# Schmidt Elementary School



# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Schmidt Elementary School

## 1250 WILLIAMS RD, Brandon, FL 33510

## [ no web address on file ]

**Demographics**

## Principal: Maryann Lippek

Start Date for this Principal: 7/1/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (50%)<br><br>2017-18: C (46%)<br><br>2016-17: C (47%) |
| **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.](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

# Schmidt Elementary School

## 1250 WILLIAMS RD, Brandon, FL 33510

## [ no web address on file ]

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | Yes | 84% |

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

## 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.**

All children will learn.

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

To be anchored in Academic Excellence and Integrity

### 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 |
|------|----------------|--------------------------------|
| Carlton, Rebecca | Math Coach | ?Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.<br>? 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.<br>? Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.<br>? Assists teachers in organizing classrooms and instructional focus for mathematics instruction.<br>? 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.<br>? Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources.<br>? Conducts classroom walk-throughs and provides feedback to teachers.<br>? 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.<br>? Provides small group instruction for selected students.<br>? Assists with competitions.<br>? 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.<br>? Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments.<br>? Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specified content supervisor. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Carrillo, Martha | ELL Compliance Specialist | ?Provides coaching to classroom teachers in order to improve their craft when instruction English<br>language learners.<br>? Develops and conducts professional development for classroom teachers and bilingual education<br>paraprofessionals in specified English language acquisition strategies, best practices, and specific<br>instructional resources.<br>? Serves as a support to the District Advisory Council.<br>? Maintains and monitors implementation of ELL Program Guidelines and Procedures, inclusive of<br>full time equivalent (FTE) auditing and compliance.<br>? Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specified content supervisor.<br>? Performs any other duties as assigned |
| Green-Lewis, Angelette | Other | •Provides support and/or direct instruction to students with disabilities based upon site needs.<br>• Assists with the organization, management, and coordination of supports and services provided<br>to students with disabilities.<br>• Demonstrates advanced knowledge and practices of instructional and behavioral strategies.<br>Collaborates with the school team (teachers and paraprofessionals) to implement best practices<br>of data collection, analysis, inclusive practices, and responsive instructional decisions for students<br>with disabilities. Monitors and supports the efficacy of instruction provided to students with<br>disabilities in general education and ESE settings.<br>• Designs and delivers job-embedded professional development (curriculum, behavior, compliance<br>etc.) in coordination with the General Director of ESE, Regional Leadership Teams, and ESE<br>program staff to ensure that school staff maintain updated skills and knowledge of ESE-related<br>best practices.<br>• Assists administrators in ensuring implementation of ESE supports and services that align with<br>requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district<br>procedures, and full-time equivalency (FTE) accounting and reporting.<br>• Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students,<br>and school/district staff) to facilitate student success aligning with the district's vision of<br>increasing graduation rates. Communicates with stakeholders to establish and maintain good |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | relations with school and district personnel, as well as parents/guardians of students with disabilities.<br>• Serves as a liaison between the school and parents, district staff, and community groups or agencies.<br>• Collaborates with the principal and regional 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).<br>• Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification.<br>• Completes and submits requested tasks, reports, and projections accurately and on time.<br>• Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specified content supervisor. |
| Levy, Diane | Other | ?Assist in coordinating, implementing, and monitoring of the curriculum and/ or programs.<br>?Assist in curriculum revision and development.<br>?Communicate curriculum goals and design to schools and community.<br>?Interpret assessment data related to student achievement and identify appropriate intervention strategies.<br>?Plan and implement professional development.<br>?Model effective teaching techniques during classroom instruction and when presenting to groups and other professionals.<br>?Work with Bottom Quartile students<br>? Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specified content supervisor. |
| Salzer, Jessica | Assistant Principal | ?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.<br>? 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.<br>? 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.<br>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|

create hypotheses;
analyzes alternatives and perspectives when solving a problem or making a decision.
? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others
to improve the circumstances being faced or anticipated.
? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach
the goals and mission of the school.
? Skillfully facilitates others working together effectively; shows concern for diverse perspectives,
as well as empathy for other's feelings; is adaptable.
? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives,
thoughts, ideas, and feelings of others.
? Establishes systematic processes to receive and provide feedback about the progress of work
being done.
? Leads by example, setting goals that encourage self and others to reach higher standards.
? Holds high and positive expectations for the growth and development of all stakeholders,
including self.
? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and
outside the organization.
? Entrusts routine and non-routine assignments to others, giving them authority and responsibility
for accomplishment.
? Assists with oversight of and responsibility for the school's instructional program and its results.
? Assists with oversight of and responsibility for the safety and discipline of school's students.
? Assists with oversight of and responsibility for the school's human resources selections,
management, and development.
? Assists with oversight of and responsibility for the school's business and research efforts.
? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records
and reports.
? Assists with oversight of and responsibility for the school's administration and operation.
? Assists with oversight of and responsibility for the school's property and physical plant.
? Assists with the provision of leadership in the development or revision and implementation of
the School Improvement Plan.

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Tang, Karen | Reading Coach | ? Works with principals, assistant principals, and teachers to assist in the improvement of student achievement.<br>? Demonstrates a strong working knowledge of best practices in Reading content area<br>? Develops and conducts professional development for targeted audience in ELA content areas<br>regarding instructional strategies, best practices, and specific instructional topics.<br>? Provides coaching to targeted audience to improve instruction, classroom organization,<br>classroom management, and effective implementation of district-provided resources.<br>? Conducts data conferences with classroom teachers to interpret data and plan instruction.<br>? Models effective teaching techniques when presenting to groups and other professionals.<br>? Assists teachers in developing lesson plans and assessment criteria.<br>? Meets regularly with building administrators regarding classroom practices and provides on-going feedback with Reading content supervisor.<br>? Continues to develop professional expertise through professional readings, training, and<br>conferences.<br>? Serves as a resource to the school for ELA-related strategies and materials to increase student<br>achievement.<br>? Conducts classroom walk-throughs and provides feedback to teachers.<br>? Trains and assists teachers in selection and use of a variety of assessment instruments. Models<br>and coaches how to administer assessments and collect data. Conducts data conferences with<br>classroom teachers to interpret data and plan instruction, and assists teachers in using<br>assessment data to plan appropriate instruction.<br>? Provides small group instruction for selected students.<br>? Regularly collaborates with building administrators to discuss classroom practices and to provide<br>support for ELA instruction. Provides on-going feedback in partnership with the district<br>Reading supervisor. |
| Kelly, Janet | Principal | ? Develops and coordinates educational programs through meetings with staff, reviews of<br>teachers' activities, and issuance of directives.<br>? Administers and develops educational programs for students with mental or physical disabilities.<br>? Confers with teachers, students, and parents concerning educational and behavioral problems in<br>school. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | ? Establishes and maintains relationships with colleges, community organizations, and other<br>schools to coordinate educational services.<br>? Requisitions and allocates supplies, equipment, and instructional material as needed.<br>? Directs preparation of class schedules, cumulative records, and attendance reports.<br>? Walks about school building and property to monitor safety and security.<br>? Plans and monitors school budget.<br>? Plans for and directs building maintenance<br>? Develops and coordinates the development or revision and implementation of the School Improvement Plan.<br>? Regularly collaborates with ILT team to discuss classroom practices and to provide<br>support for instruction.<br>? Acts in accordance with the shared vision and mission of the district and school; cares about the<br>organization's reputation and is aware of the effect his/her decisions make on the organization.<br>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data<br>from varied and multiple sources to build relationships, form concepts, and create hypotheses;<br>analyzes alternatives and perspectives when solving a problem or making a decision.<br>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others<br>to improve the circumstances being faced or anticipated. |

## Demographic Information

**Principal start date**
Thursday 7/1/2021, Maryann Lippek

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

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

**Total number of teacher positions allocated to the school**
46

**Total number of students enrolled at the school**
568

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
4

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

**Demographic Data**

## Early Warning Systems

### 2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 77 | 77 | 97 | 93 | 75 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 517 |
| Attendance below 90 percent | 0 | 25 | 27 | 28 | 12 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| 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 | 6 | 18 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 7 | 27 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 6 | 13 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |

**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 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

**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 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**
Friday 8/20/2021

### 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 | 93 | 108 | 100 | 98 | 100 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 594 |
| Attendance below 90 percent | 15 | 10 | 16 | 6 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 6 | 18 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 5 | 21 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 4 | 11 | 11 | 20 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| 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 | 93 | 108 | 100 | 98 | 100 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 594 |
| Attendance below 90 percent | 15 | 10 | 16 | 6 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 6 | 18 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 5 | 21 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 4 | 11 | 11 | 20 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| 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 | | | | 44% | 52% | 57% | 37% | 52% | 56% |
| ELA Learning Gains | | | | 51% | 55% | 58% | 42% | 52% | 55% |
| ELA Lowest 25th Percentile | | | | 54% | 50% | 53% | 45% | 46% | 48% |
| Math Achievement | | | | 48% | 54% | 63% | 49% | 55% | 62% |
| Math Learning Gains | | | | 55% | 57% | 62% | 57% | 57% | 59% |
| Math Lowest 25th Percentile | | | | 53% | 46% | 51% | 60% | 44% | 47% |
| Science Achievement | | | | 43% | 50% | 53% | 35% | 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 | 46% | 52% | -6% | 58% | -12% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 40% | 55% | -15% | 58% | -18% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 54% | -13% | 56% | -15% |
| Cohort Comparison | | -40% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 42% | 54% | -12% | 62% | -20% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 51% | 57% | -6% | 64% | -13% |
| Cohort Comparison | | -42% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 46% | 54% | -8% | 60% | -14% |
| Cohort Comparison | | -51% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 40% | 51% | -11% | 53% | -13% |
| Cohort Comparison | | | | | | |

**Grade Level Data Review - Progress Monitoring Assessments**

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

I-Ready (1st-2nd) ELA, I-Ready (1-5) Math, A3000 (3-5), Science Formative

| Grade 1 | | | | |
|---|---|---|---|---|
| **English Language Arts** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 63 | 80 | 97 |
| | Economically Disadvantaged | 47 | 65 | 87 |
| | Students With Disabilities | 8 | 0 | 0 |
| | English Language Learners | 108 | 76 | 96 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 56 | 85 | 85 |
| | Economically Disadvantaged | 10 | 30 | 60 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 37 | 53 | 85 |

| Grade 2 | | | | |
|---|---|---|---|---|
| **English Language Arts** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 69 | 60 | 67 |
| | Economically Disadvantaged | 20 | 38 | 47 |
| | Students With Disabilities | 34 | 48 | 64 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 42 | 75 | 80 |
| | Economically Disadvantaged | 12 | 24 | 53 |
| | Students With Disabilities | 11 | 63 | 63 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|---|---|---|---|---|
| **English Language Arts** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 50 | 83 | 90 |
| | Economically Disadvantaged | 44 | 59 | 68 |
| | Students With Disabilities | 28 | 46 | 69 |
| | English Language Learners | 0 | 35 | 37 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 30 | 91 | 89 |
| | Economically Disadvantaged | 15 | 38 | 47 |
| | Students With Disabilities | 0 | 0 | 19 |
| | English Language Learners | 10 | 20 | 52 |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 19 | 22 | 31 |
| | Economically Disadvantaged | 9 | 15 | 27 |
| | Students With Disabilities | 29 | 29 | 30 |
| | English Language Learners | 0 | 0 | 13 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 57 | 77 | 83 |
| | Economically Disadvantaged | 11 | 27 | 40 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 60 |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32 | 30 | 30 |
| | Economically Disadvantaged | 10 | 11 | 12 |
| | Students With Disabilities | 17 | 17 | 16 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25 | 17 | 33 |
| | Economically Disadvantaged | 16 | 28 | 47 |
| | Students With Disabilities | 52 | 45 | 53 |
| | English Language Learners | 0 | 0 | 0 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | N/A | N/A | N/A |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

## 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 | 11 | 26 | 30 | 17 | 32 | | 13 | | | | |
| ELL | 43 | 32 | | 26 | 25 | | 29 | | | | |
| BLK | 21 | 29 | | 22 | 19 | 30 | 16 | | | | |
| HSP | 46 | 48 | 40 | 38 | 29 | 9 | 32 | | | | |
| WHT | 49 | 53 | | 49 | 29 | | 38 | | | | |
| FRL | 36 | 38 | 35 | 31 | 24 | 17 | 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 | 17 | 33 | 35 | 22 | 38 | 47 | 21 | | | | |
| ELL | 40 | 57 | 60 | 43 | 61 | 69 | | | | | |
| BLK | 31 | 45 | 41 | 29 | 23 | 23 | 23 | | | | |
| HSP | 41 | 54 | 55 | 48 | 64 | 64 | 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 |
| WHT | 58 | 54 | | 67 | 76 | | 67 | | | | |
| FRL | 41 | 53 | 59 | 43 | 53 | 54 | 40 | | | | |
| 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 | 15 | 40 | 43 | 16 | 56 | 71 | 9 | | | | |
| ELL | 30 | 47 | 60 | 43 | 57 | | 19 | | | | |
| BLK | 25 | 35 | 29 | 37 | 59 | 57 | 29 | | | | |
| HSP | 35 | 46 | 58 | 48 | 57 | 61 | 32 | | | | |
| WHT | 56 | 46 | | 66 | 49 | | 50 | | | | |
| FRL | 35 | 43 | 45 | 47 | 58 | 61 | 30 | | | | |

## 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 | 33 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 39 |
| Total Points Earned for the Federal Index | 263 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 22 |
| 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 | 32 |
| 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 | 23 |
| 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 | 36 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | 44 |
| 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 | 31 |
| 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?**

Math Trend: Decrease in proficiencies across all grade levels and subgroups, ESE, Black and BQ. ELA Trend: Proficiencies from 3rd to 4th decreased significantly. Both 4th and 5th proficiency below 50%. Minimal growth in subgroups; ESE, black and BQ.

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

Math

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

Lack of prerequisite skills and teaching of grade level standards. Focused on remediation of skills vs acceleration of standard.

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

Third grade overall

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

Collaborative planning by team with focus on small group to increase student achievement.

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

Focus on grade level standards with laser focus skills. Understanding the prerequisite skills to continue with growth of on grade level standards.

**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.**

Professional development will be making sure that prerequisite skills are understood. Understanding of high quality questioning for increased student discussion.

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

Collaborative planning amongst teams. Moving to more departmentalization to allow teachers a focus on more in-depth planning of content area.

## Part III: Planning for Improvement

### Areas of Focus:

| **#1. Instructional Practice specifically relating to Collaborative Planning** |
|---|

| **Area of Focus Description and Rationale:** | Student achievement will increase when all students are engaged in standard-based lessons with rigorous differentiation and clear path to mastery. Lessons are collaboratively planned within grade levels and aligned with standards, based on student needs starting with assessment. |
|---|---|
| **Measurable Outcome:** | Student proficiency will increase from 44% to 54% in ELA and 48% to 58% in Math. SWD subgroup currently at 31% and black group currently at 32% proficiency will both increase to at least 41% proficiency. |
| **Monitoring:** | "Look Fors" for both teacher and students are identified. Walk throughs will capture data to verify that Collaborative planning is identifying ways to accelerate to current grade level curriculum learning by planning for unfinished learning. |
| **Person responsible for monitoring outcome:** | Janet Kelly (janet.kelly@hcps.net) |
| **Evidence-based Strategy:** | Collaborative planning involves a grade level team and instructional facilitator working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating "Essential Questions." |
| **Rationale for Evidence-based Strategy:** | Collaborative planning sets clear lesson goals, using high quality text at current grade level to accelerate learning. Collaborative planning provides opportunities for teachers to work together during the school day to make those connections through examining their practice, consulting with colleagues, and developing their skills. Collaborative planning should allow students to quickly and easily state what they need to know and be able to do at the end of a given lesson. |

| **Action Steps to Implement** |
|---|

Teachers- Select high quality, engaging texts on-grade level for whole group and small group instruction. Tasks are closely aligned to grade-level standards/content and the objective is posted. Instructional content focus is consistent across the grade level. Lesson design maximizes instructional time and all student are engaged bell to bell.
Students-Students are engaged in both small group and whole group learning. Students can explain what they are learning. Students demonstrate active engagement throughout the lesson.

| **Person Responsible** | Janet Kelly (janet.kelly@hcps.net) |
|---|---|

| #2. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** | Student engagement is linked to increased student achievement. Students who are highly engaged and are effective learners are most likely to be proficient and will hold positive dispositions towards schools and learning, attend school regularly and have positive self-beliefs. Active learning techniques encourage students to work with their classmates to discuss a problem, solve an issue or drill down on a new concept. This provides multiple entry points into the lesson and engages student learning. Teachers plan for effective questioning which leads to increased student-to-student discussion. |
| **Measurable Outcome:** | Student proficiency will increase from 44% to 54% in ELA and 48% to 58% in Math. SWD subgroup currently at 31% and black group currently at 32% proficiency will both increase to at least 41% proficiency. |
| **Monitoring:** | "Look Fors" for both teacher and students are identified. Walk throughs will capture data to verify increased high level academic discussion and targeted questions among and between students in both whole and small groups. |
| **Person responsible for monitoring outcome:** | Janet Kelly (janet.kelly@hcps.net) |
| **Evidence-based Strategy:** | Asking questions that drive rich, engaging discussions that are open to everyone. Questions are open-ended, open to answers of varying depth and complexity. Collaborative structures that encourage student-to-student interaction/discourse. |
| **Rationale for Evidence-based Strategy:** | Questions are the greatest tool to prompt and encourage student thinking. Good questions can motivate students, fuel curiosity, foster intellectual development and stimulate critical thinking, assess student understanding, guide discussion and shape a positive learning environment. Questions that focus student attention on important elements of a lesson result in better comprehension and increased student-to student discussion. |

## Action Steps to Implement

Teacher-Questions are sequenced to build knowledge to delve deeply into content. Teacher facilitates student-to-student interactions rather than being the sole source of knowledge.
Student-Students talk about and ask questions about one another's thinking. Students have opportunities for productive struggle and demonstrate perseverance in problem-solving.

| **Person Responsible** | Jessica Salzer (jessica.salzer@hcps.net) |
|---|---|

| **#3. Instructional Practice specifically relating to ELA** | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the 2021 ELA FSA scores, 41% in Grade 5, 26% in Grade 4 and 46% in Grade 3 scored at proficiency, which is level 3 or higher. This score was due to lack of instructional knowledge at Tier 1 level. By focusing on ELA, the instructional improvements will include collaborative planning with focus on internalization/backward planning, resulting in an improvement in student proficiency on FSA 2022. |
| **Measurable Outcome:** | The percent of 5th, 4th and 3rd grade students scoring at (a) Level 3 on FSA 2022 assessment will increase to 50%. |
| **Monitoring:** | Conduct focused walk-throughs to collect specific data around evidence of teacher clarity. Develop a walk-through tool to support the feedback given to teachers and make the "look fors" visible to teachers and administrators. Walkthroughs will be conducted to give specific feedback on posted learning targets and success criteria, the alignment with teacher communication, and students' ability to clarify what they are learning, why they are learning it, and how they know if they are successful. I-ready diagonistics, math monthlies, reading monthlies will be used to monitor student progress throughout the year with a purpose to change instructional practices at Tier 1. |
| **Person responsible for monitoring outcome:** | Janet Kelly (janet.kelly@hcps.net) |
| **Evidence-based Strategy:** | Increase teacher and student clarity around the alignment of learning targets, daily learning tasks, and end of unit performance tasks. Build an understanding around the standard/learning task focus of the lesson (WHAT), how the learning is important to students as readers (why), and 'how' of each lesson. |
| **Rationale for Evidence-based Strategy:** | In 2021, the data showed a decrease in proficiency and learning gains in ELA. The improvement strategy of internalization/backward planning will increase proficiency, resulting in improved student academic performance in ELA. |

### Action Steps to Implement

Attend internalization session, and/or receive mini training on the 6 components of internalization. Teachers will use the Internalization protocol at the beginning of each unit to discuss the unit's guiding questions, develop the performance task based on student needs, and make decisions about the culminating experience. Teachers will use the Text Talk portion of Internalization to decide 1) how to scaffold background knowledge 2) which vocabulary/key concepts need to be front-loaded vs. taught through a reading standard, and how to present/display them visually 3) the structure of the text and the teaching opportunities around that. Teachers will collaborate and prepare on which specific strategies will be taught for that unit's standards, and the visuals that students will need as a resource during the unit. This will be held at another school, with teachers in grades 4 and 5 attending along with the school-based coach and district coach.

**Person Responsible** Karen Tang (karen.tang@hcps.net)

Plan with fifth grade weekly based upon information gleaned from the internalization training. Utilize a common planning protocol to develop teacher understanding of how a unit unfolds over the course of a weeklong period with the use of a paired text. Unpack the unit guide with teachers and determine appropriate text dependent questions and collaborative tasks to plan throughout the week. Include a

check for understanding to measure student progress.

**Person Responsible** Karen Tang (karen.tang@hcps.net)

Implement modified lesson study process consisting of a planning session for a model lesson in fifth grade, side by side coaching during the delivery of the lesson and then a debrief. Coverage will be provided to all 3-5 ELA teachers so they can all participate. A note catching tool will be provided to teachers with a focus on three areas aligned to the school instructional priorities:
• Connection of the lesson to the overall end task of the unit
• Level of Rigor of standard and task
• Collaboration between students to deepen understanding

**Person Responsible** Karen Tang (karen.tang@hcps.net)

Facilitate coaching cycles based on data collected from walkthroughs and planning sessions. Give feedback specifically on how teacher launches/presents the learning target, the language used throughout the lesson and its alignment to the learning target, how the teacher refers students back to the learning target, and how the students respond to: What are you learning? Why are you learning it? How do you know if you are successful?

**Person Responsible** Karen Tang (karen.tang@hcps.net)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](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.

**Schmidt reported 0.3 incidents per 100 students. This rate is less that the Statewide Elementary rate of 1.0 incidents per 100 students. Schmidt will continue to implement PBIS schoolwide to improve our school culture and monitored through the lens of behavior or discipline data.**

## 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.

Parents play a crucial role in helping their children be successful in school. When schools and parents work together as partners, students reach even higher levels of success. Whether parents are providing a safe home that encourages learning and appropriate behavior or working with school teachers and administrators on specific learning goals for their child, it's vital for parents to support their child's education.
One of the most effective ways to do that is by using Positive Behavior Interventions and Supports. PBIS is a research-based, school-wide system of discipline based on the belief that appropriate behaviors can be taught. It also works well at home and in the community
When all students are taught the same behaviors and social skills, those principles and values become an important part of school culture. Schools use PBIS to create a system of support that works for all students, an approach – research shows- that improves school climate and increases learning opportunities. But teaching alone does not change or shape behavior.
Schools need to create an environment where new behaviors can be practiced, reinforced, and rewarded, an environment where there are consistent, logical consequences for negative behaviors.

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

PBIS is a schoolwide endeavor so EVERY stakeholder is part of promoting a positive culture and environment. Guidance counselor takes the lead role to ensure that all stakeholders have a voice and contribute to the positive interventions and support. Teachers will teach expectations and reinforce with rewards that are consistent and logical.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Collaborative Planning | $0.00 |
|---|--------|----------------------------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | $0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | $0.00 |
| | | Total: | $0.00 |