

Hillsborough County Public Schools

Alexander Elementary School



2022-23 Schoolwide Improvement Plan

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Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[no web address on file]

Demographics

Principal: Kristina Alvarez

Start Date for this Principal: 5/6/2008

| | |
|--|--|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (69%) 2018-19: A (62%) 2017-18: A (62%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | A | A | A | A |

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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.

Alexander will create a caring and nurturing environment, motivating staff and students to work as a community to learn, grow and achieve their goals together. Our learning community will provide opportunities for personal growth and academic success for all.

Provide the school's vision statement.

Alexander will provide students with life long skills that promote creativity and foster independent thinking through an integrated curriculum in a safe environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------|---|
| Alvarez, Kristina | Principal | <p>The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. - Administers and develops educational programs for students with mental or physical disabilities. - Confers with teachers, students, and parents concerning educational and behavioral problems in school. - Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. - Requisitions and allocates supplies, equipment, and instructional material as needed. - Directs preparation of class schedules, cumulative records, and attendance reports. - Walks about school building and property to monitor safety and security. - Plans and monitors school budget. - Plans for and directs building maintenance. - Performs any other duties as assigned. |
| Melendez, Ivette | School Counselor | <p>The Counselor, Elementary School, is responsible for coordinating and implementing the school's counseling services program to include academic advisement and counseling, developmental guidance, career development, and parent/community involvement.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Provides an ongoing program of individual, small group, and large group counseling services in the areas of social/personal development, academic advisement, and career awareness per the national standards established by the American School Counselor Association. - Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of elementary school students, including schoolwide needs. - Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts. - Addresses individual student needs and refers students to appropriate school and community resources as necessary. - Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate. - Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <ul style="list-style-type: none"> - Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills. - Provides information about appropriate community resources. - Performs any other duties as assigned. |

| | | |
|---------------------|---------------|--|
| Campolong, Lorraine | Reading Coach | <p>The site-based Reading Resource Teacher will be responsible for assisting teachers in meeting students' educational needs.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Assists with the implementation of district initiatives in the area of English Language Arts. - Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences. - Serves as a resource to the school for strategies and materials to increase English Language Arts achievement. - Assists teachers in implementing the Language Arts Florida Standards. Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction. - Assists with professional development opportunities. - Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site based training. - Conducts classroom walk-throughs and provides follow-up with teachers. - Creates assessments for targeted standards, and trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Assists with implementation and administration of district tests. - Conferences with teachers to assist in interpreting assessment data and planning instruction. - Provides small group instruction for selected students. - Assists with English Language Arts competitions. - Assists with textbook implementation. - Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction. - Performs any other duties as assigned. |
|---------------------|---------------|--|

Demographic Information

Principal start date
 Tuesday 5/6/2008, Kristina Alvarez

Number of teachers with a 2022 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.*

7

Number of teachers with a 2022 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

24

Total number of students enrolled at the school

488

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

3

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 91 | 93 | 72 | 61 | 79 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 472 |
| Attendance below 90 percent | 1 | 22 | 11 | 9 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| One or more suspensions | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 18 | 22 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 15 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Number of students with a substantial reading deficiency | 0 | 15 | 6 | 6 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|----|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 7 | 17 | 5 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| 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

Wednesday 8/17/2022

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 | 92 | 95 | 54 | 81 | 80 | 89 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 491 |
| Attendance below 90 percent | 32 | 24 | 16 | 14 | 18 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 |
| 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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 14 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 10 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 7 | 13 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 92 | 95 | 54 | 81 | 80 | 89 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 491 |
| Attendance below 90 percent | 32 | 24 | 16 | 14 | 18 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 14 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 10 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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 | 7 | 13 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 56% | 53% | 56% | | | | 58% | 52% | 57% |
| ELA Learning Gains | 62% | | | | | | 64% | 55% | 58% |
| ELA Lowest 25th Percentile | 61% | | | | | | 56% | 50% | 53% |
| Math Achievement | 80% | 50% | 50% | | | | 74% | 54% | 63% |
| Math Learning Gains | 87% | | | | | | 77% | 57% | 62% |
| Math Lowest 25th Percentile | 78% | | | | | | 49% | 46% | 51% |
| Science Achievement | 62% | 59% | 59% | | | | 57% | 50% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 51% | 52% | -1% | 58% | -7% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 57% | 55% | 2% | 58% | -1% |
| Cohort Comparison | | -51% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 64% | 54% | 10% | 56% | 8% |
| Cohort Comparison | | -57% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 60% | 54% | 6% | 62% | -2% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 78% | 57% | 21% | 64% | 14% |
| Cohort Comparison | | -60% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 75% | 54% | 21% | 60% | 15% |
| Cohort Comparison | | -78% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 51% | 5% | 53% | 3% |
| Cohort Comparison | | | | | | |

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 |
| SWD | 29 | 42 | 64 | 50 | 73 | 64 | 25 | | | | |
| ELL | 49 | 58 | 62 | 79 | 87 | 67 | 63 | | | | |
| HSP | 55 | 62 | 69 | 80 | 88 | 82 | 62 | | | | |
| FRL | 54 | 61 | 63 | 79 | 86 | 76 | 60 | | | | |
| 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 | 40 | 65 | 58 | 58 | 65 | 58 | 24 | | | | |
| ELL | 46 | 71 | 90 | 65 | 68 | 45 | 44 | | | | |
| HSP | 54 | 70 | 80 | 69 | 73 | 47 | 60 | | | | |
| WHT | 64 | | | 57 | | | | | | | |
| FRL | 55 | 68 | 72 | 68 | 74 | 50 | 54 | | | | |
| 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 | 19 | 45 | 44 | 35 | 52 | 38 | 14 | | | | |
| ELL | 52 | 62 | 65 | 73 | 81 | 58 | 50 | | | | |
| HSP | 59 | 64 | 60 | 73 | 77 | 45 | 55 | | | | |
| WHT | 47 | | | 73 | | | | | | | |
| FRL | 56 | 64 | 55 | 72 | 76 | 49 | 53 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 70 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 72 |
| Total Points Earned for the Federal Index | 558 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 49 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 67 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 71 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |

| 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% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 69 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

In reviewing the Spring I-Ready results for 2022 the SWD averaged 46% proficiency in ELA and 47% proficiency in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The SWD subgroup Reading data reflected the greatest need for improvement.

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

A percentage of the SWD students had been instructed the last 2 years in blended settings between virtual and brick and mortar. In 2022, the students were only brick and mortar. Students were in need of intensive instruction that would be provided by resource teachers in a small group setting within the classroom to close the achievement gap.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component showing the most improvement was the ELA SWD moving from 41% in 2021 to 46% in 2022.

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

The SWD students returned to 100% brick and mortar setting and received intensive instruction within their reading block from the teacher and small group intensive instruction from the Reading resource teacher. Retired teachers were also hired to provide ELP afterschool to a target number of SWD students.

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

1. Professional development for teachers to maintain abreast with up-to-date research.
2. The reading and math resource teachers will work with K-5 grade teams to provide strategy lessons for students to demonstrate mastery.
3. The reading and math resource teachers will individually work with students based on reading diagnostic data to increase student achievement.
4. The resource personnel will conduct frequent data with grade level teams to disaggregate student performance and identify additional strategies to increase student achievement.

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.

Content specialist will provide professional development opportunities in:

1. Wonders curriculum K-5
2. Use of Instructional Guides
3. MTSS
4. BEST standards for K-2

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

Utilize weekly faculty meetings to provide mini professional development that address best practices and curriculum updates.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Improve vocabulary instruction in Reading for K-5. Based on data provided along with the given demographics of Alexander Elementary.

Measurable Outcome:

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

Alexander students in the bottom quartile in ELA will improve from the 2021/2022 school year to 70% in the 2022/2023 school year.

Monitoring:

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

Student performance will be monitored with FAST Progress Monitoring Fall, Winter, and Spring. This measure will be used to accurately identify students and their area of need.

Person responsible for monitoring outcome:

Kristina Alvarez (kristina.alvarez@hcps.net)

Evidence-based Strategy:

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

Current area resource teachers in addition to core instruction in whole and small group instruction for targeted students; Professional development for teachers to maintain abreast with up-to-date research.

Rationale for Evidence-based Strategy:

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

Upon disaggregating achievement data (I-Ready, District Baseline assessments, Wonders Screener & 2022 FSA) targeted students will be paired with additional supports in student's area of need to increase achievement.

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.

1. Grade level weekly planning sessions with content specialist.
2. The reading and math resource teachers will work with k-5 grade teams to provide strategy lessons for students to demonstrate mastery. They will individually work with students based on reading diagnostic data to increase student achievement. In addition they will support all grade levels utilizing the district frameworks.
3. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement.
4. Develop checks for understanding and utilize student artifacts that serve as data .
5. Approved volunteers that consist of retired educators and community members will support the SWD students in Reading to close the achievement gap.

Person Responsible

Kristina Alvarez (kristina.alvarez@hcps.net)

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

Based on results from our Spring 2022 I-Ready 53% of K, 42% of 1st and 69% of 2nd performing on grade level or higher. Our SWD subgroup scored proficiently at 20% in K, 18% in 1st, 21% in 2nd. The lowest performing area of ELA being vocabulary.

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

Based on results from our Spring ELA FSA 53% of 3rd graders 3 or higher, 44% of 4th graders scored 3 or higher and 68% of 5th graders scored 3 or higher. Our SWD subgroup scored 50% earning a C overall as a subgroup with the lowest performing area being vocabulary.

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)

Alexander 1st grade SWD students in ELA will improve from the 2021/2022 school year to 50% in the 2022/2023 school year.

Grades 3-5: Measureable Outcome(s)

Alexander SWD students in ELA will improve from the 2021/2022 school year to 55% in the 2022/2023 school year.

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.

Student performance will be monitored with FAST Progress Monitoring Fall, Winter, and Spring. This measure will be used to accurately identify students and their area of need.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Alvarez, Kristina, kristina.alvarez@hcps.net

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?

Current area resource teachers in addition to core instruction in whole and small group instruction for targeted SWD students; Professional development for teachers to maintain abreast with up-to-date research.

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?

Upon disaggregating achievement data (I-Ready, District Baseline assessments, Wonders Screener & 2022 FSA) targeted SWD students will be paired with additional supports in student's area of need to increase achievement.

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 |
|--|---|
| <ol style="list-style-type: none"> 1. Grade level weekly planning sessions with content specialist. 2. The reading and math resource teachers will work with k-5 grade teams to provide strategy lessons for students to demonstrate mastery. They will individually work with students based on reading diagnostic data to increase student achievement. In addition they will support all grade levels utilizing the district frameworks. 3. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement. 4. Develop checks for understanding and utilize student artifacts that serve as data . 5. Approved volunteers that consist of retired educators and community members will support the SWD students in Reading to close the achievement gap. | <p>Alvarez, Kristina, kristina.alvarez@hcps.net</p> |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

We encourage parents to participate in all of our events by sending home flyers, making Parent Link calls, providing Virtual meetings due to the pandemic, Canvas page (Alexander Families) and posting information on our website and Marque. To increase student achievement, we focus on communicating every child's progress to families by engaging parents in parent/teacher conferences and sending home quarterly progress reports. School staff, students, parents and the community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and our community.

Panorama Data: School Culture 67%ile Alexander 61%Hillsborough County

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

Administration - Communication: Flyers / Parent Links / Canvas (Alexander Families) / Webpage / Newsletters

Teachers: Family Nights / Conference Nights / Quarterly progress alerts / Awards Ceremonies / Student of the Month recognition / Winter Concert / Spring Musical

PTA: Daughter Dance / Son Game Night / Fundraising

Community: Chick-fil-A Spirit Night / Book Fair