Sulphur Springs K 8 School

2021-22 Schoolwide Improvement Plan

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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Marc Gaillard

Start Date for this Principal: 4/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: F (30%) 2016-17: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[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)
Combination School KG-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

School Board Approval

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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.

Vision Statement
Building a Community for Success

Mission Statement
Sulphur Springs K-8 Community School will provide a Nurturing Learning Environment for Academic Excellence.

Provide the school's vision statement.

Sulphur Springs K-8 Community School is committed to the success of every child, every day.

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
Gaillard, Marc	Principal	Responsible for the overall instruction and operations of the campus as well as overseeing the leadership team. Ayana Eitenne, reading coach Daphney Wong, reading coach Lisette Perdomo, writing coach Laura Goldwire, ELA coach Sean Miles, math coach Michael Wiggs, math coach Nicole Horn, math coach
Metzler, Amy	Assistant Principal	Supporting the principal with overseeing the instruction and overall operations of the K-5 side of the campus.
Williams, Brian	Assistant Principal	supporting the principal with overseeing the instruction and overall operations of the 6-8 side of campus

Demographic Information

Principal start date
Wednesday 4/3/2019, Marc Gaillard

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

3

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

13

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

647

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.

8

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	76	73	75	48	79	66	60	57	0	0	0	0	597
Attendance below 90 percent	28	32	33	37	13	22	33	23	18	0	0	0	0	239
One or more suspensions	0	2	0	4	1	4	16	9	16	0	0	0	0	52
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	8	25	38	28	36	35	0	0	0	0	170
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	21	39	33	42	36	0	0	0	0	176
Number of students with a substantial reading deficiency	14	39	34	34	18	36	20	18	19	0	0	0	0	232

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	1	0	1	2	13	8	10	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	3	9	4	2	4	8	6	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

Date this data was collected or last updated

Tuesday 11/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	69	63	74	88	70	85	54	71	0	0	0	0	648
Attendance below 90 percent	32	27	23	26	26	35	53	30	48	0	0	0	0	300
One or more suspensions	0	0	0	0	2	0	10	3	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	23	34	37	25	40	0	0	0	0	159
Level 1 on 2019 statewide Math assessment	0	0	0	0	23	31	42	30	46	0	0	0	0	172

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	1	0	7	3	3	0	0	0	0	14

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	0	0	0	0	0	0	0	0	0	0	
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	74	69	63	74	88	70	85	54	71	0	0	0	0	648
Attendance below 90 percent	32	27	23	26	26	35	53	30	48	0	0	0	0	300
One or more suspensions	0	0	0	0	2	0	10	3	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	23	34	37	25	40	0	0	0	0	159
Level 1 on 2019 statewide Math assessment	0	0	0	0	23	31	42	30	46	0	0	0	0	172

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	1	0	7	3	3	0	0	0	0	14

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	0	0	0	0	0	0	0	0	0	0	
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				17%	57%	61%	19%	59%	60%
ELA Learning Gains				38%	56%	59%	38%	56%	57%
ELA Lowest 25th Percentile				48%	52%	54%	45%	49%	52%
Math Achievement				17%	55%	62%	17%	57%	61%
Math Learning Gains				38%	57%	59%	29%	53%	58%
Math Lowest 25th Percentile				37%	49%	52%	24%	47%	52%
Science Achievement				22%	50%	56%	8%	51%	57%
Social Studies Achievement				48%	77%	78%	57%	79%	77%

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	14%	52%	-38%	58%	-44%
Cohort Comparison						
04	2021					
	2019	18%	55%	-37%	58%	-40%
Cohort Comparison		-14%				
05	2021					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-18%				
06	2021					
	2019	7%	53%	-46%	54%	-47%
Cohort Comparison		-26%				
07	2021					
	2019	14%	54%	-40%	52%	-38%
Cohort Comparison		-7%				
08	2021					
	2019	15%	53%	-38%	56%	-41%
Cohort Comparison		-14%				

MATH						
Grade	**Year**	**School**	**District**	**School- District Comparison**	**State**	**School- State Comparison**
03	2021					
	2019	17%	54%	-37%	62%	-45%
Cohort Comparison						
04	2021					
	2019	24%	57%	-33%	64%	-40%
Cohort Comparison		-17%				
05	2021					
	2019	19%	54%	-35%	60%	-41%
Cohort Comparison		-24%				
06	2021					
	2019	13%	49%	-36%	55%	-42%
Cohort Comparison		-19%				
07	2021					
	2019	18%	62%	-44%	54%	-36%
Cohort Comparison		-13%				
08	2021					
	2019	2%	31%	-29%	46%	-44%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School- District Comparison**	**State**	**School- State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	25%	51%	-26%	53%	-28%
Cohort Comparison						
08	2021					
	2019	13%	47%	-34%	48%	-35%
Cohort Comparison		-25%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	67%	-20%	71%	-24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	63%	-40%	61%	-38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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 for grades K-5
district formative assessments for science and civics (only have baseline and midyear)
achieve 3000 for grades 6-8 reading
district formative assessments for 6-8 math (only have baseline and midyear)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	3%	19%
	Economically Disadvantaged	5%	3%	19%
	Students With Disabilities	33%	40%	80%
	English Language Learners	0%	25%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	8%	25%
	Economically Disadvantaged	5%	8%	25%
	Students With Disabilities	0%	0%	14%
	English Language Learners	22%	30%	40%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	5%	11%
	Economically Disadvantaged	33%	5%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	0%	3%
	Economically Disadvantaged	2%	0%	3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	7%	14%
	Economically Disadvantaged	5%	7%	14%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	5%	11%
	Economically Disadvantaged	0%	5%	11%
	Students With Disabilities	0%	0%	8%
	English Language Learners	0%	0%	14%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	5%	13%
	Economically Disadvantaged	1%	5%	13%
	Students With Disabilities	11%	22%	12%
	English Language Learners	17%	0%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	5%	7%
	Economically Disadvantaged	0%	5%	7%
	Students With Disabilities	0%	6%	5%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	1%	1%
	Economically Disadvantaged	0%	1%	1%
	Students With Disabilities	0%	0%	6%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	1%	0%
	Economically Disadvantaged	0%	1%	0%
	Students With Disabilities	8%	7%	8%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	12%	31%	
	Economically Disadvantaged	12%	31%	
	Students With Disabilities	5%	12%	
	English Language Learners	3%	6%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	5%	6%
	Economically Disadvantaged	5%	5%	6%
	Students With Disabilities	8%	18%	18%
	English Language Learners	13%	0%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%	35%	
	Economically Disadvantaged	30%	35%	
	Students With Disabilities	37%	23%	
	English Language Learners	33%	23%	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3%	2%	4%
	Economically Disadvantaged	3%	2%	4%
	Students With Disabilities	9%	8%	9%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	27%	
	Economically Disadvantaged	25%	27%	
	Students With Disabilities	38%	15%	
	English Language Learners	11%	43%	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	11%	34%	
	Economically Disadvantaged	11%	34%	
	Students With Disabilities	19%	21%	
	English Language Learners	3%	33%	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	4%	3%
	Economically Disadvantaged	6%	4%	3%
	Students With Disabilities	0%	6%	6%
	English Language Learners	33%	25%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	21%	
	Economically Disadvantaged	18%	21%	
	Students With Disabilities	18%	12%	
	English Language Learners	34%	0%	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	32%	
	Economically Disadvantaged	17%	32%	
	Students With Disabilities	23%	23%	
	English Language Learners	14%	54%	

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	7	30	39	5	42	57		8			
ELL	8	30	29	13	40	58	8	27			
BLK	16	35	43	20	36	56	5	26			
HSP	21	32	26	21	44	67	10	31			
MUL				17							
WHT	17			25							
FRL	17	34	37	20	38	60	9	27	33		
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	8	33	40	3	20	16	5				
ELL	9	32	30	6	34	45	16				
BLK	14	39	54	14	33	31	21	43			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	23	37	43	21	44	55	24	60			
MUL	23			23							
WHT	15	19		26	47						
FRL	17	38	49	17	38	37	21	48	23		
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	3	22	32	3	9	8					
ELL	12	31		12	26	9	18				
BLK	16	38	43	16	30	30	2	50			
HSP	23	36		17	25	6	11	56			
MUL	22	47		33	33						
WHT	23	43		24	38						
FRL	19	38	45	17	29	24	8	57			

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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	10
Percent Tested	96%

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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	32
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	17
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
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?

All of our subgroups have historically performed below 41% on state assessments.

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

Based on progress monitoring data in grades K-8 for reading, all grades except for kindergarten show a great need for improvement in reading. The greatest needs shown in reading would be in grades 5, 7, and 8. Based on progress monitoring data in grades K-5 math all grades except K show a great need for improvement in math. The greatest needs are in grades 2, 4, and 5.

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

In reading, students have a lot of gaps which makes grade level standards challenging. Teachers also tended to start where the students were as opposed to at the depth of the standard and then scaffolding when needed. To address this need, teachers will be trained in using grade level content for core instruction and then scaffolding as needed. Additional personnel will also be hired to provide reading interventions to students when they are not in core instruction.
In math, the coach supporting 4th and 5th grade was also teaching 3 blocks of math during the day and the coach supporting grades 6-8 was teaching 2 blocks of math a day. This did not allow for the coach to be able to effectively support teachers during their classroom instruction. Both of these coaches will be a fully released coaches during the upcoming school year. Personnel will also be hired to do some daytime tutoring support with students.

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

When comparing 2019 state data and progress monitoring data, science in grades 5 and 8 as well as reading in 6th grade showed the most improvement.

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

Both the 5th and 8th grade science teachers had a district coach the supported them on a regular basis. This improved knowledge of content as well as strategic reteach when needed. 6th grade ELA and reading teachers had the support of a part time writing coach and a reading coach to support them with planning and improving instruction.

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

Strategic tutoring will be done with students begin as early as possible to close gaps that have grown.
MS will have a full-time reading, writing, and math coach to support collaborative planning.
Reading teachers will be trained on beginning core instruction at the depth of the standard and then only scaffolding when needed. This will also be applied in math instruction. Personnel will be hired to do strategic reading interventions with students when they are not in core instruction.
MS ESE teachers will provide more of a push model of support so that students are still receiving grade level instruction.
Strategic data dives will be held in grades 3-8 to analyze progress monitoring data and create next steps needed to continue to accelerate learning.

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.

ELA internalization; math internalization; weekly collaborative planning with coaches to continue to build content knowledge of teachers; data dives to ensure that students are moving towards their goals; planning sessions with coaches and interventionists to ensure that students are properly grouped and receiving the interventions that they require; job-embedded professional development through teachers being coached by the content coaches. Monthly content PD based on the needs seen through walkthrough trends and student data.

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

Maintaining coaches for both the MS and K5 side of the school bill be important for sustainability. The admin keeping a pulse on teacher morale and instructional needs will be important to retain teachers. This will be done through team leader meetings as well as bi-weekly meetings with coaches. Admin will also push out a quarterly survey to teachers to get a pulse on the needs and morale.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our Instructional Priority: Teachers will leverage data to provide ongoing feedback and appropriate scaffolding to accelerate the learning of on-going grade level content. Rationale: Based on progress monitoring data and walkthroughs, teachers tend to begin instruction at students' instructional level as opposed to delivering instruction at the depth of the grade-level standard.
Measurable Outcome:	Teacher Outcomes: 1. By October 2021, during instruction, 90% of teachers will use standards-aligned tasks. 2. By December 2021, during instruction, 90% of teachers will provide opportunities for students to work with and practice grade-level tasks. 3. By December 2021, 90% of teachers will implement appropriate scaffolding strategies to support all learners in reaching grade-level expectations. 4. By December 2021, 90% of teachers provide ongoing target aligned academic feedback through the monitoring of student learning. Student Outcome: 5. By December 2021, 41% of students at SSK8, as measured by common assessments in ELA, math, science, and civics, will score in the proficient range.
Monitoring:	1. The Reading (Civics)/Math coaches and Regional Science Coach will facilitate subject-area planning with all ELA, Civics, Math, and Science teachers during weekly common planning periods focusing on improving target/task alignment during the first grading period. 2. The Lead Team will measure target/task alignment using a classroom walkthrough tool aligned to the Instructional Priority and components of the Four Principles of Excellent Instruction. 3. The Lead Team members will use a Look-fors data-gathering tool to monitor implementation appropriate scaffolding strategies. 4. The Lead Team members will use a Look-fors data-gathering tool to monitor the implementation of teachers providing target aligned academic feedback through monitoring. 5. Following monthly common and/or 3 week cycle unit assessments, Lead team members will facilitate monthly data chats to identify and address the most pressing problems to monitor teacher effectiveness and student outcomes.
Person responsible for monitoring outcome:	Marc Gaillard (marc.gaillard@hcps.net)
Evidence-based Strategy:	-teacher clarity -monitoring of student data -observation and feedback -scaffolding and differentiating Instructional Teams develop and refine instructional units that are standards-aligned with a focus on what grade-appropriate questions can be asked as well as the misconceptions that students might have when answering those questions and how teachers can scaffold in the moment that those misconceptions arise. Our standards-aligned units of instruction include objectives and criteria for mastery as well as how to scaffold in the moment as opposed to starting with the scaffolding. Instructional plans will include formal and informal assessments to gauge student mastery specifically focused on white/black/ Hispanic/ multiracial/SWD/ELL/ Economically disadvantage subgroups, and the results will be used to adjust instruction as necessary. Instruction will include a variety of differentiated learning

activities and materials that are well planned/developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.

Rationale for Evidence-based Strategy:	There is a need for ongoing authentic instruction and assessment which is aligned with the standards, as evidenced by walkthroughs, student data, and teacher observation. Students are more likely to learn when instruction is focused, clearly communicated, and students are assessed on what they have learned. School data shows improvement is needed in these areas.

Action Steps to Implement

The K-5 Reading Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the ELA grade-level standards, with teachers and students. The Reading Coach and the administration meet bi-weekly to discuss and follow up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2021-June 2022)

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The grade 6-8 Middle Reading Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the ELA grade-level standards, with teachers and students. The Reading Coach and the administration meet bi-weekly to discuss and follow up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. The Reading Coach supports teachers and students in cross-content areas such as social studies, science and avid with reading comprehension strategies and skills. (August 2021-June 2022)

Person Responsible Brian Williams (brians.williams@sdhc.k12.fl.us)

The K-5 Writing Resource Teacher focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the grade-level standards, with teachers and students in ELA. The Writing Resource Teacher and the administration meet bi-weekly to discuss and follow up on teacher instruction in writing and student progress in writing. Data (assessment data, writing work samples, and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2021-June 2022)

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The grade 6-8 Middle Writing Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the grade-level standards, with teachers and students in ELA. The Writing Resource Teacher and the administration meet bi-weekly to discuss and follow up on teacher instruction in writing and student progress in writing. Data (assessment data, writing work samples, and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement.
The Writing Coach supports teachers and students in cross-content areas such as social studies, science and avid with reading comprehension strategies and skills. (August 2021-June 2022)

Person Responsible Brian Williams (brians.williams@sdhc.k12.fl.us)

The K-2 Math Resource Teacher focuses on coaching, modeling, lesson planning, and strategic interventions focused on the grade-level standards, with teachers and students in grades K-2. The coaching and modeling will occur weekly under the supervision of the school leadership team. Follow-up data will be collected monthly to progress monitor the implementation of coaching. The K-2 Math Resource Teacher meets weekly with teachers in grades K-2 to plan effective lessons to meet the needs of the students in grades K-2.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The grade 3-5 Math Resource Teacher focuses on coaching, modeling, lesson planning, and strategic interventions focused on the grade-level standards, with teachers and students in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school leadership team. Follow-up data will be collected monthly to progress monitor the implementation of coaching. The 3-5 Math Resource Teacher will meet weekly with teachers in grades 3-5 to plan effective lessons to meet the needs of the students in grades 3-5.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The grade 6-8 Middle Math Coach focuses on coaching, modeling, lesson planning, and strategic interventions with teachers and students in grades 6-8. The coaching and modeling will occur weekly under the supervision of the school leadership team. Follow-up data will be collected monthly to progress monitor the implementation of coaching. The Middle Math Coach will meet weekly with teachers in grades 6-8 and Algebra to plan effective lessons to meet the needs of the students in grades 6-8.

Person Responsible Brian Williams (brians.williams@sdhc.k12.fl.us)

Teachers have common collaborative planning time for math in which there is a focus on Math being taught conceptually using the CRA continuum with connections made to procedural fluency, application, and with a strategic focus on questioning and how to scaffold in the moment when misconceptions arise. The common planning meetings are monitored through walkthroughs by the administration and by analyzing student data.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Teachers have a common, collaborative ELA planning time as well as internalization sessions in which teachers implement strategic planning to unpack learning to meet the intent of the standards as well as the diverse needs of students in our black, Hispanic, white, and multi-racial subgroups. The common planning meetings are monitored through walkthroughs by the administration and by analyzing student data.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Common assessments are used in reading and math to address the needs of each of the following underperforming subgroups: White, Black, Hispanic, Multiracial, ESE/SWD, ELL, and Economically Disadvantaged. Substitute teachers provide class coverage for the core content classes in grades 3-8 four times during the year to conduct half-day data analysis sessions in ELA, reading, math, 5th and 8th-grade science, and civics to analyze data of subgroups, monitor their progress, and adjust as needed. These sessions will also include strategic next steps to address the needs of the above-mentioned subgroups. Progress monitoring using common assessments as well as walkthroughs to look for implementation of next steps is completed by administration and the resource/coaching staff.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

The Teacher Assistant focuses on implementing intervention resources with our ESE, ELL, and Economically Disadvantaged subgroups, such as LLI, Rize (Jan Richardson), iReady, Phonics For Reading, and Really Great Reading. The Reading Coach will work with the Teacher Assistant to create strategic groups. Student data will be utilized to monitor the progress of these students. (August 2021-June 2022)

Person Responsible Amy Metzler (amy.metzler@hcps.net)

After school tutoring and Saturday school will provide students with extra time for intervention instruction needed. Progress monitored using common assessments.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Kindergarten Teacher Assistant provides interventions for Kindergarten students who are not Kindergarten ready at the beginning of the school year so the students can demonstrate mastery of the Kindergarten standards by the end of the school year. The Kindergarten Teacher Assistant will be monitored by the Kindergarten teachers and K-2 Reading Coach.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Two Resource Teachers support small group interventions in grades 3-8. These teachers regularly meet with Reading Coaches and teachers to monitor the progress of students and adjust instruction or groupings, as necessary.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The following purchases will support and enhance standards-aligned instruction and allow for scaffolding and differentiation:
-USA Test Prep and Penda learning to support Algebra, Civics, and science instruction in middle school.
-classroom supplies to support teachers with instruction in the classroom.
-Ready LAFS for grades 3-8 to support core reading instruction.
Monitoring will occur through planning notes, walkthroughs, and student data.

Person Responsible Brian Williams (brians.williams@sdhc.k12.fl.us)

Three daytime tutors provide interventions for students in grades K-8. These tutors meet with the reading and math coaches to determine the groups of students to target and the specific skills or strategies that will be taught. The tutors' work with students will be monitored by the academic coaches through observation and student work.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Field Trip to Lowry Park Zoo for K-2 students
Students will get the opportunity to ask and answer questions about living things, animals. They will be able to observe a variety of animals and describe them based on specific attributes. Students will begin to compare the different animals they encounter throughout. Students will learn about animal habitats and the importance of protection and conservation through programs and activities presented by the zoo. The analysis of science formatives, specific to the standards listed below, will occur following the field trip.
SC..K.N.1.1, SC.K.N.1.5, SC.K.L.14.2, SC.K.L.14.3; SC.N.1.1, SC.1.L.14.1, SC.1.L.14.3, SC.1.L.16.1, SC.1.L.17.1; SC.2.N.1.1, SC.2.N.1.3, SC.2.L.16.1, SC.2.L.17.1, SC.2.L.17.2

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Field trip to St. Augustine grades 4-6 students
Students will get to explore St. Augustine, Florida, America's oldest city, and deepen their understanding of the development of Florida. They will explore original settlers, Native American contributions, and the roles of other nations in St. Augustine. They will learn the significance of protecting Florida from other nations; Florida's contributions to the United States and the world; and its economic impact on the development of the United States and the world. Students will visit historical sites and museums that will link the classroom lessons with live history experiences. The following standards will be taught before the students attend the field trip.
SS.4.A.1.1, SS.4.A.2.1, SS.4.A.3.1, SS.4.A.3.5, SS.4.A.3.6, SS.4.A.3.7, SS.4.A.6.3; SS.5.A.1.1,

SS.5.A.3.1, SS.5.A.3.2, 22.5.A.3.3, SS.5.A.4.1, SS.5.A.4.3, SS.5.A.4.6; SS.6.W.1.3, SS.6.W.1.6, SS.6.G.1.7, SS.6.G.4.2, SS.6.E.1.1, SS.6.E.2.1, SS.6.E.3.1, SS.6.W.1.1

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Field trip to USF grades 7 and 8 students

Students will be able to explore an educational institution just minutes from their school. They will learn about different educational programs and degrees offered to the thousands of students who attend USF. They will learn about the campus, campus life, and the universities contributions to the Tampa Bay area and beyond.

The following standards will be taught before the students attend the field trip.

Students will engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. Students will engage in collegial discussions.

SS.7.E.2.5, SS.7.C.2.3, LAFS.7.SL.1.1, LAFS.7.SL.1.2; SS.8.C.1.3, lafs.8.SL.1.1, LAFS.8.SL.1.2

Person Responsible Brian Williams (brians.williams@sdhc.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Although our discipline data has improved from the prior year, behavior is still impacting instruction. Teachers are losing instructional time handling behaviors in the classroom. Students are still missing instructional time due to behaviors and discipline. Teachers need support in the effective implementation of SEL instruction.
Measurable Outcome:	Teacher Outcomes: By October 2021, 100% of staff will be implementing SEL lessons with fidelity. By October 2021, 100% of staff will be awarding students PBIS points. Student Outcome: By December 2021, only 4% of the student population will have one or more suspensions.
Monitoring:	The administration and SEL champion will conduct walkthroughs to monitor the fidelity of SEL instruction. The use of PBIS points will be monitored by a teacher leader and trends shared with admin. Monthly student services meetings will be held to monitor suspension data.
Person responsible for monitoring outcome:	Amy Metzler (amy.metzler@hcps.net)
Evidence-based Strategy:	Implementation of Second Step: SEL lessons, coupled with a structured MTSS process for behavior intervention and PBIS House Systems to promote positive, appropriate behaviors. MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address behavioral concerns as well as academic issues in subgroups performing under 41% (white/black/hispanic/ multiracial/SWD/ELL/ Economically disadvantaged students)
Rationale for Evidence-based Strategy:	Second step lessons are used to teach students appropriate social-emotional skills and how to be successful in the classroom and community. MTSS is a framework used to provide targeted support to struggling students. It screens all students to address behavioral concerns as well as academic issues in subgroups performing under 41% (white/black/Hispanic/ multiracial/SWD/ELL/ Economically disadvantage). The goal of MTSS is to intervene early so students can catch up with their peers performing within national norms. Our PBIS/House System is a proactive approach used to promote positive behavior and create a safe learning and work environment. The focus of PBIS is prevention, not punishment. PBIS/House System recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to talk about it K-8. Throughout the school day and in all settings students understand what is expected of them

Action Steps to Implement

The third Guidance Counselor supports individual student behavior plans with check-in and check-out systems, small group guidance sessions with identified students, classroom guidance lessons with all classrooms, support admin when threat assessments, etc need to be completed, support teachers with classroom management strategies etc, train and support teachers in using Second Step lessons within the classroom. Admin will meet with the student services team monthly to monitor the progress students are making. Effectiveness will be monitored by the progress of students on behavior plans as well as the number of suspensions.

Person Responsible	Marc Gaillard (marc.gaillard@hcps.net)

Implementation of common School-wide Expectations
Expectations of student culture and climate are shared with parents and students to ensure common understanding of the expectations. Purchase the PBIS APP to support student culture/climate, and communicate with stakeholders. Teachers share the protocols used for earning points through the PBIS app with students and parents. School staff uses the PBIS app to give students points based on their meeting or exceeding the schoolwide expectations. Students will have the opportunity to use PBIS points to "purchase" incentives. In August and September it will be every other week, after that it will be once a month. Admin will add the use of PBIS app to admin meeting agenda twice a month. Progress monitored through a number of suspensions and number of students eligible

Person Responsible	Amy Metzler (amy.metzler@hcps.net)

Professional development delivered to all staff related to Second Step Implementation, teaching students with trauma, and MTSS, etc, and classroom management strategies. Staff meets with the student services team in PLCs as needed to discuss interventions being used for students.
Monitored through walkthroughs, student suspension data.

Person Responsible	Marc Gaillard (marc.gaillard@hcps.net)

Implementation of Common Responses to Student Behavior
-Master schedule includes time for explicit SEL instruction
-All teachers implement Second Step SEL lessons with fidelity
-Bi-monthly scheduled progress monitoring of tier 2 and tier 3 behavior students with a focus on White/Black/Hispanic/Multiracial/SWD/ELL/ Economically Disadvantaged subgroups
-Monthly student services teams meetings to discuss behavior within the building-What is working? What's not working? Student needs?
-Monitor and complete RTI Packets for tier 2 and 3 behavior students.
-Restorative Practices room will be used to teach students better ways to respond in given situations.
Monitored through fidelity walks as well as student suspension numbers and the office and restorative practices room logs

Person Responsible	Amy Metzler (amy.metzler@hcps.net)

House systems implemented and led by a team of teachers
-all staff and students belong to a house (Staff house leader for each house)
-weekly house meetings
-monthly pep rally (Live or Virtual)
-PBIS app used to give house points and determine house of the month and year
-house of the month and year celebrations
-House Presidents and ambassadors will be elected and asked to become a part of school decisions
Monitored through fidelity walks as well as student suspension numbers and the office and restorative practices room logs

Person Responsible	Amy Metzler (amy.metzler@hcps.net)

Parent Liaison contact parents about student behaviors, attendance, and other needs to help students be more successful in school. This Liaison supports the social worker with family contact and support as well. This person develops rapport with students that need some extra mentoring regarding behavior and social skills. This person will also works with the student services team to try to facilitate sessions with parents about behavior and social-emotional learning.

Monitored through fidelity walks as well as student suspension numbers and the office and restorative practices room logs; parent liaison logs and attendance at events.

Person Responsible   Marc Gaillard (marc.gaillard@hcps.net)

School uniform shirts provided to students build a sense of community within the school. The goal of this sense of community is to decrease discipline issues and increase attendance. Monitored through discipline and attendance data.

Person Responsible   Amy Metzler (amy.metzler@hcps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency as well as learning gains on FSA was well below 50% in all grade levels
Measurable Outcome:	By December 2021, during instruction, 90% of teachers will provide opportunities for students to work with and practice grade-level tasks. By December 2021, 25% of students will score proficient on common ELA assessments By December 17, 2021, 70% of ELA teachers will use higher order thinking questions to build content knowledge. By December 17, 2021, 70% of ELA teachers will bridge the connection between the strategy being taught and the task
Monitoring:	District Progress Monitoring Assessments will be given to students. Progress will be monitored on these assessments. Walkthroughs will be done by admin and reading coaches to monitor progress of the observables in the classroom.
Person responsible for monitoring outcome:	Marc Gaillard (marc.gaillard@hcps.net)
Evidence-based Strategy:	-teacher clarity -monitoring of student data -observation and feedback -scaffolding and differentiating Instructional Teams develop and refine instructional units that are standards-aligned with a focus on what grade-appropriate questions can be asked as well as the misconceptions that students might have when answering those questions and how teachers can scaffold in the moment that those misconceptions arise. Our standards-aligned units of instruction include objectives and criteria for mastery as well as how to scaffold in the moment as opposed to starting with the scaffolding. Instructional plans will include formal and informal assessments to gauge student mastery specifically focused on white/black/ Hispanic/ multiracial/SWD/ELL/ Economically disadvantage subgroups, and the results will be used to adjust instruction as necessary. Instruction will include a variety of differentiated learning activities and materials that are well planned/developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.
Rationale for Evidence-based Strategy:	There is a need for ongoing authentic instruction and assessment which is aligned with the standards, as evidenced by walkthroughs, student data, and teacher observation. Students are more likely to learn when instruction is focused, clearly communicated, and students are assessed on what they have learned. School data shows improvement is needed in these areas.

Action Steps to Implement

he K-5 Reading Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the ELA grade-level standards, with teachers and students. The Reading Coach and the administration meet bi-weekly to discuss and follow up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2021-June 2022)

Person Responsible   Amy Metzler (amy.metzler@hcps.net)

The grade 6-8 Middle Reading Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the ELA grade-level standards, with teachers and students. The Reading Coach and the administration meet bi-weekly to discuss and follow up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. The Reading Coach supports teachers and students in cross-content areas such as social studies, science and avid with reading comprehension strategies and skills. (August 2021-June 2022)

Person Responsible   Brian Williams (brians.williams@sdhc.k12.fl.us)

Teachers have a common, collaborative ELA planning time as well as internalization sessions in which teachers implement strategic planning to unpack learning to meet the intent of the standards as well as how to ensure that the content is also a focus of the instruction. . The common planning meetings are monitored through walkthroughs by the administration and by analyzing student data.

Person Responsible   Amy Metzler (amy.metzler@hcps.net)

35 teachers will spend time competing the strategy students will use during the lesson to determine if the strategy will indeed help students achieve the intended learning for the day.

Person Responsible   Amy Metzler (amy.metzler@hcps.net)

Teachers will plan specific questions to ask students during common planning and discuss what possible misconceptions students might have.

Person Responsible   Amy Metzler (amy.metzler@hcps.net)

Common assessments are used in reading and math to address the needs of each of the following underperforming subgroups: White, Black, Hispanic, Multiracial, ESE/SWD, ELL, and Economically Disadvantaged. Substitute teachers provide class coverage for the core content classes in grades 3-8 four times during the year to conduct half-day data analysis sessions in ELA to analyze data of subgroups, monitor their progress, and adjust as needed. These sessions will also include strategic next steps to address the needs of the above-mentioned subgroups. Progress monitoring using common assessments as well as walkthroughs to look for implementation of next steps is completed by administration and the resource/coaching staff.

Person Responsible   Marc Gaillard (marc.gaillard@hcps.net)

After school tutoring and Saturday school will provide students with extra time for intervention instruction needed. Progress monitored using common assessments. 3rd and 4th grade students that are 2 or more grades below in phonic based on Iready will receive phonics instruction at this time.

Person Responsible   Amy Metzler (amy.metzler@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.

Sulphur Springs K-8 reported 15.9 incidents per 100 students. The rate is higher than the statewide combination school rate of 1.6 incidents per 100 students. Sulphur Springs SIP Area of Focus on Culture and Environment specifically relating to PBIS and SEL includes monitoring through the lens of behavior/discipline.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by inviting and allowing various organizations to partner with the school to provide resources meeting the needs of students and families. The Tampa YMCA is embedded in the school to provide Afterschool care, on-site Summer Camp and YREAD literacy tutoring. These programs provide subsidized care for working families, and academic support aligned with the school. Staff dedicated to family engagement and positive behavior support work closely with families to cultivate meaningful relationships, address the needs of students, and act as advocates for students in Y programs as well as the school.

The Tampa YMCA is also the lead nonprofit in the SSK8 Community Partnership School, employing three full time staff to work with school administration to bring funding, program providers and resources to families. Programs and services are divided into three categories, though not limited to these categories: Family and Community Engagement, Expanded Learning, and Health and Wellness. Through these efforts the school builds positive school culture and environment by meeting families where they are, for example being present at community events, and inviting the community to participate in school resource events, i.e the FREE Flea Market.

The school utilizes student and parent leaderships groups and surveys to collect regular feedback about the needs of families, and includes representatives from student and parent stakeholder groups in school planning meetings. The school hosts a monthly Leadership Cabinet meeting to strategically plan and progress monitor major school concerns and opportunities, a monthly Operations meetings including teachers, staff, and partners to ensure quality programs and services, and monthly Community Leadership Council meetings comprised of Sulphur Springs residents, business owners, and Tampa Bay community members to constantly identify community needs and solutions. These meeting groups promote inclusivity of family members and residents, and ensure fidelity of student services to provide the best experience for

families

The parent liason assists with parent events to engage the parents with their children and school.

The school has a house system in which students belong to a house and work together to earn points to try to become the house of the month. This build morale and encourages appropriate behavior. This year student leaders will be added to these houses so that they become more student lead than adult lead.

SEL instruction is done in classrooms as well as group and individual guidance lessons to promote positive interactions amongst all stakeholders.

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

1. YMCA on-site staff-support the school with health and wellness initiatives; parent involvement; after school activities; build relationships with parents, staff, community members, and students
2. teachers build relationships with parents and students; they work to teach students social emotional skills and instill a sense of academic motivation and teamwork within students
3. parent liason-maintains parent relationships; facilitates events for parents at the school
4. student services-support social and emotional learning through classroom guidance lessons; individual and small group sessions; referrals to outside organizations for services when needed
5. administration builds relationships with all stakeholders; organizes meetings etc to discuss pertinent needs and arrive at solutions
6. parents and community members attend events and support students as needed

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				$298,286.81
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$51,400.19
		Notes: *Reading Coach will focus on coaching, modeling, lesson planning, data analysis, and student intervention with teachers and students in the area of ELA. Bi-weekly meetings will help with admin to follow up on progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student				
	6400	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG		$5,561.50
		Notes: *Reading Coach-Retirement (10.82%)				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$3,186.81
		Notes: *Reading Coach-FICA (6.2%)				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$745.30
		Notes: *Reading Coach-Medicare (1.45%)				
	6400	230-Group Insurance	4201 - Sulphur Springs K 8 School	UniSIG		$9,576.04

			*Notes: *Reading Coach-Health and Life Insurance (19%)*			
	6400	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG		$262.14
			*Notes: *Reading Coach-Workers Comp (.51%)*			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$49,246.24
			*Notes: *Math Resource Teacher will focus on coaching, modeling, lesson planning, and strategic interventions with teachers and students in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school leadership team. Follow-up data will be collected monthly to progress monitor implementation of coaching. The 3-5 math coach will meet weekly with teachers in grades 3-5 to plan effective lessons to meet the needs of the students in grades 3-5*			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG		$5,328.44
			*Notes: *Math Resource Teacher-Retirement (10.82%)*			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$3,053.27
			*Notes: *Math Resource Teacher-FICA (6.2%)*			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$714.07
			*Notes: *Math Resource Teacher-Medicare (1.45%)*			
	5100	230-Group Insurance	4201 - Sulphur Springs K 8 School	UniSIG		$9,356.79
			*Notes: *Math Resource Teacher-Health and Life Insurance (19%)*			
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG		$251.16
			*Notes: *Math Resource Teacher-Workers Comp (.51%)*			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$58,800.14
			*Notes: *Writing Resource Teacher will focus on coaching, modeling, lesson planning, data analysis, and student intervention with teacher and students in the area of ELA. Bi-weekly meetings will help with admin to follow up on progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement.*			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG		$6,362.18
			*Notes: *Writing Resource Teacher-Retirement (10.82%)*			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$3,645.61
			*Notes: *Writing Resource Teacher-FICA (6.2%)*			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$852.60
			*Notes: *Writing Resource Teacher-Medicare (1.45%)*			
	5100	230-Group Insurance	4201 - Sulphur Springs K 8 School	UniSIG		$11,172.03
			*Notes: *Writing Resource Teacher-Health and Life Insurance (19%)*			

	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG		$299.88
		Notes: *Writing Resource Teacher-Workers Comp (.51%)				
	5100	150-Aides	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$25,560.36
		Notes: *Assistant Teacher BD Lvl will focus on implementing intervention resources with our ESE and ELL and economically disadvantaged subgroups, such as LLI, Rize (Jan Richardson), iready Phonics for reading, and Really Great Reading. The coach will work with this person to create strategic groups. Student data will be utilized to monitor the progress of these students.				
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG		$2,765.63
		Notes: *Assistant Teacher BD Lvl-Retirement (10.82%)				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$1,584.74
		Notes: *Assistant Teacher BD Lvl-FICA (6.2%)				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$370.63
		Notes: *Assistant Teacher BD Lvl-Medicare (1.45%)				
	5100	230-Group Insurance	4201 - Sulphur Springs K 8 School	UniSIG		$4,856.47
		Notes: *Assistant Teacher BD Lvl-Health and Life Insurance (19%)				
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG		$130.36
		Notes: *Assistant Teacher BD Lvl-Workers Comp (.51%)				
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG		$21,384.00
		Notes: Tutorial Stipends - After school tutoring or Saturday school to provide students with extra time for intervention instruction needed. The tutorial will support 250 3rd-5th graders with 22 teachers for 6 hours per week or on Saturday for 6 weeks at a pay rate of $27.00 Progress monitored using common assessments				
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG		$2,313.75
		Notes: Tutorial -Retirement (10.82%)				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$1,325.81
		Notes: Tutorial -FICA (6.2%)				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG		$310.07
		Notes: Tutorial -Medicare (1.45%)				
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG		$109.06
		Notes: Tutorial -Workers Comp (.51%)				
	5100	520-Textbooks	4201 - Sulphur Springs K 8 School	UniSIG		$5,000.00

			Notes: Purchase Penda learning to support science instruction in elementary and middle school. Monitored through fidelity checks and student data.			
	5100	520-Textbooks	4201 - Sulphur Springs K 8 School	UniSIG		$2,000.00
			Notes: Purchase USA Test Prep learning to support Algebra, Civics, and science instruction in middle school. Monitored through fidelity checks and student data.			
	5100	510-Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$8,000.00
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	519-Technology-Related Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$2,761.54
			Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$313,618.75**