Washington Elementary School

2021-22 Schoolwide Improvement Plan

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Washington Elementary School

1407 ESTELLE ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Monica Barber

Start Date for this Principal: 8/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (44%) 2016-17: F (25%)
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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Washington Elementary School

1407 ESTELLE ST, Tampa, FL 33605

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

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

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.

To provide an equitable education and safe environment that supports and empowers our students, families, and community.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2022. With that in mind, we have developed the following Vision for our school:

Building
Together
We
Excel

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
Barber, Monica	Principal	Instructional Leader
Cottone, Philip	Assistant Principal	Supports the vision of the principal and serves as an instructional leader.
Leonick, Nicole	Teacher, K-12	SAC Chair

Demographic Information

Principal start date
Friday 8/13/2021, Monica Barber

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

352

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

1

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

3

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	46	59	47	50	43	58	0	0	0	0	0	0	0	303
Attendance below 90 percent	1	31	16	22	16	28	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	13	37	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	15	31	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	5	13	37	0	0	0	0	0	0	0	55

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	1	6	1	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	8	13	2	0	0	0	0	0	0	0	0	0	0	23
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

Friday 8/13/2021

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	58	67	41	58	52	45	0	0	0	0	0	0	0	321
Attendance below 90 percent	15	36	16	21	16	10	0	0	0	0	0	0	0	114
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	7	15	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	16	0	0	0	0	0	0	0	23

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	

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	58	67	41	58	52	45	0	0	0	0	0	0	0	321
Attendance below 90 percent	15	36	16	21	16	10	0	0	0	0	0	0	0	114
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	7	15	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	16	0	0	0	0	0	0	0	23

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	

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				24%	52%	57%	23%	52%	56%
ELA Learning Gains				35%	55%	58%	46%	52%	55%
ELA Lowest 25th Percentile				44%	50%	53%	55%	46%	48%
Math Achievement				35%	54%	63%	34%	55%	62%
Math Learning Gains				54%	57%	62%	70%	57%	59%
Math Lowest 25th Percentile				62%	46%	51%	58%	44%	47%
Science Achievement				35%	50%	53%	24%	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	21%	52%	-31%	58%	-37%
Cohort Comparison						
04	2021					
	2019	17%	55%	-38%	58%	-41%
Cohort Comparison		-21%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	20%	54%	-34%	62%	-42%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	31%	57%	-26%	64%	-33%
Cohort Comparison		-20%				
05	2021					
	2019	41%	54%	-13%	60%	-19%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	51%	-21%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Teachers used iReady reading and math to identify the number of students proficient for each grade level.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	6	26
	Economically Disadvantaged	0	6	26
	Students With Disabilities	0	6	18
	English Language Learners	0	7	7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	4	16
	Economically Disadvantaged	0	4	16
	Students With Disabilities	2	5	11
	English Language Learners	0	5	19

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	20	36
	Economically Disadvantaged	0	20	36
	Students With Disabilities	11	23	22
	English Language Learners	17	21	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	5	24
	Economically Disadvantaged	5	5	24
	Students With Disabilities	3	7	22
	English Language Learners	0	6	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	42	47
	Economically Disadvantaged	0	42	47
	Students With Disabilities	0	49	53
	English Language Learners	0	18	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	8	30
	Economically Disadvantaged	8	8	30
	Students With Disabilities	0	11	24
	English Language Learners	0	12	32

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	17	17
	Economically Disadvantaged	13	17	17
	Students With Disabilities	8	18	18
	English Language Learners	5	10	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	8	30
	Economically Disadvantaged	8	8	30
	Students With Disabilities	0	11	24
	English Language Learners	0	12	32

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	16	15
	Economically Disadvantaged	16	16	15
	Students With Disabilities	0	0	17
	English Language Learners	0	0	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	36	36
	Economically Disadvantaged	14	36	36
	Students With Disabilities	8	8	17
	English Language Learners	17	32	67
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	4
	Economically Disadvantaged	0	0	4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	40		29	33		20				
ELL	29	50		34	70						
BLK	28	56		33	56		15				
HSP	28	53		30	47		15				
FRL	30	55		33	52		15				

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	27	36	50	39	73						
ELL	10	38		27	54						
BLK	26	33	39	37	52	42	32				
HSP	16	42	50	30	58	82	43				
FRL	23	36	44	34	54	62	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	19	26		25	47	33					
ELL	17	64		22	80	70	9				
BLK	23	43	39	36	66	53	28				
HSP	20	52	80	31	79	64	8				
FRL	22	46	55	34	70	58	24				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	6
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The amount of ELL and Black students who are proficient.

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

ELA Achievement Points had the lowest performance.

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

The amount of students who are reading with proficiency. Our heaviest grade level for our ELL population was third grade and one teacher lacked pedagogy and content knowledge.

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

Our ELA Learning Gains showed the most improvement.

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

We had an emphasis on small group professional development and we were able to hire highly effective teachers.

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

In order to facilitate acceleration we will provide ongoing feedback on academic ownership for the our students to acquire grade level standards and data driven conversations.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will provide differentiating professional development, follow-up on professional development, provide trainings to paraprofessionals to be dual useful, allocating more time to planning, and conduct book studies.

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

We will create procedures to conduct fidelity checks, create surveys to evaluate the effectiveness of our professional development, and monitor student progress towards grade level standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Teachers focused on students' well-being needs (electricity/food/water) and provided standard review sessions t (worksheets of previously taught materials) due to shortage of computers and internet; which lacked teacher created questions on new grade-level appropriate content and led to teacher-led discourses instead of student-led.
Measurable Outcome:	100% of teachers will participate in discussions and coaching cycles targeted to increase student discourse within the 2021-2022 school year.
Monitoring:	Follow-up data will be collected monthly to progress monitor implementation of coaching, remediation groups, and acceleration groups. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies. Administration will review evaluation data to measure effectiveness of strategy implementation.
Person responsible for monitoring outcome:	Monica Barber (monica.barber@hcps.net)
Evidence-based Strategy:	Accountable Talk Professional Development Observe Me Professional Development Collaborative Planning Sessions Five Practice for Orchestrating Productive Mathematics Discussion Teacher-Coach Analysis of scripted lessons
Rationale for Evidence-based Strategy:	Student discussion leads to deeper understanding and learning.

Action Steps to Implement

Hire a Reading Coach. The Reading Coach will focus on coaching, side-by-side coaching, modeling, and lesson planning focused on planning effective questions that address grade-level questions with teachers in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5. The Reading Coach will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

Person Responsible	Philip Cottone (philip.cottone@hcps.net)

Hire a Math Resource. The Math Resource will focus on coaching, side-by-side coaching, modeling, and lesson planning effective questions that address grade-level questions with teachers in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Math Resource will meet weekly with teachers in grades K-5 to plan effective lessons to mee the needs of students in grades K-5. The Math Resource will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

Person Responsible	Philip Cottone (philip.cottone@hcps.net)

Hire a Reading Resource. The Reading Resource will focus on pulling small groups of students in grades 3-5 that fall in our Black and ELL ESSA categories for extra remediation or passed third grade via Portfolio using Scholastic Edge, LLI, Reflex Math, and/or Reading Blast-Off. The remediation instruction will focus on all content areas and progress monitoring. The Reading Resource will assist the Reading Coach with modeling and side-by-side coaching with teachers in grades 3-5. The modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Resource will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible   Philip Cottone (philip.cottone@hcps.net)

Hire a RtI Teacher. The RtI Teacher will focus on pulling small groups of students that have been retained or one or more years behind in reading or math (K-2 students) using curriculum resources Scholastic Edge, LLI, Reflex Math, and/or Reading Blast-Off. The instruction will focus on remediation in all content areas and progress monitoring. The RtI Teacher will assist the Reading Coach with modeling and side-by-side coaching with teachers in grades K-2. The modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The RtI Teacher will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible   Monica Barber (monica.barber@hcps.net)

Hire a paraprofessional. The paraprofessional will focus on pulling small groups of students (K-5) that have been identified as one or more years behind in reading or math using Scholastic Edge, LLI, Reading Blast-Off, and/or Reflex Math. The instruction will focus on remediation in all content areas and progress monitoring. The instructional will occur weekly under the supervision of the school principal. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible   Monica Barber (monica.barber@hcps.net)

Teachers will participate in a book study using the text "Cultivating Genius". Teachers will identify a few strategies from the text and use the strategies to develop our preplanning activies to improve our social emotional learning instruction. Administration will attend and teacher leaders will lead the professional development throughout the school year. Administration will do walkthroughs to ensure strategies are used effectively. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies.

Person Responsible   Monica Barber (monica.barber@hcps.net)

Teachers will participate in a job embedded professional development monthly entitled, "Observe Me". Teachers will provide feedback to their colleagues based on targeted strategies. All debriefs will be held immediately after school. Teachers will participate in a follow-up observation approximately one month later. Administration will do walkthroughs to ensure strategies are used effectively. Administration will send monthly surveys to teachers asking for feedback in regard to effectiveness and next steps. Also, administration will review evaluation data to measure effectiveness of strategy implementation.

Person Responsible   Philip Cottone (philip.cottone@hcps.net)

Teachers will participate in a book study using the text "Leading Student-Centered Discussions". Teachers will identify a few strategies from the text and use the strategies to develop our preplanning activies to increase instructional strategies with student discourse. Administration will attend and our leadership team will lead the professional development throughout the school year. Administration will do walkthroughs to

ensure strategies are used effectively. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies.

Person Responsible Philip Cottone (philip.cottone@hcps.net)

Teachers will participate in a job embedded professional development during pre-planning to build their calendar math skills. Administration will attend and our leadership team will develop the professional development during the summer and lead the professional development throughout the school year.

Person Responsible Philip Cottone (philip.cottone@hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Booker T. Washington Elementary 2021 FSA ELA proficiency scores provided by the state are: 3rd grade 28%, 4th grade 18%, and 5th grade 30%. Grades 3-5 ELA proficiency as a need, based on these scores, is recommended.
Measurable Outcome:	Grades 3-5 will score at least 50% on the 2022 FSA ELA assessment.
Monitoring:	Follow-up data will be collected monthly to progress monitor Black and ELL student achievement. We will create remediation groups and acceleration groups to support students' needs. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from instructional strategies provided to students. Administration will review evaluation data to measure effectiveness of strategy implementation.
Person responsible for monitoring outcome:	Monica Barber (monica.barber@hcps.net)
Evidence-based Strategy:	Observe Me Professional Development Collaborative Planning Sessions Teacher-Coach Analysis of scripted lessons
Rationale for Evidence-based Strategy:	Teachers will learn how to anticipate student misunderstanding and plan questions that address the misconceptions. Teachers will participate in learning walks and coaching sessions to deepen their understanding.

Action Steps to Implement

Hire a Reading Coach. The Reading Coach will focus on coaching, side-by-side coaching, modeling, and lesson planning focused on planning effective questions that address grade-level questions with teachers in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5. The Reading Coach will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

Person Responsible	Monica Barber (monica.barber@hcps.net)

Hire a Reading Resource. The Reading Resource will focus on pulling small groups of students in grades 3-5 that fall in our Black and ELL ESSA categories for extra remediation or passed third grade via Portfolio using Scholastic Edge, LLI, Reflex Math, and/or Reading Blast-Off. The remediation instruction will focus on all content areas and progress monitoring. The Reading Resource will assist the Reading Coach with modeling and side-by-side coaching with teachers in grades 3-5. The modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Resource will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible	Monica Barber (monica.barber@hcps.net)

Hire a RtI Teacher. The RtI Teacher will focus on pulling small groups of students that have been retained or one or more years behind in reading or math (K-2 students) using curriculum resources Scholastic Edge, LLI, Reflex Math, and/or Reading Blast-Off. The instruction will focus on remediation in all content areas and progress monitoring. The RtI Teacher will assist the Reading Coach with modeling and side-by-side coaching with teachers in grades K-2. The modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The RtI Teacher will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible Monica Barber (monica.barber@hcps.net)

Teachers will participate in a book study using the text "Cultivating Genius". Teachers will identify a few strategies from the text and use the strategies to develop our preplanning activies to improve our social emotional learning instruction. Administration will attend and teacher leaders will lead the professional development throughout the school year. Administration will do walkthroughs to ensure strategies are used effectively. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies.

Person Responsible Monica Barber (monica.barber@hcps.net)

Teachers will participate in a job embedded professional development monthly entitled, "Observe Me". Teachers will provide feedback to their colleagues based on targeted strategies. All debriefs will be held immediately after school. Teachers will participate in a follow-up observation approximately one month later. Administration will do walkthroughs to ensure strategies are used effectively. Administration will send monthly surveys to teachers asking for feedback in regard to effectiveness and next steps. Also, administration will review evaluation data to measure effectiveness of strategy implementation.

Person Responsible Philip Cottone (philip.cottone@hcps.net)

Teachers will participate in a book study using the text "Leading Student-Centered Discussions". Teachers will identify a few strategies from the text and use the strategies to develop our preplanning activies to increase instructional strategies with student discourse. Administration will attend and our leadership team will lead the professional development throughout the school year. Administration will do walkthroughs to ensure strategies are used effectively. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies.

Person Responsible Monica Barber (monica.barber@hcps.net)

Teachers will participate in a job embedded professional development during pre-planning to build their calendar math skills. Administration will attend and our leadership team will develop the professional development during the summer and lead the professional development throughout the school year.

Person Responsible Philip Cottone (philip.cottone@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.

50% of our caregivers will attend events or provide input designed to center their voices. 90% of caregiver conferences will empower the caregiver as the individual who knows their child the most and will shift the balance of power to the caregiver. 100% teachers will teach using strategies that will empower students and make space for them to direct the curriculum and learning experiences. Working with our caregivers to build better relationships with our students will help us remain below the State's suspension rate.

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.

50% of our caregivers will attend events or provide designed to center their voices. 90% of caregiver conferences will empower the caregiver as the individual who knows their child the most and will shift the balance of power to the caregiver. 100% of the teachers will teach using strategies that empower students and make space for them to direct the curriculum and learning experiences.

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

Administration: Monica Barber & Philip Cottone
SEL Lead Team: Satonya Brascom, Edmee Rojas-Rodriguez, Cecila White, Robert Gardner and Christina Lee

Part V: Budget

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

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