal: Jeanine Saddler**

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (45%) 2016-17: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>15</b>
<b>Planning for Improvement</b>	<b>23</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	87%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

## School Grades History

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

## School Board Approval

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## SIP Authority

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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.**

Ruskin Elementary School Rockets: where positivity and academic excellence are out of this world!

#### **Provide the school's vision statement.**

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

The Ruskin Elementary School staff, parents, and community are 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
Salgado, Rebecca	Principal	<p>Instructional Leader of the building.</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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 non-evaluative manner; is able to write clearly and concisely.</li> <li>4. 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.</li> <li>5. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</li> </ol>
Fedele, Rebecca	Assistant Principal	<ol style="list-style-type: none"> <li>6. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</li> <li>7. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</li> <li>8. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</li> <li>9. Establishes systematic processes to receive and provide feedback about the progress of work being done.</li> <li>10. Leads by example, setting goals that encourage self and others to reach higher standards.</li> <li>11. Holds high and positive expectations for the growth and development of all stakeholders, including self.</li> <li>12. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</li> <li>13. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</li> <li>14. Assists with oversight of and responsibility for the school's instructional program and its results.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>15. Assists with oversight of and responsibility for the safety and discipline of school's students.</li> <li>16. Assists with oversight of and responsibility for the school's human resources selections, management, and development.</li> <li>17. Assists with oversight of and responsibility for the school's business and research efforts.</li> <li>18. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</li> <li>19. Assists with oversight of and responsibility for the school's administration and operation.</li> <li>20. Assists with oversight of and responsibility for the school's property and physical plant.</li> <li>21. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</li> </ol>
Vega, Joy	Reading Coach	<ol style="list-style-type: none"> <li>1. Assists school administrators and teachers with analysis with school, class, and individual student data to determine needs in Reading and ELA.</li> <li>2. Model and conduct focus with school personnel to collect and analyze data to plan for instruction and professional development.</li> <li>3. Provide daily support to classroom teachers based on the analysis on student performance data.</li> <li>4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring, and facilitating professional learning communities.</li> <li>5. Supports teachers with planning instruction to meet students' needs through differentiated standards based instruction.</li> <li>6. Works with teachers to ensure that research based reading programs and strategies are implemented with fidelity and adjusted to meet student needs.</li> <li>7. Develops and delivers school-based professional development in reading content and instructional strategies based on targeted school needs and identified teacher needs.</li> <li>8. Participates in the development and facilitation of learning communities for the purpose of professional study and collaborative work.</li> </ol>
Jacks, Stephanie	Math Coach	<ol style="list-style-type: none"> <li>1. Assist school administrators and teachers with analysis of school, class and individual student data to determine needs in mathematics.</li> <li>2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>3. Assists mathematics teachers in planning for differentiated standards based instruction and assessment; use of pacing charts and instructional strategies and materials, and use of data from formative and district monthly assessment to improve instruction.</li> <li>4. Provides classroom support by observing, modeling effective instructional strategies, co-teaching, coaching, and providing specific feedback to teachers.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>5. Develops and delivers school and district based professional development in mathematics content and instructional strategies based on identified and targeted teacher, school and/or district needs.</p> <p>6. Provides follow-up support for teachers at the school level for district professional development in mathematics.</p> <p>7. Develops and facilitates professional learning communities for professional student and collaborative work.</p>
Rios, Patricia	Instructional Coach	<p>ESOL Resource Teacher (ERT):</p> <ol style="list-style-type: none"> <li>1. Maintain and monitor the implementation of the ESOL program, including professional development of school personnel.</li> <li>2. Responsible for ensuring the comprehensive program of ESOL within the school, as well as compliance with Full-Time Equivalency rules and guidelines from the Florida Department of Education and the United States Department of Education.</li> <li>3. Provides coaching to classroom teachers and effectively implement district-provided resources.</li> <li>4. Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources.</li> <li>5. Serves as a support to the Parent Leadership Council.</li> <li>6. Maintains and monitors implementation of English Language Learner (ELL) Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance.</li> <li>7. Demonstrates a strong working knowledge of best practices in the content area of English language acquisition instruction.</li> <li>8. Conducts data conferences with classroom teachers to interpret data and plan instruction.</li> <li>9. Models effective teaching techniques when presenting to groups and other professionals.</li> <li>10. Assists the ELL supervisor in developing model lesson plans and curriculum development.</li> <li>11. Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified the ELL supervisor.</li> </ol>
Giblin, Anna	Teacher, K-12	<p>ELA Teacher Leader-</p> <ol style="list-style-type: none"> <li>1. Works in conjunction with the Reading Coach to: <ul style="list-style-type: none"> <li>-develop and conduct staff development for classroom teachers.</li> <li>-provide instructional coaching to ELA teachers.</li> <li>-analyzes student data and recommends interventions.</li> <li>-analyzes observational data and conferences with teachers accordingly, both individually and in groups.</li> <li>-provides follow-up and implementation support for professional development</li> </ul> </li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>activities.                      2. Develops and supports demonstration classrooms in core content classes.                      -Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.                      3. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards.</p>
<p>Subianto, Sandra</p>	<p>Teacher, K-12</p>	<p>Math Teacher Leader-                      Works in conjunction with the Math Coach to:                      -develop and conduct staff development for classroom teachers.                      -provide instructional coaching to Math teachers.                      -analyzes student data and recommends interventions.                      -analyzes observational data and conferences with teachers accordingly, both individually and in groups.                      -provides follow-up and implementation support for professional development activities.                      2. Develops and supports demonstration classrooms in core content classes.                      -Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.                      3. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards.</p>
<p>Welch, Eileen</p>	<p>Teacher, ESE</p>	<p>ESE Specialist-                      1. Provides support and/or direct instruction to students with disabilities based upon site needs.                      Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP).                      2. Assist with the organization, management, and coordination of supports and services provided to students with disabilities.                      3. Demonstrates advanced knowledge and practices of instructional and behavioral strategies.                      Collaborates with the school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>disabilities in general education and ESE settings.</p> <p>4. Designs and delivers job-embedded professional development (curriculum, behavior, compliance etc.) in coordination with the General Director of ESE, Area Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices.</p> <p>5. Assists administrators in ensuring implementation of ESE supports and services align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and full-time equivalency (FTE) accounting and reporting.</p> <p>6. Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities.</p> <p>7. Serves as a liaison between the school and parents, district staff, and community groups or agencies.</p> <p>8. Collaborates with the principal and area ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation).</p> <p>9. Demonstrates personal and professional growth and expertise by remaining current with state and national associations, certifications, and professional trends. Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification.</p>

### Demographic Information

**Principal start date**

Thursday 7/29/2021, Jeanine Saddler

**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.*

3

**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**

36

**Total number of students enrolled at the school**

725

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

9

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

9

**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	112	99	127	109	106	107	0	0	0	0	0	0	0	660
Attendance below 90 percent	1	32	43	22	32	38	0	0	0	0	0	0	0	168
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	51	0	0	0	0	0	0	0	0	0	51
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	51	30	35	0	0	0	0	0	0	0	116
Level 1 on 2019 statewide FSA Math assessment	0	0	0	44	40	31	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	63	58	43	88	91	0	0	0	0	0	0	0	0	343

**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	10	1	0	0	0	0	0	0	0	11

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	5	8	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	6	0	0	0	0	0	0	0	0	0	6

**Date this data was collected or last updated**

Wednesday 8/25/2021

**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	100	101	119	118	107	145	0	0	0	0	0	0	0	690
Attendance below 90 percent	36	37	38	39	34	31	0	0	0	0	0	0	0	215
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	11	39	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	34	0	0	0	0	0	0	0	43

**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	1	7	11	0	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**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	100	101	119	118	107	145	0	0	0	0	0	0	0	690
Attendance below 90 percent	36	37	38	39	34	31	0	0	0	0	0	0	0	215
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	11	39	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	34	0	0	0	0	0	0	0	43

**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	1	7	11	0	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**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				33%	52%	57%	34%	52%	56%
ELA Learning Gains				48%	55%	58%	50%	52%	55%
ELA Lowest 25th Percentile				57%	50%	53%	50%	46%	48%
Math Achievement				44%	54%	63%	40%	55%	62%
Math Learning Gains				52%	57%	62%	60%	57%	59%
Math Lowest 25th Percentile				53%	46%	51%	51%	44%	47%
Science Achievement				32%	50%	53%	30%	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	28%	52%	-24%	58%	-30%
Cohort Comparison						
04	2021					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		-28%				
05	2021					
	2019	31%	54%	-23%	56%	-25%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	54%	-13%	62%	-21%
Cohort Comparison						
04	2021					
	2019	40%	57%	-17%	64%	-24%
Cohort Comparison		-41%				
05	2021					
	2019	40%	54%	-14%	60%	-20%
Cohort Comparison		-40%				

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.**

The progress monitoring tools that were utilized for the 2020-21 school year were the i-Ready diagnostics for ELA/Math and the Baseline, Mid-Year, and Statewide Science Assessment for Science.



Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	19	35
	Economically Disadvantaged	19	24	36
	Students With Disabilities	10	11	50
	English Language Learners	10	9	26
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	15	39
	Economically Disadvantaged	13	24	43
	Students With Disabilities	0	0	20
	English Language Learners	4	15	34

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	26	33
	Economically Disadvantaged	25	35	41
	Students With Disabilities	7	17	28
	English Language Learners	15	25	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	24	37
	Economically Disadvantaged	5	21	32
	Students With Disabilities	6	14	34
	English Language Learners	3	16	31

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	39	48
	Economically Disadvantaged	25	37	46
	Students With Disabilities	27	31	36
	English Language Learners	0	17	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	18	35
	Economically Disadvantaged	6	17	33
	Students With Disabilities	4	15	32
	English Language Learners	4	13	25

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	14	19
	Economically Disadvantaged	16	13	17
	Students With Disabilities	23	22	19
	English Language Learners	3	0	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	11	22
	Economically Disadvantaged	6	11	21
	Students With Disabilities	8	15	31
	English Language Learners	0	0	5

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		18	20	26
	Economically Disadvantaged		17	20	24
	Students With Disabilities		9	17	18
	English Language Learners		4	7	9
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		14	20	37
	Economically Disadvantaged		14	20	36
	Students With Disabilities		11	20	32
	English Language Learners		6	8	25
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		26	31	30
	Economically Disadvantaged		26	28	25
	Students With Disabilities		25	21	2
	English Language Learners		14	16	0
		Number/% Proficiency	Fall	Winter	Spring

**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	8	18	19	15	35	33	7				
ELL	18	33	32	28	48	52	18				
BLK	22	20		33	40		20				
HSP	21	33	34	30	42	48	18				
MUL	20			30							
WHT	44	18		44	59		44				
FRL	23	29	31	31	43	47	20				
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	14	40	50	28	49	48	8				
ELL	27	46	51	41	56	56	25				
BLK	24	41		39	43	50	19				

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
HSP	30	49	52	44	56	54	32				
MUL	46			54							
WHT	50	56		43	34		54				
FRL	32	47	57	43	52	53	30				
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	12	42	40	18	58	59	6				
ELL	24	48	54	35	60	56	16				
BLK	36	53		36	61		29				
HSP	30	51	56	40	61	56	27				
WHT	48	39		40	48		47				
FRL	33	49	51	40	60	51	28				

**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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

The trends that emerge across grade levels, subgroups and core content areas are as follows: The lowest proficiency were within Grades 3-5 ELL students in the content areas of Math/ELA; Grade 1 ELL students in the content area of ELA and ESE students in the content area of Math; Grade 2 ESE students in the content area of ELA and ELL students in the content area of Math; and in Grade 5 the ELL students were the lowest subgroup in the content area of Science.

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

The greatest need for improvement are within ELA and Science achievement. Science achievement did increase from 30% (2018) to 32% (2019) but decrease to 21% (2021). ELA achievement in 2018 was 34% and decreased to 33% in 2019 but lowered to 24% in 2021.

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

The contributing factors to this need of improvement are: the majority of our students were e-learning from March 2020 to May 2021; teacher vacancies; attendance issues due to the pandemic; unfinished learning; and class size due to vacancies.

The actions that need to be taken to address these needs are monitoring attendance; accelerate learning; fill any vacancies with qualified teachers so classes can have adequate class size; and students are currently all brick and mortar.

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

The 2019 data component that showed the most improvement was the Math Achievement across all subgroups.

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

The contributing factors to this improvement were the utilization of manipulatives, diving deep into standards with the math coach, common planning within each grade level, and monthly progress monitoring through monthly assessments. New actions taken were modeling by math coach; coaching cycles with math coach; and teacher observing their peers.

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

Strategies that will be implemented and continued are: small group instruction; extended learning program; utilizing all four domains (Listening, Speaking, Reading, and Writing); within class lessons; long-term investigations; hands on activities; and progress monitoring with monthly assessments.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will have professional development monthly based on the topic of "ALL Language Learners" which will help implement all four domains (Listening, Speaking, Reading, and Writing) within the lesson plans for all instruction. Science content teachers will receive professional development from the district coach on the long-term investigations; interactive notebooks; and hands on learning.

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

Additional services that will be implemented are: coaching cycles for the strategies identified to accelerate learning; common planning PLCs; data chats to progress monitor areas of growth and areas of improvements in order to identify next steps for both teachers and students.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

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

**Area of Focus Description and Rationale:**

1. Thinking of our students first, and with an abundance of urgency to accelerate our learners academically, we will be incorporating welcoming circles into our classrooms to ensure students feel safe, secure and a sense of community in order to grow and learn
2. Frequent, ongoing assessment will be utilized to ensure understanding across content areas both academically and behaviorally. Through Professional development , coaching cycles to build teacher capacity and opportunities for collaboration, teachers will be better equipped to identify misconceptions early and modify instruction as necessary.
3. Students will practice and explicitly use content-specific vocabulary in all content areas through both oral and written language-driven tasks.

**Measurable Outcome:**

During the 2021-2022 school year, we will look at school-wide data to monitor learning gains and proficiency for students and reflect on accountability and the direct impact on student achievement. Special attention will be paid to data relating to our Black/African American, ELL, and SWD populations. Our teachers will actively participate in grade level professional learning communities and team planning sessions with instructional coaches and administrators focused on building foundational skills in all content areas. During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans.

**Monitoring:**

The school will monitor the area of focus through data chats with academic coaches; learning walks utilizing our Look Fors protocol; summative and informative assessments; and student goal settings.

**Person responsible for monitoring outcome:**

Rebecca Salgado (rebecca.salgado@hcps.net)

**Evidence-based Strategy:**

Data- Decision Making based on FSA, ASQI, and SCIP, Iready; Emphasis on foundational skills across all content areas ( vocabulary, number sense) .

**Rationale for Evidence-based Strategy:**

According to statewide assessments,(FSA, IReady, Formatives, foundational skills ( vocabulary, number sense) instruction is one of the barriers that need to be addressed if we want our students to close the achievement gap.

**Action Steps to Implement**

1. Weekly Instructional Walks conducted by the leadership team with feedback to teachers.
2. Academic Coaches (Reading Coach, Math Coach, and teacher leaders) supporting planning sessions and PLCs.
3. Data chats by grade level every 4-6 weeks.
4. Professional Development including trainings, materials and supplies ( based on data and teacher input).
5. During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans.

**Person Responsible**

Rebecca Salgado (rebecca.salgado@hcps.net)



**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	We were identified as a school under RAISE, 50% of our students in KG-5th grade scored below level 3 on the 2020-21 FSA ELA assessment.
<b>Measurable Outcome:</b>	We would like to increase the number of students performing at/above a proficient level by 15% in the 2021-2022 FSA ELA assessment.
<b>Monitoring:</b>	Students will be administered the i-Ready diagnostics, i-Ready growth monitoring, monthly ELA common assessments, and district created mid-year assessments in order to verify that students are making adequate growth.
<b>Person responsible for monitoring outcome:</b>	Joy Vega (joy.vega@sdhc.k12.fl.us)
<b>Evidence-based Strategy:</b>	Instructional staff PD "All Language Learners" will be conducted monthly, data chats with students and teachers, small groups within classrooms, individual goal setting and instruction through the MTSS process, and Core instruction will be on grade level utilizing the following resources: the use of Ready Lafs for 3rd-5th grade students and the use of Wonders for grades K-2nd grade.
<b>Rationale for Evidence-based Strategy:</b>	Due to our demographics of high ELL population, we will utilize the WIDA resources available for all students in order to increase proficient use of ELL strategies within our classrooms. The core curriculum being utilized has been approved and provided by the school district.

**Action Steps to Implement**

1. Weekly Instructional Walks conducted by the leadership team with feedback to teachers.
2. Academic Coaches (Reading Coach, Math Coach, and teacher leaders) supporting planning sessions and PLCs.
3. Data chats by grade level every 4-6 weeks.
4. Professional Development including trainings, materials and supplies ( based on data and teacher input).
5. During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans.

**Person Responsible** Rebecca Salgado (rebecca.salgado@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 area of concern are the drug/public order incidents which were categorized as very high due to statewide rank at #1,327/1,395 and county rank at #117/119. That is 0.66 per 100 students. We will be monitoring our students from gang initiations which would help decrease our drug/public order incidents. Our school culture and environment will be monitored through our welcoming circles and PBIS activities.**

### 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.

Our school works hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences in person, phone call, or via zoom.

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

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success promoting a positive culture and environment at the school.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>