

Hillsborough County Public Schools

Trapnell Elementary School



2021-22 Schoolwide Improvement Plan

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Trapnell Elementary School

1605 W TRAPNELL RD, Plant City, FL 33566

[no web address on file]

Demographics

Principal: Krissy Perkins

Start Date for this Principal: 12/4/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: B (54%)
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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Trapnell Elementary School

1605 W TRAPNELL RD, Plant City, FL 33566

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">83%</p>

School Grades History

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

School Board Approval

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SIP Authority

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

District Mission: To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Trapnell Mission: To create successful learners by teaching students to be safe and responsible, be respectful, focus on learning, be a problem solver, and talk it out.

Provide the school's vision statement.

District Vision: Preparing students for life.

Trapnell Vision: Students first.

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
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Perkins, Krissy	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal Guidance Counselor SAC Chair School Psychologist School Social Worker Reading Coach Reading Resource Teacher ESE teachers ELL team District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (weekly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the</p>
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Name	Position Title	Job Duties and Responsibilities
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past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district’s vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events.

Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers’ transfer options and promotion into leadership positions.

HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Patino, Olga	Assistant Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal Guidance Counselor SAC Chair School Psychologist School Social Worker Reading Coach Reading Resource Teacher ESE teachers ELL team District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (weekly). The purpose of the core Leadership Team is to:</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.</p> <p>2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.</p> <p>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.</p> <p>4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p> <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder</p>

Name	Position Title	Job Duties and Responsibilities
		<p>positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions.</p> <p>HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.</p> <p>The Assistant Principal assists the Principal in all of the above responsibilities.</p>

Demographic Information

Principal start date

Monday 12/4/2017, Krissy Perkins

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

3

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

5

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

480

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

5

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

1

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	68	76	75	80	84	85	0	0	0	0	0	0	0	468
Attendance below 90 percent	26	21	19	15	12	18	0	0	0	0	0	0	0	111
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	8	21	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	18	12	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	27	0	0	0	0	0	0	0	0	0	27

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 1/4/2022

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	68	68	82	91	88	87	0	0	0	0	0	0	0	484
Attendance below 90 percent	13	14	16	17	14	17	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	18	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	3	6	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	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	68	68	82	91	88	87	0	0	0	0	0	0	0	484
Attendance below 90 percent	1	17	20	12	18	16	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	18	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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	9	0	0	0	0	0	0	0	0	9

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	3	2	3	6	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	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				42%	52%	57%	49%	52%	56%
ELA Learning Gains				48%	55%	58%	41%	52%	55%
ELA Lowest 25th Percentile				42%	50%	53%	26%	46%	48%
Math Achievement				55%	54%	63%	63%	55%	62%
Math Learning Gains				63%	57%	62%	63%	57%	59%
Math Lowest 25th Percentile				54%	46%	51%	56%	44%	47%
Science Achievement				41%	50%	53%	56%	51%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	52%	-6%	58%	-12%
Cohort Comparison						
04	2021					
	2019	42%	55%	-13%	58%	-16%
Cohort Comparison		-46%				
05	2021					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	54%	-3%	62%	-11%
Cohort Comparison						
04	2021					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-51%				
05	2021					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-49%				

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

Grade Level Data Review - Progress Monitoring Assessments

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

iReady diagnostic --> percent proficient

Science Baseline and MidYear --> median percentile rank

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	28%	49%
	Economically Disadvantaged	8%	24%	47%
	Students With Disabilities	14%	29%	57%
	English Language Learners	3%	12%	36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	26%	56%
	Economically Disadvantaged	14%	24%	54%
	Students With Disabilities	20%	31%	74%
	English Language Learners	12%	15%	48%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	54%	55%
	Economically Disadvantaged	16%	24%	47%
	Students With Disabilities	26%	26%	39%
	English Language Learners	5%	11%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	26%	52%
	Economically Disadvantaged	5%	23%	51%
	Students With Disabilities	13%	31%	44%
	English Language Learners	1%	14%	44%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	43%	57%
	Economically Disadvantaged	31%	40%	55%
	Students With Disabilities	36%	38%	48%
	English Language Learners	10%	24%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	23%	47%
	Economically Disadvantaged	10%	22%	47%
	Students With Disabilities	10%	27%	54%
	English Language Learners	2%	10%	31%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12%	19%	31%
	Economically Disadvantaged	8%	14%	27%
	Students With Disabilities	11%	11%	30%
	English Language Learners	0	0	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	34%	51%
	Economically Disadvantaged	14%	31%	49%
	Students With Disabilities	22%	35%	52%
	English Language Learners	6%	22%	48%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	28%	46%
	Economically Disadvantaged	18%	24%	43%
	Students With Disabilities	24%	30%	40%
	English Language Learners	0	9%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	33%	52%
	Economically Disadvantaged	20%	32%	49%
	Students With Disabilities	27%	34%	43%
	English Language Learners	6%	14%	30%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29.60	33.60	
	Economically Disadvantaged	29.60	28.07	
	Students With Disabilities	32.40	28.07	
	English Language Learners	17.10	18.58	

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	14	40	62	26	29		24				
ELL	25	44	85	36	29	29	24				
BLK	36	50		28	21		33				
HSP	31	53	87	40	35	33	27				
WHT	52	47		52	33		47				
FRL	34	49	65	39	30	32	30				
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	16	33	35	31	53	53	22				
ELL	32	48	48	53	68	61	24				
BLK	40	44		38	50		45				
HSP	37	53	46	53	65	56	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	48	23		64	63		60				
FRL	38	48	40	51	63	54	35				
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	24	24	16	40	54	50	25				
ELL	31	33	21	56	57	55	38				
BLK	43	39		46	65		45				
HSP	46	44	24	62	62	56	54				
WHT	58	27		73	61		65				
FRL	47	40	24	61	63	56	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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	40
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	46
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Math & Reading: We typically make more than a year's worth of growth for most of our learners, but it isn't enough to get them to grade level.

Science: Our students typically score between 40% and 50% proficient on the Science State Assessment.

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

37% proficient on FSA ELA
42% proficient on FSA Math
34% proficient on SSA

33% FSA Math gains & BQ gains

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

Contributing factors: Issues related to the Pandemic (access to/ knowledge of technology for Spring 2020 and eLearners during 20-21; poor on-campus attendance due to illness & quarantines)

New Actions: School-wide attendance incentives for 21-22; Accelerating learning where we can

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

FSA ELA Learning gains and BQ were better in 20-21 than in 2019 (48% to 52% gains and 42% to 67% BQ gains).

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

Reading Resource Teacher pulled groups; Reading Coach supported teachers

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

Accelerating learning through pre-loading vocabulary and addressing lack of schema in all content areas.

Providing appropriate interventions with fidelity.

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.

Using the book "Learning in the Fast Lane," each faculty meeting will dedicate some time to learn strategies regarding accelerating learning.

Two book studies- "Shifting the Balance" and "This is Balanced Literacy" for Reading Teachers.

District Math, Reading, and Science coaches will come out to support.

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

Shifting the support of the Reading Coach to on-level learners in order to push the students to maintain or increase their achievement levels.

Reading Resource Teacher will support 2nd-5th grades (either BQ or "bubble" students).

Part III: Planning for Improvement

Areas of Focus:

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

Instructional Priority: Instruction and materials accelerate student growth such that students are on a trajectory to meeting grade level standards.

Area of Focus Description and Rationale: 37% Proficient on the ELA FSA
42% Proficient on the Math FSA; 33% Math Gains & BQ Gains
34% Proficient on the SSA

We typically make more than a year’s worth of growth for most of our learners, but it isn’t enough to get them to grade level.

Measurable Outcome: 50% Proficient on the ELA FSA
50% Proficient on the Math FSA; 50% Math Gains & BQ Gains
50% Proficient on the SSA

Monitoring: iReady Reading & Math progress discussed at each of three diagnostic reviews.
Weekly Grade-level ELA & Math/Science Teacher Planning sessions.
Administrative Walk-throughs bi-weekly.
Beginning of Year, Mid-Year, and End of Year Teacher one-on-one Instructional Reviews with Admin

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

- Teacher Clarity- Hattie effect size .75- Teachers should be very clear with students about what they will be learning/are expected to know and how the students “measure up” before, during, and after learning (performance scales).
- Classroom Discussion- Hattie effect size .82- Teachers should embed many times within a lesson that allows for student-to-student discussion around a topic/skill.
- Feedback- Hattie effect size .70- Teachers should be very clear with students on how they “measure up” before, during, and after learning (performance scales) and if they are below expectation, provide students with how they can move towards on-level achievement

Rationale for Evidence-based Strategy:

- * Teacher Clarity- if the teacher is clear about the learning targets, it will be easier for students to understand what they are learning.
- * Classroom Discussion- students need the opportunity to learn from their peers in order to reinforce or push their own thinking and learning.
- * Feedback- students should have an understanding of the goal, their current level, and how to achieve their goal.

Action Steps to Implement

Hire a Reading Coach to provide rigorous on-level and above-level instruction to K-5 students daily. The Reading Coach will meet with teachers and the Leadership Team weekly to discuss progress and experiences and plan for instruction as needed. Student data will be collected monthly via iReady, district-provided assessments, and teacher-created assessments.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Hire a Reading Resource Teacher to provide intensive below-level instruction to 2-5 students daily. The Reading Resource Teacher will meet with teachers bi-weekly and the Leadership Team weekly to discuss

progress and experiences and plan for instruction as needed. Student data will be collected monthly via iReady, district-provided assessments, and teacher-created assessments.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order and implement Blast! Phonics kits, workbooks, and online subscriptions for 1st grade teachers so that all students have access to the materials/resources. First grade teachers will implement the program daily and monitor students' progress weekly. Administration will conduct ongoing observations.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order Wordly Wise Direct Vocabulary Instruction program for Gifted students. The Gifted teacher will implement the program weekly with her gifted students, monitoring their progress weekly and monthly. Administration will conduct ongoing observations.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Enhance existing/refresh outdated/replenish low inventory/update poorly functioning technology around campus (i.e. printers, laptops/tablets, computer parts, power strips, headphones, laminator, binding machine, ink/toner for printers/copiers, document cameras, projector bulbs, etc.). This will enable teachers to teach more efficiently and effectively in all subject areas. The Media Specialist will keep a list of needs and communicate with administration.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order and implement the Secret Stories Phonics curriculum in Kindergarten. Kindergarten teachers will implement the program weekly with their students, monitoring their progress monthly. Administration will conduct ongoing observations.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Purchase and implement Interactive LCD Panels to replace outdated Promethean Boards/Projectors. This will allow our teachers to more quickly and dependably access online learning materials to enhance lessons in all subject areas. Use of the panels will be monitored by administration through ongoing observations. The Media Specialist will assist in maintenance of the units.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order Scholastic News & StoryWorks magazines for third grade students to serve as supplemental rigorous texts to use in reading instruction. Third Grade teachers will implement the program weekly with their students, monitoring their progress monthly. Administration will conduct ongoing observations.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order Classroom Sets of Small Group Decodable Readers from FlyLeaf Publishing so that Kindergarten teachers have appropriate texts for small group instruction. They will utilize these readers as early as October and continue throughout the school year, monitoring students' progress in Reading. Administration will conduct ongoing observations.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Order materials/supplies for 4th and 5th grade STEM bins for use during daily STEM time. These materials will be used in hands-on learning experiences that will be reflected in Science lesson plans and monitored during ongoing administrative observations. Lessons should positively impact SSA scores.

Person Responsible Olga Patino (olga.patino@hcps.net)

Order Picture-Perfect STEM Lessons K-2 and 3-5 Books for STEM Teachers, as well as the picture book sets referenced in the resource. This will provide STEM lessons that are grounded in literature and provide hands-on learning for students. Lesson plans will reflect these lessons monthly and will be monitored through ongoing administrative observations. Lessons should positively impact SSA scores.

Person Responsible Olga Patino (olga.patino@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: SEL Priority: Increase student self-efficacy.
 According to the Spring 2021 administration of the Panorama SEL survey taken by 3rd through 5th grade students, only 48% responded favorably in the "Self-Efficacy" category. 57% of students K-5 in HCPS responded favorably (comparison group). This is aligned with what our staff sees in students- that they often do not feel competent in academics.

Measurable Outcome: On the Spring 2022 administration of the Panorama SEL survey, 57% of our students will respond favorably in the "Self-Efficacy" category.

Monitoring: It will be monitored through the winter 2021 administration of the Panorama SEL survey.

Person responsible for monitoring outcome: Olga Patino (olga.patino@hcps.net)

There are four sources of self-efficacy. Teachers can use strategies to build self-efficacy in various ways.

Mastery experiences - Students' successful experiences boost self-efficacy, while failures erode it. This is the most robust source of self-efficacy.

Vicarious experience - Observing a peer succeed at a task can strengthen beliefs in one's own abilities.

Verbal persuasion - Teachers can boost self-efficacy with credible communication and feedback to guide the student through the task or motivate them to make their best effort.

Evidence-based Strategy: Emotional state -A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it. A certain level of emotional stimulation can create an energizing feeling that can contribute to strong performances. Teachers can help by reducing stressful situations and lowering anxiety surrounding events like exams or presentations.

Some research on the topic...

Improving Self-Efficacy and Motivation: What to Do, What to Say

Howard Margolis, Patrick McCabe March 2006 Intervention in School and Clinic v 41 issue 4, p 218-227

Research and Teaching: Engaging Students -- An Examination of the Effects of Teaching Strategies on Self-Efficacy and Course in a Nonmajors Physics Course

Heidi Fencl, Karen Scheel Sep 2005 Journal of College Science Teaching v. 35, issue 1, p. 20-24

Rationale for Evidence-based Strategy: Each faculty meeting as well as the Trapnell Weekly (at least monthly) will dedicated time and space to educate teachers on what self-efficacy is and how to promote it in the classroom. The four sources above help teachers think about different ways to act upon poor student self-efficacy.

Action Steps to Implement

At each faculty meeting, the School Counselor will educate staff members on an aspect of self-efficacy.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

In the Trapnell Weekly, at least monthly, the School Counselor will add information that furthers understanding of self-efficacy in the classroom.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Social-Emotional Committee will meet monthly to support students and teachers as they work towards increased student self-efficacy.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the 2021 ELA FSA Scores, 37% of students in grades 3-5 scored at proficiency. Only 19% of SWD in grades 3-5 scored at proficiency, which falls below 41 (Federal Index). By focusing on ELA, the instructional improvements will include increasing teacher and student clarity around instruction/learning targets/daily tasks, resulting in an improvement in student proficiency for all subgroups, including SWD, on the 2022 ELA FSA.

Measurable Outcome: The percent of students in grades 3-5 scoring at proficiency on the FSA ELA assessment will increase to 50% or higher. The percent of SWD in grades 3-5 scoring at proficiency on the FSA ELA assessment will increase to 45% or higher.

Monitoring: Administration will attend ELA planning weekly and conduct walkthroughs at least once/month.

Person responsible for monitoring outcome: Krissy Perkins (krissy.perkins@hcps.net)

Evidence-based Strategy: Common team planning weekly around ELA in order to align instruction, learning targets, daily tasks, and end of unit performance tasks.

Rationale for Evidence-based Strategy: In 2021, the data showed a decrease in proficiency at all assessed grade levels. The improvement strategy of common team planning weekly will ensure better alignment of instruction with planning, resulting in improved student academic performance in ELA.

Action Steps to Implement

Develop a framework for team planning in 5th grade around the student end task aligned to the Guiding Unit question and focus standards.

Attend weekly planning sessions to support the implementation of the new planning framework and the understanding of the complexity level of the standard.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Utilize 5th grade teachers and reading resource as models and thought partners during both instruction and planning to help build teacher capacity across the school. Create a demonstration classroom to show teachers across grades 3-5 what the connection between target, task and guiding question could look like. Resource can support teachers by scheduling fishbowl lessons and side by side coaching sessions within this demonstration classrooms and providing a “look for” document to keep them focused on the learning target/task/guiding question alignment.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Develop a framework for team planning in 3rd and 4th grades around the Essential Question: How might an EQ serve as an anchor in our planning for instruction, activities, opportunities for collaboration, and selection of text and resources? Thinking stems can include:

What is the text-based goal of the unit?

What is the text-based goal of the daily lesson?

What strategy will we explicitly teach and model to support students in reaching the learning goal?

What questions will I ask students to scaffold their thinking towards the daily lesson focus and standard?

How will the students demonstrate their learning for the day?

Attend weekly planning sessions to support the implementation of the new planning framework and the understanding of the complexity level of the standard.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Engage in classroom walkthroughs to observe application of the connections made between instruction, goals of the topic of study, learning targets and daily tasks- how students and teachers are making their thinking visible. Ongoing observations from teacher leaders and administrators. This includes teachers of SWD as well as focuses on the progress of SWD in the regular education setting.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Analyze walkthrough data for evidence of connected learning throughout the day and unit. Collaborate to determine plan for next steps for support.

Person Responsible Krissy Perkins (krissy.perkins@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

19-20

6 incidents on campus = 1 fighting, 1 disruptive beh, 4 disobedience

12 incidents on bus or at bus stop

(In the high category as compared to other elementary schools- probably due to the number of bus incidents that including fighting or physically attacks)

20-21

7 incidents on campus = 2 fighting, 2 disruptive beh, 2 disobedience, 1 left class

2 incidents on bus

(Less incidents on the bus this past year due to appropriately managed seating charts)

For 21-22, we will continue to assist bus drivers with seating charts as well as mitigating all behavioral incidents if possible.

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.

Below are a list of activities and events that will occur this school year (pending CDC and district guidelines for implementation of such). These activities and events are created, scheduled, and conducted in an effort to promote a positive school culture and environment.

- * School Advisory Committee (SAC): meets monthly and is composed of staff members, community members, and parents. The goal for SAC is to bring stakeholders together to make decisions that are in the best interest of our students.
- * Migrant Parent Advisory Council (MPAC): meets twice per year and is composed of our Migrant Advocate, ESOL Resource Teacher, and parents of Migrant students. The purpose of this council is to offer information and support to parents as well as listen to their valuable input.
- * PTA Fall Festival: once per year, this event brings all of our students, staff, and community members together. This is pending approval by the district due to COVID concerns.
- * PTA Spring BBQ/Talent & Art Show: once per year, this event brings all of our students, staff, and community members together. This is pending approval by the district due to COVID concerns.
- * Parent Nights: Science Night, Ready at Five Night, Make & Take Night, Chorus Programs, Book Fairs, etc. These events are open to all of our students and families and seek to promote academic achievement and parent/community involvement. This is pending approval by the district due to COVID concerns.
- * Local High Schools (Durant and Plant City): Local high school students volunteer their time through translating during parent conference nights and assisting with other events as needed.
- * Community Organizations: (Plant City Church of God, Transforming Life Church, First Baptist of Plant City, etc.) These organizations donate backpacks, school supplies, money, clothing, holiday gifts, meals, etc. to our families.
- * Great American Teach-In: The event opens the doors to community members and parents and encourages our students to consider various jobs and careers. This is pending approval by the district due to COVID concerns.
- * Clothes Closet: Occurs twice per year; through this event, we are able to offer parents and community members the opportunity to acquire life's necessities such as clothing and other household items they may need.
- * Parent Breakfast and Grandparents' Breakfast: twice during the year. This is pending approval by the district due to COVID concerns.
- * Sanford Harmony SEL Program: components of this program are taught daily by K-5 teachers. The program addresses various social-emotional needs of students.

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

- * SAC: parent members and school staff meet to collaborate around school issues.
- * MPAC: Migrant and ELL staff and parents meet throughout the year to provide school updates and assess parent/family needs.
- * PTA: staff and parents work together for the good of the school.
- * Local high schools: students translate for families during conference nights.
- * Community Organizations that donate: Plant City Church of God, Transforming Life Church, First Baptist Church of PC, Cork United Methodist, Durant High School FFA, PC Junior Womens' League, PC Food Bank

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00