Brooker Elementary School

2022-23 Schoolwide Improvement Plan

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Brooker Elementary School

812 DEWOLF RD, Brandon, FL 33511

[no web address on file]

Demographics

Principal: Roy Moral   Start Date for this Principal: 7/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (58%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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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	No	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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SIP Authority

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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.

Empower leadership skills in all learners as they pursue academic excellence and develop socially responsive mindsets as responsible citizens.

Provide the school's vision statement.

Empowering Lifelong Learners

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
Koplin, Heidi	Principal	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. Manage assigned clerical staff and subordinate professional personnel in one or more sections of the department. Take responsibility for the overall direction, coordination, and evaluation of assigned teams. Carry out supervisory responsibilities in accordance with the district's policies and applicable state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
Norris, Amber	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses;

Name	Position Title	Job Duties and Responsibilities
		analyzes alternatives and perspectives when solving a problem or making a decision.
		Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.
		Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.
		Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
		Assists with oversight of and responsibility for: school's instructional program and its results. safety and discipline of school's students. school's human resources selections, management, and development. school's business and research efforts. accuracy and timeliness of the school's records and reports. school's administration and operation. school's property and physical plant.
		Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned.
Willoughby, Candy	SAC Member	Coordinate the School Advisory Committee meetings and agendas. Communicate with the committee members, share minutes, and receive information about topics. Complete the SIP and maintain accurate records.
	Behavior Specialist	Coaches teachers and assists with implementation and modeling of behavior strategies within the classroom.
		Delivers classroom management training, attends required and non-required trainings related to job skills, and/or provides follow-up to district-level training.
		Assists with data collection and implementation of Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) processes.
		Develops a schoolwide discipline plan in conjunction with school administrators.

Name	Position Title	Job Duties and Responsibilities
		Assists with individual behavior contracts, and conducts social skills groups.
		Possess a high-level understanding of behavior management strategies and methodologies. Creates effective management systems, and determines appropriate positive behavior supports.
		Communicates effectively with parents, peers, and administration, including both verbal and nonverbal de-escalation skills.
		Supports the Problem-Solving Leadership Team (PSLT) in implementation of Problem Solving Response to Intervention (PSRtI) and schoolwide Positive Behavior Systems (PBS).
		Performs any other duties as assigned.

Demographic Information

Principal start date
Sunday 7/18/2021, Roy Moral

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.*
2

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.*
11

Total number of teacher positions allocated to the school
56

Total number of students enrolled at the school
695

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	43	126	126	114	114	135	0	0	0	0	0	0	0	658
Attendance below 90 percent	27	34	29	19	25	41	0	0	0	0	0	0	0	175
One or more suspensions	0	4	4	2	6	9	0	0	0	0	0	0	0	25
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	13	22	34	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	17	38	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	1	10	6	9	17	0	0	0	0	0	0	0	43

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	1	0	5	1	4	0	0	0	0	0	0	0	11

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	1	9	2	3	1	0	0	0	0	0	0	0	0	16
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

Wednesday 7/13/2022

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	115	124	116	118	132	158	0	0	0	0	0	0	0	763
Attendance below 90 percent	5	18	15	13	11	21	0	0	0	0	0	0	0	83
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	3	20	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
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	3	2	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

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

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	115	124	116	118	132	158	0	0	0	0	0	0	0	763
Attendance below 90 percent	5	18	15	13	11	21	0	0	0	0	0	0	0	83
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	3	20	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
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	3	2	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	53%	56%				63%	52%	57%
ELA Learning Gains	59%						60%	55%	58%
ELA Lowest 25th Percentile	43%						48%	50%	53%
Math Achievement	63%	50%	50%				64%	54%	63%
Math Learning Gains	61%						61%	57%	62%
Math Lowest 25th Percentile	52%						44%	46%	51%
Science Achievement	48%	59%	59%				63%	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	61%	52%	9%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	58%	55%	3%	58%	0%
Cohort Comparison		-61%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-58%				

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	67%	54%	13%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	61%	57%	4%	64%	-3%
Cohort Comparison		-67%				
05	2022					
	2019	60%	54%	6%	60%	0%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	51%	9%	53%	7%
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	31	40	38	29	51	45	13				
ELL	53	66	42	57	69	62	46				
ASN	85	85		85	100						
BLK	33	34	33	33	47	39	10				
HSP	62	66	50	65	64	57	55				
MUL	52	55		63	50		54				
WHT	64	59	40	67	61	57	52				
FRL	52	57	48	54	59	52	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	22	29	32	21	18	10				
ELL	50	60		46	33		60				
ASN	93			100							
BLK	33	73		43	55		30				
HSP	54	52	30	43	26	8	32				
MUL	51	40		50	50		60				
WHT	62	53	40	64	44	13	44				
FRL	45	44	44	48	34	17	35				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	48	42	31	46	45	29				
ELL	56	47	21	64	55	25	47				
ASN	100	70		100	80						
BLK	44	47	50	49	44	36	69				
HSP	58	57	35	59	62	46	55				
MUL	78	81		68	52		83				
WHT	64	62	55	68	65	52	61				
FRL	51	53	44	54	50	34	48				

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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	59
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	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	55
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 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	57
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	53
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?

The percentage of students meeting typical annual growth is declining.
42% of students with disabilities made typical growth, whereas 58% of non-ESE students made typical growth. This is a difference of 16% points.
Black, male students receive a higher discipline referral rate.

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

Based on iReady diagnostics and FSA results, it is evident that we need to focus on ensuring every student is make a year's growth or making learning gains. 40% of students in bottom quartile made gains.

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

Students continue to have gaps in learning from the pandemic. Alignment of school structures --Culture, Planning, Instruction, and Assessment will provide opportunities to set clear goals for each student, address the T1 instructional needs, and plan for assessing student growth toward target.

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

Math bottom quartile gains grew from 14% in 2020 to 41% in 2021. The 4th grade students showed a larger gain than did the 5th grade students.

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

We identified each students prior year FSA score and iREady baseline. Teacher teams collaborated and identified what performance level was required for each student to make gains. During planning, teams selected resources to address areas of need.

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

Collaborative planning will be needed to identify strong instructional practices that will address Tier 1 needs. Planning for addressing common areas of need and implementing within the daily lessons. During collaborative planning, teams will identify what a student will need to be able to do/know/understand and align assessment to be capture evidence of learning and growth in the moment.

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.

Monthly PD-
August - Culture and PBIS
September - ELLevation - using strategies to reach all students
October - Designing/Using Assessment
November - Engagement - Discussion Strategies
January - Determining Impact - Using data
February - MTSS-Tier 2

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

Time will be set aside for team planning each week on Tuesdays. A Lesson Planner will help capture important pieces to address bottom quartile student needs.
Support from district resource teachers to sustain healthy, effective team focus on growth.

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 Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In reviewing the data, it was evident that roughly 55% of students made growth (1-year typical) as measured by iReady. According to FSA, roughly 59% of students made gains. The focus will be on setting growth goals for each student.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of students will make one year's growth as measured by progress monitoring tool by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Use of data analysis following the progress monitoring windows to identify the students making adequate growth and those students needing additional support to make those same gains.
Person responsible for monitoring outcome:	Amber Norris (amber.norris@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative planning to include monitoring student growth goals and goal setting aligned to school, grade, class, student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing clarity around what the goal is and developing a clear path for students to make at least one year's growth is crucial to helping students build their self-efficacy. Hattie's (2018) meta-analysis reports that Goal setting has an effect size of 0.59. Teacher Clarity has an effect size of 0.75.

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

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Effective collaborative planning supports teacher development of clear objectives, learning targets, and selecting rigorous tasks aligned to BEST benchmarks. Teachers are better prepared to help students develop success criteria.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	80% of students will meet criteria for success as measured by informal teacher assessments embedded in rigorous tasks.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student success as determined by teacher created informal assessments embedded in the rigorous task.
Person responsible for monitoring outcome:	Heidi Koplin (heidi.koplin@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers identify informal assessment, and uses the assessment to provide immediate instructional response. Providing meaningful, constructive, timely feedback to grow student skill.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Co-creating success criteria and providing powerful feedback to students develops student self-efficacy.

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

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers need to have a full understanding of the benchmarks to ensure a full year's academic growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of students make a year's growth on the progress monitoring, given 3 times per year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring tools provided by school district(iReady) and state (STAR and Cambium).
Person responsible for monitoring outcome:	Heidi Koplin (heidi.koplin@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers develop evidence of learning and criteria for success (planning) and post the learning targets for students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teacher Clarity has an effect size of 0.75 (Hattie, 2018).
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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	42% of students with disabilities made typical growth, whereas 58% of non-ESE students made typical growth.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of students will make a year's growth as measured by progress monitoring three times/year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District progress monitoring tools along with student goal setting.
Person responsible for monitoring outcome:	Amber Norris (amber.norris@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional development will be provided throughout the school year to provide clarity around tier 1 instruction and responding to learner needs. Professional development on creating a culture of success for all students and building student ownership and self-efficacy.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teacher and students belief about their ability to overcome challenging situations is important. Self-efficacy has an effect size of 0.92.

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

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.

Schoolwide Tier 1 development of Positive Behavior Intervention Systems (PBIS) will focus on providing clear expectations, rules, and procedures for all students. In addition, the implementation of 7 Mindsets SEL curriculum will be coordinated to further support a positive learning culture and build rapport and relationships with both teachers and peers. Stakeholders will be included in developing and providing necessary feedback to ensure that the needs of all students are met through the Tier 1 plan.

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

Meagan Jones-Denton, Behavior Resource Teacher, will provide coaching and support at the school and classroom level. She will collect and analyze behavior data and survey data to monitor the Tier 1 PBIS system. Identification of students requiring additional coaching and support will be identified using a variety of data.

Sara Allen, school counselor, will support the classroom teachers with the implementation 7 Mindsets lessons and resources. In addition, she will provide classroom lessons to focus on key areas. Sarah Allen will provide counseling groups to meet the needs of students.

Juanita Colleton, social worker, will analyze school discipline and attendance data. She will support classroom teachers in conferencing with parents/guardians whose child is not attending school regularly to develop a plan to encourage improved attendance. Ms. Colleton schedules social-emotional groups to support students and provides IEP counseling.