Shore Elementary Magnet School

2021-22 Schoolwide Improvement Plan

Table of Contents

Shore Elementary Magnet School

1908 E 2ND AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Cheri Bollinger

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (42%)
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

Shore Elementary Magnet School

1908 E 2ND AVE, Tampa, FL 33605

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	80%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Shore Elementary Magnet school students will use the arts to shine academically in reading and math to be successful leaders within the community.

Provide the school's vision statement.

Shore's ARTS star students will be given quality and purposeful instruction, driven by the standards that will
result in student proficiency and growth.

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
Bollinger, Cheri	Principal	Sets the vision, mission and expectations for the school • Leading school to meet or exceed state academic standards, including benchmark scores in standardized testing • Budgeting and managing school expenses • Conducting teacher and staff evaluations • Planning school events such as open houses, back-to-school nights, fairs • Assigning teaching schedules • Supervising custodial workers, guidance counselors, teachers, school nurse, bookkeepers, school nutrition staff and students. • Disciplining delinquent students • Setting up systems to identify students with special needs • Supporting faculty with training, feedback, enrichment and goal setting to build capacity in meeting student needs • Maintaining accurate academic records • Building relationships with the parents, community and business partners to support all Shore initiatives • Hiring faculty and other support staff • Preparing for the upcoming school year during the summer • Meeting with superintendents and school board members
VanDuyne, Emilia	Assistant Principal	Facilitates the vision, mission and expectations for the school • Leading school to meet or exceed state academic standards, including benchmark scores in standardized testing • Conducting teacher and staff evaluations • Planning school events such as open houses, back-to-school nights, fairs • Assigning teaching schedules • Assist in supervising custodial workers, guidance counselors, teachers, school nurse, bookkeepers, school nutrition staff and students. • Disciplining delinquent students • Setting up systems to identify students with special needs • Supporting faculty with training, feedback, enrichment and goal setting to build capacity in meeting student needs • Maintaining accurate academic records • Building relationships with the parents, community and business partners to support all Shore initiatives • Hiring faculty and other support staff • Preparing for the upcoming school year during the summer • Meeting with superintendents and school board members
Druga, Brian	Magnet Coordinator	Participates in the recruitment and retention of potential and current students to the magnet program, including marketing the magnet program to families and the community. These activities include attending district- and school-based day, evening, and weekend magnet marketing events. ? Seeks professional development opportunities to strengthen classroom practice and theme

Name	Position Title	Job Duties and Responsibilities
		integration. ? Disseminates curricular and instructional information from the district and other sources, as appropriate. ? Serves as a liaison between staff, administration, families, the Magnet Office, the community, and professional organizations that partner with the magnet program. ? Completes and submits applications for grants, awards, and certifications to enhance the standing of the program and demonstrate each program's commitment to excellence. ? Collaborates with on-site staff on the use of available school technology and resources to increase student achievement

Demographic Information

Principal start date
Friday 7/1/2016, Cheri Bollinger

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.*
5

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
415

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	64	71	69	63	73	0	0	0	0	0	0	0	403
Attendance below 90 percent	4	3	1	5	6	4	0	0	0	0	0	0	0	23
One or more suspensions	1	1	4	1	3	0	0	0	0	0	0	0	0	10
Course failure in ELA	5	29	17	14	11	1	0	0	0	0	0	0	0	77
Course failure in Math	19	37	46	21	36	41	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	14	14	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	14	28	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Monday 7/26/2021

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	63	64	71	69	63	73	0	0	0	0	0	0	0	403
Attendance below 90 percent	4	3	1	5	6	4	0	0	0	0	0	0	0	23
One or more suspensions	1	1	4	1	3	0	0	0	0	0	0	0	0	10
Course failure in ELA	5	29	17	14	11	1	0	0	0	0	0	0	0	77
Course failure in Math	19	37	46	21	36	41	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	2	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	1	0	2	0	0	0	0	0	0	0	0	0	3
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	63	64	71	69	63	73	0	0	0	0	0	0	0	403
Attendance below 90 percent	4	3	1	5	6	4	0	0	0	0	0	0	0	23
One or more suspensions	1	1	4	1	3	0	0	0	0	0	0	0	0	10
Course failure in ELA	5	29	17	14	11	1	0	0	0	0	0	0	0	77
Course failure in Math	19	37	46	21	36	41	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	2	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	1	0	2	0	0	0	0	0	0	0	0	0	3
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				53%	52%	57%	53%	52%	56%
ELA Learning Gains				54%	55%	58%	56%	52%	55%
ELA Lowest 25th Percentile				49%	50%	53%	54%	46%	48%
Math Achievement				50%	54%	63%	52%	55%	62%
Math Learning Gains				51%	57%	62%	48%	57%	59%
Math Lowest 25th Percentile				31%	46%	51%	36%	44%	47%
Science Achievement				53%	50%	53%	42%	51%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison						
04	2021					
	2019	52%	55%	-3%	58%	-6%
Cohort Comparison		-50%				
05	2021					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	64%	-4%
Cohort Comparison		-56%				
05	2021					
	2019	36%	54%	-18%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
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 Fall, Winter, Spring Diagnostic for grades 1-5 percent of students scoring at or above grade level. For grade 5 Science, district assessments and SSA used to progress monitor.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	46	50
	Economically Disadvantaged	63	51	40
	Students With Disabilities	20	20	40
	English Language Learners	50	100	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	27	38
	Economically Disadvantaged	30	48	11
	Students With Disabilities	0	20	40
	English Language Learners	0	0	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	53	59
	Economically Disadvantaged	29	19	19
	Students With Disabilities	27	27	27
	English Language Learners	40	60	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	27	40
	Economically Disadvantaged	9	4	0
	Students With Disabilities	9	18	18
	English Language Learners	0	0	20

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	51	58	64
	Economically Disadvantaged	18	13	9
	Students With Disabilities	16	16	23
	English Language Learners	0	14	29
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	17	29	41
	Economically Disadvantaged	2	4	0
	Students With Disabilities	8	8	8
	English Language Learners	0	14	0

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	32	44	44
	Economically Disadvantaged	56	33	23
	Students With Disabilities	9	9	0
	English Language Learners	40	20	20
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	26	31	46
	Economically Disadvantaged	14	2	0
	Students With Disabilities	8	8	17
	English Language Learners	40	20	20

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	28	42
	Economically Disadvantaged	31	23	10
	Students With Disabilities	8	8	8
	English Language Learners	17	17	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	23	26
	Economically Disadvantaged	22	3	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	17
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	39	20
	Economically Disadvantaged	25	11	20
	Students With Disabilities	16	2	2
	English Language Learners	25	0	0

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	6	31		4							
ELL	22			11							
BLK	45	45	50	30	15		20				
HSP	38	36		28	20		8				
WHT	46			50							
FRL	39	43	47	27	20	17	20				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	42	54	35	42						
ELL	25	80		33	70						
BLK	50	45	26	48	47	27	51				
HSP	50	72	80	52	59		50				

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
MUL	63	58		44	50						
WHT	67	73		57	64						
FRL	51	56	54	49	50	33	59				
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	7	43	50	21	29	23	10				
BLK	52	54	60	51	46	25	30				
HSP	49	57		51	52		50				
MUL	61	62		44	54						
WHT	57	65		65	47		60				
FRL	50	56	56	51	49	35	42				

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	32
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	32
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	85%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	22
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	34
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	27
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	48
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?

Our lowest performance were in the categories of the bottom 25% in reading and math. School data trends show that Math has been consistently low over the last few years for kindergarten – fifth grade. Some of the contributing factors of the low performance in math is due to the complexity level of the math test, lack of manipulatives during exploration, and large deficits in reading for many of our 3rd through 5th grade students, primarily our students with disabilities.

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

The biggest gap when compared to the state average on FSA is ELA and Math (lowest 25%) learning gains. Our school's math data lags behind both district and state data. Students in K- 5 grade lack math procedural fluency and application. In ELA (lowest 25%) learning gains, students lack fluency and vocabulary proficiency needed to to read and write grade level grade level.

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

When developing plans this year, we must be more intentional and strategic when moving this group of students. Our intentional planning and utilization of robust resources will close the gap of unfinished learning within every subgroup, especially SWD's ELA and Math. Our emphasis in the area of reading will ensure proficiency in this focus area. We will focus on small group instruction to ensure we address all unfinished learning across core content areas. Through regular review of student work, learning acceleration expectations will be implemented.

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

Science learning gains on SSA showed the most improvement from 42% to 53%. Structured collaborative planning time was implemented to unpack standards and to determine the most effective delivery strategies. Scheduled data chats were held to discuss standard based assessment data to help teachers use data to make instructional decisions and ELA blocks included science nonfiction text in the curriculum.

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

Structured collaborative planning time was implemented to deconstruct standards and to determine the most effective delivery strategies. Scheduled data chats were held to discuss standard based assessment data to help teachers use data to make instructional decisions. ELA blocks incorporated cross circular instruction to include science nonfiction text in the curriculum.

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

We will continue to provide common planning time in grades k-5 for core and small group instruction. Teachers will progress monitor student data from district approved assessments by analyzing and identifying student's proficiency on grade level standards. Teachers will identify key standards of unfinished learning and scaffold learning tasks to meet the needs of individual students. We will

implement more data driven discussions using student work to drive instructional conversations. We will continue to set high expectations, use grade-level appropriate curriculum, and assessments to deliver accelerated 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.

We believe the most important strategy we can use to significantly increase student learning is the quality of instruction. Teachers will embark on a professional learning journey where we will examine the difference in Acceleration vs. Remediation, Data Dives & Next Steps, Best practice for student engagement and Understanding the Whole Child.

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

Continue to provide opportunities to understand the whole child. Design student driven learning experiences where students are actively involved in the decision making process. Regularly review student work and assessments making instructional adjustments to meet the needs of the students. Teachers will set student goals and progress monitor these goals Fall, Winter and Spring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our lowest performance were in the categories of the bottom 25% in reading for the FSA. The trend data indicates that this component of our overall data increases or decreases yearly by 3 - 5 percentage points - no consistency or sustainability of student performance . One major contributing factor is that too many students are reading below grade level expectations, which negatively impacts them on a test in which most of the questions are written at or above grade level. Our children have difficulty decoding words. Comprehension, fluency, etc...., all of those major components of reading are not utilized during the reading process, hence flat lined or decreased scores at every grade level. We do believe that the implementation of intentional strategic planning using assessments to guide instruction will develop stronger readers in grades KG - 2nd, which will positively impact our 3rd - 5th grade ELA classes.
Measurable Outcome:	We will develop and implement intentionally focused student success criteria, accountability and feedback practices in order to increase student ownership of work and active engagement to increase the percentage of proficiency on grade level standards in grade 3 (46% to 50%), grade 4 (44%to 50%) and grade 5 (37% to 50%) for reading on the FSA.
Monitoring:	Our school will stay focused on the priorities and monitor progress toward the goals through weekly classroom walkthrough fidelity checks, teacher PD, PLC discussions and formative assessments. The subgroup SWD will be monitored closely. Teachers and students will create, implement and monitor goals to maximize achievement. In addition to our curriculum goals, we are also focusing on the Social and Emotional Learning environment of our school. Throughout this plan's implementation an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations to meet the needs of every child that enable all students to reach their highest potential.
Person responsible for monitoring outcome:	Cheri Bollinger (cheri.bollinger@hcps.net)
Evidence-based Strategy:	Develop and implement student success criteria that describe what students are expected to do and the level of success, accountability, and feedback practices in order to increase student ownership of work and active engagement.
Rationale for Evidence-based Strategy:	During our Spring 2021 Inquiry Cycle, we discovered the need for our students to know what it is they are learning and how they will know when they learned it . Having a success criteria that is directly linked to the learning intention with on level instruction allows for unfinished learning to rise naturally when dealing with new content allowing for just in time instruction and reengagement of students in the context of grade level work.
Action Steps to Implement	

*Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement. ·
* Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria. ·
* Develop equitable practices around providing students feedback across the ELA block, as learned in PD, utilizing the success criteria and exemplars as a guide. ·
*Conduct focused walk throughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.
* Conduct data dives using student work, formative assessments to progress monitor student learning.

* For our BQ students teachers will spiral and reteach as needed the standards as shown through data analysis

Person Responsible Cheri Bollinger (cheri.bollinger@hcps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our lowest performance were in the categories of the bottom 25% in math. School data trends show that Math has been consistently low over the last few years. Some of the contributing factors of the low performance in math is due to the complexity level of the math test, not enough hands on experiences, and large deficits in reading for many of our 3rd through 5th grade students, primarily our students with disabilities. Intentional and Strategic plans must be implemented at every grade level. 4th grade math improved the greatest, but 3rd and 5th either remained stagnant or went down, so we must understand the points needed to improve - moving buckets and/or the higher performing students must either increase proficiency levels or increase total number of scale score points within levels 3 and 4.
Measurable Outcome:	When we develop and implement intentionally focused student success criteria, accountability and feedback practices in order to increase student ownership of work and active engagement the percentage of proficiency on grade level standards will increase in grades 3-5 for Math from 51% to 57% on the FSA.
Monitoring:	Our school will stay focused on the priorities and monitor progress toward the goals through weekly classroom walkthroughs, PD, PLC discussions and formative assessments. The subgroup SWD will be monitored closely. Teachers and students will create, implement and monitor goals to maximize achievement. In addition to our curriculum goals, we are also focusing on the Social and Emotional Learning environment of our school. Throughout this plan's implementation an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations to meet the needs of every child that enable all students to reach their highest potential.
Person responsible for monitoring outcome:	Cheri Bollinger (cheri.bollinger@hcps.net)
Evidence-based Strategy:	Develop and implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.
Rationale for Evidence-based Strategy:	Our students need to know what it is they are learning and how they will know when they learned it. Having a success criteria that is directly linked to the learning intention with on level instruction allows for unfinished learning to rise naturally when dealing with new content allowing for just in time instruction and reengagement of students in the context of grade level work. When students understand the success criteria they can be more involved in assessing their our success and progression toward their success.

Action Steps to Implement

* Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement. ·
* Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria. ·
*Develop equitable practices around providing students feedback across the Math block, as learned in PD, utilizing the success criteria and exemplars as a guide. ·
*Conduct focused walk throughs in grades 3-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.
*Conduct data dives using student work, formative assessments to progress monitor student learning.
* For our BQ students teachers will spiral and reteach as needed the standards as shown through data analysis

Person Responsible   Cheri Bollinger (cheri.bollinger@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

From our Spring 2021 Inquiry Cycle, we discovered non compliance with assigned discipline is our primary discipline incident reported. The secondary was disruption. When comparing Shore's reported disruption data to SafeSchoolsforAlex.org, Shore is in the bottom quartile as compared to the state of Florida schools. For the past two years, Shore's overall reported discipline incidents has dropped 52%. This shows that the positive learning environment Shore provides is working. We will continue utilize data provided in EdConnect to develop rigorous, differentiated opportunities for All students. Teacher's will conduct a comprehensive analysis of number of incidents by reporting category and participate in PD to support SEL within the classroom and whole school . Teachers will teach students how to be a part of a community that is kind, cooperative, intelligent and emotionally healthy.

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 will continue utilize data provided in EdConnect to develop rigorous, differentiated opportunities for All students. Teacher's will conduct a comprehensive analysis of number of incidents by reporting category and participate in PD to support SEL within the classroom and whole school . Teachers will teach students how to be a part of a community that is kind, cooperative, intelligent and emotionally healthy. Teachers will conduct morning meetings with students using the Peace of Mind or Second Step curriculum. Teachers will conduct one on one goal setting and data review with each student during the 4 grading periods. Students will be able recognize mindfulness and apply strategies to help focus their attention, resolve conflicts and build positive relationships
Students will hold themselves to high expectations and work to improve their own learning and mindfulness through our Art Star PBIS plan.

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

Through our Parent Family Engagement Plan, we will build relationships with our families and community stakeholders. We provide high-quality instruction for our students and increase collaboration and communication with our parents and community. We use many forms to communicate such as student planners, parent letters, telephone calls, emails, quarterly parent nights, parent conferences, open house, achieve assemblies and website to support the family and the student. In effort to build capacity for parental involvement and help support student achievement, we will build positive relationships through our PTA, SAC, and school wide programs. In addition we are building a restorative school community by providing breakfast in the classrooms using restorative conversations and character building.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**