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Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Sarah Garcia

Start Date for this Principal: 6/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: F (26%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">90%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

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

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SIP Authority

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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.

Shaw Elementary will provide quality instruction that empowers students to be successful and responsible for their learning both in and out of school.

Provide the school's vision statement.

Shaw Elementary will be a learning community dedicated to the success of every student.

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
Mathurin, Renel	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary school. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure overall student achievement.
Lonsway, Stacie	Assistant Principal	The Assistant Principal will assist with instructional, administrative, and overall operational leadership of the school.
Cross, Teresa	Reading Coach	The Reading Coach will be responsible for providing ongoing needs based Professional Development, weekly planning session with teachers, coaching cycle as needed, model best instructional practices and strategies for ELA, on going data analysis, weekly Professional Learning Communities in the are of ELA, including differentiated learning opportunities in small group.

Demographic Information

Principal start date

Monday 6/14/2021, Sarah Garcia

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

2

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

3

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

676

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

13

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

13

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	105	94	85	107	87	115	0	0	0	0	0	0	0	593
Attendance below 90 percent	51	45	43	44	41	49	0	0	0	0	0	0	0	273
One or more suspensions	0	1	0	2	1	4	0	0	0	0	0	0	0	8
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	63	37	41	0	0	0	0	0	0	0	141
Level 1 on 2019 statewide FSA Math assessment	0	0	0	61	30	43	0	0	0	0	0	0	0	134
Number of students with a substantial reading deficiency	28	33	43	59	33	50	0	0	0	0	0	0	0	246

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	1	0	2	0	5	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	30	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/15/2021

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	88	102	87	110	134	72	0	0	0	0	0	0	0	593
Attendance below 90 percent	32	44	23	51	57	28	0	0	0	0	0	0	0	235
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	30	24	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	28	26	0	0	0	0	0	0	0	54

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	1	4	7	36	2	0	0	0	0	0	0	0	0	50
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	88	102	87	110	134	72	0	0	0	0	0	0	0	593
Attendance below 90 percent	32	44	23	51	57	28	0	0	0	0	0	0	0	235
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	30	24	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	28	26	0	0	0	0	0	0	0	54

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	

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	

Retained Students: Current Year 1 4 7 36 2 0 0 0 0 0 0 0 0 50

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				21%	52%	57%	19%	52%	56%
ELA Learning Gains				40%	55%	58%	29%	52%	55%
ELA Lowest 25th Percentile				44%	50%	53%	38%	46%	48%
Math Achievement				33%	54%	63%	21%	55%	62%
Math Learning Gains				60%	57%	62%	31%	57%	59%
Math Lowest 25th Percentile				55%	46%	51%	22%	44%	47%
Science Achievement				28%	50%	53%	23%	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	17%	52%	-35%	58%	-41%
Cohort Comparison						
04	2021					
	2019	20%	55%	-35%	58%	-38%
Cohort Comparison		-17%				
05	2021					
	2019	20%	54%	-34%	56%	-36%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	22%	54%	-32%	62%	-40%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	64%	-25%
Cohort Comparison		-22%				
05	2021					
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	22%	51%	-29%	53%	-31%
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 Reading and Math Relative Placement
 District Science Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8	13	22
	Economically Disadvantaged	8	13	22
	Students With Disabilities	10	18	17
	English Language Learners	0	14	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	12	30
	Economically Disadvantaged	6	12	30
	Students With Disabilities	8	20	25
	English Language Learners	0	20	10

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	19	23
	Economically Disadvantaged	11	19	23
	Students With Disabilities	4	12	12
	English Language Learners	3	5	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	14	23
	Economically Disadvantaged	5	14	23
	Students With Disabilities	0	4	4
	English Language Learners	2	6	10

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	35	36
	Economically Disadvantaged	31	35	36
	Students With Disabilities	26	24	23
	English Language Learners	23	26	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	13	25
	Economically Disadvantaged	5	13	25
	Students With Disabilities	1	1	5
	English Language Learners	5	10	21

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	37	43
	Economically Disadvantaged	33	39	43
	Students With Disabilities	33	39	36
	English Language Learners	21	24	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	12	23
	Economically Disadvantaged	8	12	23
	Students With Disabilities	14	10	22
	English Language Learners	1	10	13
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	52	57
	Economically Disadvantaged	49	52	57
	Students With Disabilities	42	44	50
	English Language Learners	24	23	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	24	42
	Economically Disadvantaged	14	24	42
	Students With Disabilities	14	19	42
	English Language Learners	0	3	6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	37	47	
	Economically Disadvantaged	37	47	
	Students With Disabilities	40	43	
	English Language Learners	25	35	
	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	16	29	25	16	29	25	19				
ELL	16	47		23	44		39				
BLK	19	27		22	47		26				
HSP	17	44		22	38		46				
FRL	18	38	40	22	45	39	41				
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	18	42	36	21	65		13				
ELL	16	38	33	35	65	55	22				
BLK	19	34	44	32	56	50	29				
HSP	20	42	41	33	58	56	25				
WHT	18	46		27	77						
FRL	21	40	45	34	60	55	28				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	38	24	17	17	10	37				
ELL	23	39	60	26	38						
BLK	11	18	32	16	26	24	10				
HSP	27	44	47	25	36	10	35				
WHT	29	25		26	29						
FRL	19	29	38	21	30	22	22				

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	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	23
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	28
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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 trend that emerges across grade levels is low proficiency in reading which contributes to low proficiency in math and science due to difficulties with reading.

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

Reading proficiency and learning gains demonstrate the greatest need for improvement.

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

Student knowledge gaps from previous grade level content and in some cases are multiple years behind. Inconsistent student attendance due to COVID and eLearning

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

Math learning gains showed the most improvement.

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

Developed an infrastructure for grade level common standards based planning.

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

Grade level common standards based planning with academic coaches, Differentiated small group instruction

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.

Preplanning training on Culture, Data Driven Instruction and Math and ELA Internalizations PD throughout the year on DDI, MTSS process, Math and ELA Internalizations, Standards Based Planning.

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

The school will provide common planning times to build a collaborative culture as well as regularly scheduled PLC meetings to encourage positive working relationships between teachers. The school will also provide teachers time to learn from one each other by conducting learning walks and creating model classrooms.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Through our walkthroughs we identified that teachers lacked clarity of instruction around the rigor of the standards and students were provided with limited experience working at the rigor of the grade level standards to support higher academic achievement. There was also a lack of teacher monitoring during independent work and providing student with timely feedback to improve student achievement . With the implementation of the BEST Standards in K-2 in the upcoming school year, it is essential to continue to focus on instructional practices specifically relating to Standards-aligned instruction.

Description/Instructional Priority: Teacher will have an intentional aggressive monitoring system in place during whole group instruction to plan and implement small group instruction geared toward acceleration.

Measurable Outcome:

By November of 2021, 100% of our teachers will have an intentional aggressive monitoring system in place during whole group instruction to plan and implement small group instruction geared toward acceleration.

Monitoring:

Monitoring will consist of creating task exemplar, analyzing aggressive monitoring tool and analyzing students progress data(Monthly ELA and Math Assessment and weekly science assessment) and work samples (Exit tickets) during planning PLCs. Data collected during instruction laps will help informed in the moment lesson adjustments. We will also review learning walk trend data of aggressive monitoring collected during walkthroughs.

Person responsible for monitoring outcome:

Renel Mathurin (renel.mathurin@hcps.net)

Evidence-based Strategy:

Common standards based planning PLCs with content area coaches and admin to continue to strengthen teacher instructional practices and enhance our progress monitoring procedures to increase student master of standards.

Rationale for Evidence-based Strategy:

Aggressive monitoring is when a teacher gives target, concise feedback to every student during every round of practice. Aggressive monitoring is effective in catching student misunderstanding and unsure student master content prior to the assessment. Feedback is also provided to student throughout aggressive monitoring which has an effect size of .7.

Action Steps to Implement

1. Provide common planning PLCS with admin and coaches into the master schedule for K-5
2. Refine structures and expectations and roles and responsibility for planning and communicate to the staff by August of 2021.
3. Teaches and coaches will use instructional resources to identity tasks that will be aggressively monitor.
4. Teachers and coaches will create a task exemplars for aggressive monitoring.
5. Teaches and coaches will develop exit tickets aligned to standard from the lesson objective
5. Teacher and coaches will create a legend/key for aggressive monitoring. The purpose behind the key will be used to document student responses to the assigned task.
6. Teacher and coaches will discuss creating a monitoring pathway so that the most efficient students are monitor first and then students who need more support.

Monitor: Admin and coaches will attend weekly planning PLCs to support teachers and monitor the implementation of instructional planning.

Admin: Admin and coaches will conduct learning walks to collect teacher and schoolwide aggressive monitoring data trends using look-for evidence and provide feedback to teachers.

Person Responsible Renel Mathurin (renel.mathurin@hcps.net)

In order to effectively monitor in the classroom, teachers will:

1. Teachers share criteria for success
2. Teachers check answers against their exemplar
3. Track correct and incorrect answer to class questions
4. Use a coding system to affirm correct answers
5. Cue students to revise answers by (Naming the error, asking student to revise the work and circling back to follow).

Monitor: Admin and coaches will attend weekly planning PLCs to support teachers and monitor the implementation of instructional planning.

Admin: Admin and coaches will conduct learning walk to collect teacher and schoolwide aggressive monitoring data trends using look-for evidence and provide feedback to teachers.

Person Responsible Stacie Lonsway (stacie.lonsway@hcps.net)

Provide Ongoing Professional Learning in content areas to strengthen teachers instructional practices:

1. Leadership team and ILT will develop criteria for look-for evidence for teacher and students focused on aligned tasks with aggressive monitoring.
2. Leadership team will conduct learning walk to collect data trends to be shared and discussed with teachers to assess on going PD needs and provide individual feedback and school wide data trends to teachers.
3. Professional Learning will be provided through ILT, PLCs and planning PLCs differentiated for staff based on learning walk trends, and teacher practice.

Monitoring: Admin and coaches will create and attend professional learning sessions to support and monitor implementation.

Admin and coaches will conduct learning walk on identified look-for evidence to collect individual and trend data. Data trends will be used to provide feedback to staff and to provide additional support to staff.

Person Responsible Jasmine Shanteloo (jasmine.shanteloo@hcps.net)

Classroom libraries to engage students with culturally relevant text to build vocabulary, knowledge, and comprehension. The libraries will be used to support small group instruction. Each classroom will cost \$250 per class with a total of 37 classrooms from K-5.

Person Responsible Teresa Cross (teresa.corss@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Student consistently perform below the grade level expectation due to lack of foundational skills and prerequisite skills needed to allow them to perform on grade level. FSA data continue to show a need to increase the number of students who are proficient and making adequate learning gains in ELA, Math and Science. Walkthrough trend data also indicates a lack of intentional small group instruction during the ELA and Math blocks. The implementation of intentional small groups to focus on acceleration and fidelity of instruction will help student perform at grade level.

Description/Instructional Priority: Teacher will have an intentional aggressive monitoring system in place during whole group instruction to plan and implement small group instruction geared toward acceleration.

Measurable Outcome:

By November of 2021, 100% of teacher will use aggressive monitoring data, exit ticket and interim data to plan and implement small group geared toward acceleration.

Monitoring:

Monitoring will consist of reviewing small group lesson plans, walkthrough data and student achievement data from common assessments.

Person responsible for monitoring outcome:

Teresa Cross (teresa.corss@hcps.net)

Evidence-based Strategy:

As a Professional Learning Communities, we have to work collaboratively and hold ourselves accountable by asking the following questions. 1) What do we want students to learn? How we will know if students have learned it? 3) How will we respond when some students do not learn?

Rationale for Evidence-based Strategy:

Research has shown when teachers work collaborative and are clear on what students need to know, how will they know if students have learned it and how will they respond when some student do not get it students outcome improve due to the teachers' clarity. Which has an effect size of .75 according to John Hatte.

Action Steps to Implement

1. During data planning session teacher will use trends to help inform small group instruction geared toward acceleration (I.e- Exit ticket , data collected during aggressive monitoring laps)
2. Teachers and coaches will identify resources for small groups -standards previously taught but not mastered or currently being taught.
3. If deemed appropriate teachers can use the accelerated lesson that are provided in the curriculum guide.
4. Teacher deliver small group instruction aligned to standards previously taught but not mastered or currently being taught.

Person Responsible

Keyrine Thomas (keyrine.thomas@hcps.net)

Hire an Assistant Teacher to provide small group instruction to 3rd-5th grade students who are receiving tier 2 intervention. The Assistant Teacher will pull 6 small groups for 45 minutes 5 days a week based on their area of need. The Assistant Teacher will plan weekly with the instructional coach.

Person Responsible Renel Mathurin (renel.mathurin@hcps.net)

Instructional Supplies and supply to support and enhanced student learning. Consumable supplies for students such as chart paper, paper, marker, pencils, sticky notes, folders, lamination roll, butcher paper, headphones, clipboards and ziplock bags for small group instruction.

Person Responsible Teresa Cross (teresa.corss@hcps.net)

Purchase 20 Elmos at \$300 each for grades 3 to 5 provide students with visual support and ensure instructional is available to all learners. This device can be use to demonstrate new strategies, and provide student with an exemplar.

Person Responsible Stacie Lonsway (stacie.lonsway@hcps.net)

K-1 will explore Glazier Children Museum which offers a variety of content driven off-site learning opportunities for students in STEM education. The Glazier Children Museum will be an extension of the classroom to help meet standards in hands-on inquiry. Student will explore state of matter and become engineers. There will be approximate 220 students at a cost of 15 per student.

Person Responsible Teresa Scott-Davis (teresa.scott-davis@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the 2021 ELA FSA scores 18% of students in grades 3-5 scored at proficiency, which is a level 3 or higher. This score was due to over 69% of students are one to two grade level below in reading based on Iready. Teacher lack of clarity and aggressive monitoring system of student mastery of standards also played a role in the proficiency score. By focusing on ELA, the instructional improvement will include instruction with rigorous text at or above complexity level expected for the grade level, employing questions and task, both oral and written, which integrate the standards to help students understand the content and meaning of text with frequent monitoring of student reading abilities to drive the content for acceleration and remediation, resulting in an improvement in student proficiency on FSA ELA proficiency in 2022.

Measurable Outcome:

18% of students in grades 3-5 scored proficient in ELA FSA. 30% of students in grades 3-5 will score proficiency in ELA FSA in 2022.

Monitoring:

Daily walkthrough with actionable feedback by Admin team based ELA classroom walkthrough tool
 Learning Walks
 District Monthly Progress Monitoring ELA Assessment
 Monthly Data Chats

Person responsible for monitoring outcome:

Renel Mathurin (renel.mathurin@hcps.net)

Evidence-based Strategy:

ELA Professional learning communities will focused on standards-based planning, student work analysis, analyzing data form common assessments. Standards based planning/PLC in ELA with a focus on teacher clarity and check for understanding to ensure student mastery.

Rationale for Evidence-based Strategy:

We will use standards based planning ELA PLCs to strengthen teacher instructional practice in order to raise student achievement.

Action Steps to Implement

- Develop a framework for team planning around the student end task aligned to the Guiding Unit question and focus standards.
- Implement coaching cycles around teacher clarity of the guiding question and its relation to the daily learning targets. An emphasis on this work will be on teacher understanding of the guiding question and connecting it for the students to the daily learning target.
- Review student work completed daily aligned to the guiding question to check student demonstration of their understanding.
- Utilize teacher leaders as models and think partners during both instruction and planning to help build teacher capacity across the school.
- Create a demonstration classroom to show teachers across grades 3-5 what the connection between target, task and guiding question could look like.
- Conduct focused walk throughs in grades 3-5, providing feedback to teachers on the learning target/task/ guiding question alignment.
- Specific monitoring and plans for SWD ESSA subgroups below 41%

Person Responsible

Stacie Lonsway (stacie.lonsway@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.

For the 2019-20 school year Shaw was ranked 1,301 out of 1395 elementary school state wide. 3.5 recorded incidents per one hundred students compared to 1.0 per one hundred students state wide. Suspensions 8.8 per one hundred student. Ranked 1174/1395 statewide and 115/126 county.

At Shaw Elementary School we will:

- 1. Create a schoolwide Behavior plan based on PBSI**
- 2. Implement restorative practices and morning meeting school wide to ensure students are equipped with calm down strategies and to create a positive classroom culture.**
- 4. Provide PD to all staff regarding BPSI to ensure a strong Tier 1 system is in place.**
- 5. Monthly celebration to support BPIS**
- 6. Develop a MTSS team to support student who need support beyond a tier 1 plan**
- 7. Monthly SEL lesson provided by the Guidance Counselor.**

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.

We work with all stake holder to create a positive school culture and environment. We send home quarterly progress alerts and hold parent teacher conference and have monthly parent workshops to create a meaningful partnership and enhance school communication. We also celebrate our students achievement and build their self-esteem. Our motto is I AM ENOUGH!

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

Parents and families are invited and encourage to participate in school events through open house, SAC and PTA, Newsletter, Website and Canvas used as a form of communication. Guidance holds monthly celebration students for character traits of the week.

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				\$162,232.41
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$49,246.24
			Notes: *Math Resource will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The coaching and modeling will occur weekly under the supervision of administration. Follow-up data will be collected monthly to monitor implementation of coaching.			
	5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$58,800.14
			Notes: *Math Resource will focus on coaching, modeling, and lesson planning with teachers in grades K-2. The coaching and modeling will occur weekly under the supervision of administration. Follow-up data will be collected monthly to monitor implementation of coaching.			
	5100	520-Textbooks	3951 - Shaw Elementary School	UniSIG		\$9,250.00
			Notes: Classroom libraries to engage students with culturally relevant text to build vocabulary, knowledge, and comprehension. The libraries will be used to support small group instruction. Each classroom will cost \$250 per class with a total of 37 classrooms from K-5.			
	5100	730-Dues and Fees	3951 - Shaw Elementary School	UniSIG		\$3,300.00
			Notes: K-1 will explore Glazier Children Museum which offers a variety of content driven off-site learning opportunities for students in STEM education. The Glazier Children Museum will be an extension of the classroom to help meet standards in hands-on inquiry. Student will explore state of matter and become engineers. There will be approximately 220 students at a cost of 15 per student.			
	5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		\$5,328.44
			Notes: *Math Resource-Retirement (10.82%)			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$3,053.27
			Notes: *Math Resource-FICA (6.2%)			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$714.07
			Notes: *Math Resource-Medicare (1.45%)			
	5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		\$9,356.79
			Notes: *Math Resource-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		\$251.16
			Notes: *Math Resource-Workers Comp (.51%)			
	5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		\$6,362.18
			Notes: *Math Resource-Retirement (10.82%)			

	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$3,645.61
			<i>Notes: *Math Resource-FICA (6.2%)</i>			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$852.60
			<i>Notes: *Math Resource-Medicare (1.45%)</i>			
	5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		\$11,172.03
			<i>Notes: *Math Resource-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		\$299.88
			<i>Notes: *Math Resource-Workers Comp (.51%)</i>			
	7800	390-Other Purchased Services	3951 - Shaw Elementary School	UniSIG		\$600.00
			<i>Notes: Transportation for K-1 students to attend Glazier Children Museum. The school will need 4 buses at a rate of 150 per bus</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$123,888.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	3951 - Shaw Elementary School	UniSIG	1.0	\$39,375.00
			<i>Notes: This is a new position to hire an Assistant Teacher to provide small group instruction to K-2 grade students who are receiving tier 2 intervention. The Assistant Teacher will pull 6 small groups for 45 minutes 5 days a week based on their area of need. The Assistant Teacher will plan weekly with the instructional coach.</i>			
	5100	150-Aides	3951 - Shaw Elementary School	UniSIG	1.0	\$39,375.00
			<i>Notes: This is a new position to hire an Assistant Teacher to provide small group instruction to 3rd-5th grade students who are receiving tier 2 intervention. The Assistant Teacher will pull 6 small groups for 45 minutes 5 days a week based on their area of need. The Assistant Teacher will plan weekly with the instructional coach.</i>			
	5100	510-Supplies	3951 - Shaw Elementary School	UniSIG		\$6,608.18
			<i>Notes: Instructional Supplies and supply to support and enhanced student learning. Consumable supplies for students such as chart paper, paper, marker, pencils, sticky notes, folders, lamination roll, butcher paper, headphones, clipboards and ziplock bags for small group instruction.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3951 - Shaw Elementary School	UniSIG		\$6,000.00
			<i>Notes: Purchase 20 elmos at \$300 each for grades 3 to 5 provide students with visual support and ensure instructional is available to all learners. This device can be use to demonstrate new strategies, and provide student with an exemplar.</i>			
	5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		\$4,260.38
			<i>Notes: Assistant Teacher BD Lvl-Retirement (10.82%)</i>			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$2,441.25
			<i>Notes: Assistant Teacher BD Lvl-FICA (6.2%)</i>			

	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$570.94
			<i>Notes: Assistant Teacher BD Lvl-Medicare (1.45%)</i>			
	5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		\$7,481.25
			<i>Notes: Assistant Teacher BD Lvl-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		\$200.81
			<i>Notes: Assistant Teacher BD Lvl-Workers Comp (.51%)</i>			
	5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		\$4,260.38
			<i>Notes: Assistant Teacher BD Lvl 2-Retirement (10.82%)</i>			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$2,441.25
			<i>Notes: Assistant Teacher BD Lvl 2-FICA (6.2%)</i>			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		\$570.94
			<i>Notes: Assistant Teacher BD Lvl 2-Medicare (1.45%)</i>			
	5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		\$7,481.25
			<i>Notes: Assistant Teacher BD Lvl 2-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		\$200.81
			<i>Notes: Assistant Teacher BD Lvl 2-Workers Comp (.51%)</i>			
	5100	519-Technology-Related Supplies	3951 - Shaw Elementary School	UniSIG		\$2,620.89
			<i>Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$300,532.50