Bay Crest Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Bay Crest Elementary School

4925 WEBB RD, Tampa, FL 33615

[no web address on file]

Demographics

Principal: Lisa Maltezos   Start Date for this Principal: 5/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (45%) 2017-18: C (45%)
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.

Table of Contents

Bay Crest Elementary School

4925 WEBB RD, Tampa, FL 33615

[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 KG-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	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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 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 a solid foundation that provides a culture for students to become life-long learners.

Provide the school's vision statement.

To be an exemplary school for students and staff by setting high expectations for responsibility, achievement, and empathy.

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
Maltezos, Lisa	Principal	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Swanson, Linda	Assistant Principal	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Falcone, Christina	Teacher, K-12	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Demographic Information

Principal start date

Thursday 5/1/2014, Lisa Maltezos

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.*

3

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.*

7

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

600

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

7

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

7

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	83	87	78	89	79	90	0	0	0	0	0	0	0	506
Attendance below 90 percent	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	
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 2022 statewide FSA ELA assessment	0	0	0	33	29	25	0	0	0	0	0	0	0	87
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	22	16	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	3	2	7	0	0	0	0	0	0	0	0	0	14
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 8/5/2022

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	51	80	90	89	91	95	0	0	0	0	0	0	0	496
Attendance below 90 percent	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	
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	14	26	24	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	34	38	0	0	0	0	0	0	0	89
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	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	1	8	4	8	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	51	80	90	89	91	95	0	0	0	0	0	0	0	496
Attendance below 90 percent	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	
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	14	26	24	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	34	38	0	0	0	0	0	0	0	89
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	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	1	8	4	8	0	0	0	0	0	0	0	0	0	21
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	53%	56%				50%	52%	57%
ELA Learning Gains	66%						57%	55%	58%
ELA Lowest 25th Percentile	64%						65%	50%	53%
Math Achievement	56%	50%	50%				41%	54%	63%
Math Learning Gains	72%						44%	57%	62%
Math Lowest 25th Percentile	56%						25%	46%	51%
Science Achievement	36%	59%	59%				32%	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	54%	52%	2%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	47%	55%	-8%	58%	-11%
Cohort Comparison		-54%				
05	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-47%				

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	49%	54%	-5%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	64%	-24%
Cohort Comparison		-49%				
05	2022					
	2019	27%	54%	-27%	60%	-33%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	51%	-20%	53%	-22%
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	13	63	59	31	72	50	15				
ELL	40	69	67	50	69	67	21				
BLK	43	75		50	73						
HSP	45	68	64	56	74	63	40				
MUL	40			50							
WHT	41	57		59	64		23				
FRL	43	65	62	53	69	55	34				

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	11	20		12			14				
ELL	49	43		37	26		25				
BLK	44			20							
HSP	49	50		40	29		41				
MUL	50										
WHT	54	60		44	55		55				
FRL	46	51	50	36	29	19	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	49	62	18	29	20					
ELL	38	63	69	34	43	32	12				
BLK	46	60		23	28		17				
HSP	45	63	73	40	46	32	28				
MUL	67			42							
WHT	57	38		51	50		48				
FRL	45	56	63	36	45	27	33				

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	57
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	60
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
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	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

A vast majority of students enter below level with the contributing factor being a lack of math foundational
skills leading to frustration and lack of engagement.

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

**5th Grade FSA math and 1st and 3rd grade Iready math data. Formative data supports the FSA data. Students demonstrate learning gaps within foundational skills which lead to high frustration level in the content areas. Students lack of stamina also contributed to low 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?

**FSA math. 27% of students passed on 2019 FSA compared to 60% statewide. Students are consistently low performing due to a gap in foundation skills. A deficit in small group instruction and differentiation is also a factor. Having small groups daily will decrease the gaps in foundation skills and will be able to meet the specific deficit areas.

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

Data from IReady... Why? Collaborative planning, differentiation, instructional practices, guided groups, and academic coaches.

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

**ELP tutoring throughout the day was a factor in increasing math processes. Increase in math vocabulary was implemented schoolwide. Increased computer lab time to focus on Tier 2 and Tier 3 students.

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

Increase data chats to increase student ownership; increase targeted small group instruction for specific domain deficits; decrease the number of BL students who are 1 year below; increase math vocabulary - students use math vocabulary when explaining thinking, implement use of vocabulary school-wide, use turn and talk and small group instruction to increase vocabulary, post vocabulary on word wall with an explanation of the word

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.

1. Provide and participate in Professional Development focused on HOT questions and differentiation (Purchase: resource books & materials, presenter/trainer) and Sanford Harmony (materials, facilitator)
2. Provide and participate in coaching cycles with the Academic Math Coach
3. Provide additional resource staff to support planning, differentiation/small groups, and additional needs based grouping specifically for Black and students with disabilities

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

Providing additional support for ELL students using Imagine Learning to increase their literacy skills in order to read and comprehend the math questions, as well as utilizing math manipulatives to increase understanding with paraprofessional. Implementing tier 2 instructional groups with math coach to close learning gaps in all grade levels.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 FSA math scores, 47% in grade 3 scored at proficiency, which is level 3 or higher. 46% in grade 4 scored at proficiency, and 59% in grade 5 scored at proficiency. Based on FSA and IReady data, math is a critical need area. Using strategies to increase student engagement will lead to closing and preventing learning gaps. Strategies will include collaborative planning, small group differentiated instruction, use of exit tickets, hands on (manipulatives) and critical thinking activities (H.O.T questions), and creating a positive classroom environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Engagement will be measured during walk throughs with 80% or more of the students involved in active learning activities, 80% will participate in STEAM activities including building challenges. 80% of students will increase engagement through use of exit tickets. 80% of students will show gains based on data collected on Data Wall. 80% of classrooms will have implemented community building activities such as 7 Mindsets, CHAMPS, Morning Meetings, etc.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be through site based observation, IReady diagnostic, regular math assessments, and class walk throughs.
Person responsible for monitoring outcome:	Lisa Maltezos (lisa.maltezos@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To increase engagement and student community, we will utilize collaborative planning to include targeted small group/differentiated instruction with a focus on hands on and critical thinking activities, the use of exit tickets, and community building activities (7 Mindsets, CHAMPS, Morning meetings, etc).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	We are utilizing these strategies to increase engagement and close/prevent the learning gaps, and increase student achievement.

**selecting this
strategy.**

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.

Provide and participate in Professional Development (Teach me Tuesday) focused on HOT questions, student ownership, and differentiation (Purchase: resource books & materials, presenter/trainer) and character education (materials, facilitator)

**Person
Responsible**   Lisa Maltezos (lisa.maltezos@hcps.net)

Participate in district mini math professional developments

**Person
Responsible**   Linda Swanson (linda.swanson@hcps.net)

Provide additional resource staff to support planning and differentiation/small groups

**Person
Responsible**   Linda Swanson (linda.swanson@hcps.net)

Support student engagement and learning through STEAM implementation, and consumable resources to support all of the above

**Person
Responsible**   Linda Swanson (linda.swanson@hcps.net)

#2. 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.	Based on the 2022 ELA FSA scores, 33% in grade 3 scored at proficiency, which is level 3 or higher. 49% in grade 4 scored at proficiency, and 40% in grade 5 scored at proficiency. This score was due to lack of student engagement. By focusing on ELA, the instructional improvements will include increased planning with academic coach to increase student engagement resulting in an improvement in student proficiency on FSA ELA 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Engagement will be measured during walk throughs with 80% or more of the students involved in active learning activities, 80% of students will increase engagement through use of exit tickets. 80% of students will show gains based on data collected on Data Wall. Grades 3 will be 55% proficiency, 4th grade 50% proficiency, and 5th grade 55% proficiency on ELA FSA 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	***Monitoring will be through IReady, class walkthroughs, K-2 Wonders Screener, and B.E.S.T. progress monitoring.
Person responsible for monitoring outcome:	Lisa Maltezos (lisa.maltezos@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To increase engagement and student community, we will utilize collaborative planning to include targeted small group/differentiated instruction critical thinking activities, the use of exit tickets.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We are utilizing these strategies to increase engagement and close/prevent the learning gaps, and increase student proficiency in ELA.

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.

HOT Questions professional development

Person Responsible	Lisa Maltezos (lisa.maltezos@hcps.net)

Implement Internalization planning with Wonders units

Person Responsible	Lisa Maltezos (lisa.maltezos@hcps.net)

Develop plan to provide teachers with additional collaborative planning opportunities on a regular basis

Person Responsible   Lisa Maltezos (lisa.maltezos@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

Kindergarten and 1st grade students lacked foundational skills based on the Wonders screener.
By focusing on ELA, the instructional improvements will include increased planning with internalization to increase foundational skills resulting in an improvement in student proficiency on FAST assessment

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

Based on the 2022 ELA FSA scores, 33% in grade 3 scored at proficiency, which is level 3 or higher. 49% in grade 4 scored at proficiency, and 40% in grade 5 scored at proficiency. This score was due to lack of student engagement. By focusing on ELA, the instructional improvements will include increased planning with internalization to increase student engagement resulting in an improvement in student proficiency on FAST ELA 2023.

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)

**Engagement will be measured during walk throughs with 80% or more of the students involved in active learning activities, 80% of students will increase engagement through use of exit tickets. 80% of students will show gains based on data collected on Data Wall. Grade K will be 50% proficiency, 1st grade 50% proficiency, and 2nd grade 50% proficiency.

Grades 3-5: Measureable Outcome(s)

Engagement will be measured during walk throughs with 80% or more of the students involved in active learning activities, 80% of students will increase engagement through use of exit tickets. 80% of students will show gains based on data collected on Data Wall. Grades 3 will be 55% proficiency, 4th grade 55% proficiency, and 5th grade 65% proficiency on ELA FAST 2023.

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.

Monitoring will be through IReady, class walkthroughs, and FAST progress monitoring.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Swanson, Linda, linda.swanson@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?

To increase engagement and student community, we will utilize collaborative planning to include targeted small group/differentiated instruction with a focus on hands on and critical thinking activities, the use of exit tickets, and community building activities (7 Mindsets, CHAMPS, Morning meetings, etc).

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?

We are utilizing these strategies to increase engagement and close/prevent the learning gaps, and increase student proficiency in ELA.

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
Provide and participate in professional development (Teach me Tuesday) focused on HOT questions, student ownership, and differentiation (Purchase: resource books and materials, presenter/trainer) and character education (materials, facilitator)	Swanson, Linda, linda.swanson@hcps.net
Implement Internalization planning with Wonders units with reading coach	Swanson, Linda, linda.swanson@hcps.net
Provide additional resource staff to support planning and differentiation/small groups.	Swanson, Linda, linda.swanson@hcps.net

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 will build positive relationships with parents and families through our SAC meetings, PAC meetings to create positive interactions with our ELL families, educate and engage families in their student's learning through Parent and Family Involvement nights, data sharing conferences, and access to translation resources for our non-English speaking families. Community stakeholders will help fulfill the school mission through participation in our SAC committee.

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

isa Maltezos - Principal
Linda Swanson - Assistant Principal
Jessica Wahnon - Guidance Counselor
Carolyn Delgado - ELL Resource Teacher
Nicole Talamantez - Parent/Family Engagement Liaison
Christina Falcone - SAC Chair
Classroom Teachers