

Hillsborough County Public Schools

# Tampa Residential Facility



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Tampa Residential Facility

9508 E COLUMBUS DR, Tampa, FL 33619

[ no web address on file ]

### Demographics

**Principal: Cornelius Bobo**

Start Date for this Principal: 9/29/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

As an educational entity we will provide each student with the necessary tools to become productive and responsible citizens.

#### **Provide the school's vision statement.**

Our students will become academically, socially, and behaviorally proficient as we prepare them to transition back to traditional educational settings.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

100% of the student body consist of females ages 13 - 17 in grades 6th - 12th residing full-time in a Department of Juvenile Justice Residential Facility. The students present from all school districts in the State of Florida.

Greater than 95% of the student body arrives at Tampa Residential Academy performing 2 or more years below grade level. Many of our students have experienced significant gaps in school attendance. For many of our students, their enrollment at Tampa Residential Academy represents their greatest period of academic success given our mandatory school attendance policy, differentiated instruction, and intensive Tier 2 and Tier 3 academic and behavioral interventions and supports.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bobo, Cornelius	Principal	<p>The Principal:</p> <ul style="list-style-type: none"> <li>• Directs and coordinates the educational, and administrative activities at the school site.</li> <li>• Demonstrates the Florida principal standards, serves as the instructional leader, and develops and evaluate educational programs to ensure conformance to state, national, and School Board standards.</li> <li>• Develops and coordinates educational programs through meetings with staff and site personnel, review of teacher’s activities, and issuance of directives.</li> <li>• Confers with teachers, students, and site personnel regarding behavioral concerns in and out of the classroom.</li> <li>• Establish and maintains relationships with community organizations and other schools to coordinate educational services.</li> <li>• Requisitions and allocate supplies equipment and instructional material as needed.</li> <li>• Direct preparation of class schedules, cumulative records, and attendance reports.</li> <li>• Plans and monitors school budget.</li> <li>• Conducts staff evaluations and provides constructive feedback in effort to improve instruction and student performance.</li> </ul>
Bates, Caleb	Assistant Principal	<p>The Assistant Principal will:</p> <ul style="list-style-type: none"> <li>• Assist with the provision of instructional, administrative, and operational leadership of the school site.</li> <li>• Makes our shares in the making of decisions in a timely manner, using appropriate levels of involvement so actions may be taken and commitments made by staff and others to ensure a safe and productive learning environment.</li> <li>• Influences the school stakeholders by a variety of means, such as persuasive arguments, set an examples or use an expertise.</li> <li>• Is able to present ideals to others in an open, informative, and non-evaluative manner, is able to write and verbally communicate clearly and concisely.</li> <li>• Uses data to implement and/or adjust curriculum.</li> <li>• Provides instructional supervision gathers, analyzes, and uses data from varied and multiple sources to build relationships.</li> <li>• Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve educational outcomes for students.</li> <li>• Organizes cooperatively with school and site staff and other stakeholders to design and implement ways to</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		reach the goals and mission of the school. • Skillfully facilitates others working together effectively and shows concern for diverse perspectives.
Brabham, Joanne	School Counselor	The School Counselor duties and responsibilities include: • Developing, implementing and managing school guidance programs. • Program student scheduling • Advise and assist students with academic development. • Serves as Testing Chair. • Provide academic advisement and academic interventions as needed to ensure student success. • Ensure academic accommodations are implemented. • Serves as Chair of the Child Study Team.
Judge, Lynette	Other	School Social Worker Provides a variety of professional Services which foster student's social, emotional, and academic growth.  • Works to maximize coping skills for students in residential settings • Provides classroom support through consultation with teachers, administrators, and site personnel. • Promote and support the educational process by meeting the individual needs of students and families within the educational setting and the community. • Provides services including crisis intervention, individual counseling, and parent engagement. • Plans and develops school-based interventions with educators and site personnel. • Works with community agencies to provide support to families. . Assist with Positive Behavioral and Safety Support Plans.
Petro, Eric	Other	Lead teacher • Meets with administrators, teachers and site staff to ensure academic integrity. • Provide academic support to students and teachers assists students. • Administer assessments.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Thursday 9/29/2022, Cornelius Bobo

**Total number of students enrolled at the school.**

27

**Total number of teacher positions allocated to the school.**

7

**Number of teachers with professional teaching certificates?**

7

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

5

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

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data**

**Early Warning Systems**

**2022-23**

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	1	3	4	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	3	4	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**Date this data was collected or last updated**

Friday 8/5/2022

**2021-22 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	3	10	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	3	10	0	14

**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	0	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%					56%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	73%

**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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21

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
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
FRL	8										

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

**Part III: Planning for Improvement**

**Data Analysis**

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

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

Star Test

**Which data component showed the most improvement? What new actions did your school take in this area?**

Focus on identified area of academic weakness based on Star Testing

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

Star results

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

Student lack of focus and best effort performance hinder data as test results are extremely low in Reading and Math.

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

Have students focus on Reading and Math and put forth best efforts during testing.

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

Staff development based on alternative teaching strategies.

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will utilize differentiated instruction to increase student achievement on common assessments. Teachers will administer computer-based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct ongoing progress monitoring, and track academic progress.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All students administered common and statewide assessments will increase their scores in math and reading by 3% over the course of a school year.

All students not achieving level 3 or higher on statewide assessments will receive a minimum of tier 2 academic instructional interventions and an effort to increase academic performance by one bucket level over the course of a school year. I'm going progress monitoring will try students' response to intervention and additional academic supports will be added as needed. Black/African American, Hispanic, and economically disadvantaged students not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

Eric Petro (eric.petro@sdhc.k12.fl.us)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing weekly progress monitoring will be conducted by the classroom teacher; ongoing bi-weekly progress monitoring will be conducted by members of the instructional leadership team. Progress monitoring plans will be reviewed and updated every semester. Incorporation of differentiated instruction via computer-based applications and direct instructions are the evidence-based strategies being implemented.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students present at various academic levels, with most students presenting significantly below grade level, differentiated instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve those academic deficiencies. HCPS offers this research-based strategy as in service to Aid and professional development for teachers throughout the school year.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

Common Assessment will be administered to all students upon enrolling in the program. Data will drive differentiating instruction as specific computer-based tier 2 and tier 3 interventions will be developed and implement it to address areas of deficiency. Black/African American students not achieving level 3 or higher on statewide assessments will receive tier two and tier 3 academic instructional

as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. interventions increasing academic performance by one bucket level over the course of a school year.

**#2. ESSA Subgroup specifically relating to Hispanic**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will utilize differentiated instruction to increase student achievement on common assessments. Teachers will administer computer-based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct ongoing progress monitoring, and track academic progress.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All students administered common and statewide assessments will increase their scores in math and reading by 3% over the course of a school year.

All students not achieving level 3 or higher on statewide assessments will receive a minimum of tier 2 academic instructional interventions and an effort to increase academic performance by one bucket level over the course of a school year. I'm going progress monitoring will try students' response to intervention and additional academic supports will be added as needed. Black/African American, Hispanic, and economically disadvantaged students not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

Eric Petro (eric.petro@sdhc.k12.fl.us)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing weekly progress monitoring will be conducted by the classroom teacher; ongoing bi-weekly progress monitoring will be conducted by members of the instructional leadership team. Progress monitoring plans will be reviewed and updated every semester. Incorporation of differentiated instruction via computer-based applications and direct instructions are the evidence-based strategies being implemented.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students present at various academic levels, with most students presenting significantly below grade level, differentiated instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve those academic deficiencies. HCPS offers this research-based strategy as in service to Aid and professional development for teachers throughout the school year.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

Common Assessment will be administered to all students upon enrolling in the program. Data will drive differentiating instruction as specific computer-based tier 2 and tier 3 interventions will be developed and implement it to address areas of deficiency. Hispanic students not achieving level 3 or higher on statewide assessments will receive tier two and tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.



as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#3. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will utilize differentiated instruction to increase student achievement on common assessments. Teachers will administer computer-based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct ongoing progress monitoring, and track academic progress.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All students administered common and statewide assessments will increase their scores in math and reading by 3% over the course of a school year.

All students not achieving level 3 or higher on statewide assessments will receive a minimum of tier 2 academic instructional interventions and an effort to increase academic performance by one bucket level over the course of a school year. I'm going progress monitoring will try students' response to intervention and additional academic supports will be added as needed. Black/African American, Hispanic, and economically disadvantaged students not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

[no one identified]

**Person responsible for monitoring outcome:**

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing weekly progress monitoring will be conducted by the classroom teacher; ongoing bi-weekly progress monitoring will be conducted by members of the instructional leadership team. Progress monitoring plans will be reviewed and updated every semester. Incorporation of differentiated instruction via computer-based applications and direct instructions are the evidence-based strategies being implemented.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students present at various academic levels, with most students presenting significantly below grade level, differentiated instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve those academic deficiencies. HCPS offers this research-based strategy as in service to Aid and professional development for teachers throughout the school year.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

Common Assessment will be administered to all students upon enrolling in the program. Data will drive differentiating instruction as specific computer-based tier 2 and tier 3 interventions will be developed and implement it to address areas of deficiency. Black/African American, Hispanic, and economically disadvantaged students not achieving level 3 or higher on statewide assessments will receive tier

as it relates to all ESSA

subgroups not meeting the 41% threshold according to the Federal Index.

two and tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2: Measureable Outcome(s)

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

N/A

**Positive Culture & Environment**  
 A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Behavior strategies to improve classroom behavior and prepare students to return to traditional school settings.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Students will check behavior progress monthly on the Treatment Team form.

**Describe how implementation will be progress monitored.**

Formal and informal student meetings

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
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Through bi-monthly informal student chats.

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