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# Burney Elementary School

901 S EVERS ST, Plant City, FL 33563

[ no web address on file ]

## Demographics

**Principal: Brooke Quinlan**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (45%) 2018-19: D (35%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Burney Elementary School

901 S EVERS ST, Plant City, FL 33563

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">84%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	D	D	D

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## SIP Authority

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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.**

Provide a supportive and engaging learning environment for all students.

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

We support the District’s vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

Our vision is to prepare students to be life-long learners and contributing members of their communities.

### 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
Quinlan, Brooke	Principal	Principal will monitor all systems, support all personnel with professional development and foster a community of student academic excellence.
Sandoval, Maribel	Math Coach	Facilitate planning and internalization sessions. Report data to Principal and stakeholders in regards to progress of student achievement. Provide coaching to all teachers.
Walsky, Kristen	Reading Coach	Facilitate planning and internalization sessions. Report data to Principal and stakeholders in regards to progress of student achievement. Provide coaching to all teachers.
Holbrook, Amanda	Instructional Coach	Support teachers will the implementation of Tier 1 Behavior and Academic Systems. Provide coaching on interventions from our resource map.
Zamora, Lilia	ELL Compliance Specialist	Provide coaching and instructional support to all teachers will ELL students. Monitor the data of her subgroup and share with stakeholders.
Braglin, Megan	Assistant Principal	Ms. Braglin will assist in the monitoring of all school-based objectives.

### Demographic Information

**Principal start date**

Thursday 7/1/2021, Brooke Quinlan

**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.*

0

**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.*

9

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

20

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

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

2

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

3

**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	53	54	41	48	54	49	0	0	0	0	0	0	0	299
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	6	5	0	0	0	0	0	0	0	12
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	0	19	17	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	9	10	10	10	7	0	0	0	0	0	0	0	46

**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	1	6	0	0	0	0	0	0	0	7



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	8	0	5	0	0	0	0	0	0	0	0	0	20
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 8/12/2022

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	57	54	50	60	53	70	0	0	0	0	0	0	0	344
Attendance below 90 percent	18	13	12	14	12	18	0	0	0	0	0	0	0	87
One or more suspensions	1	0	0	4	1	2	0	0	0	0	0	0	0	8
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	21	18	17	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	14	11	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	34	42	27	45	29	36	0	0	0	0	0	0	0	213

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	18	13	12	14	12	17	0	0	0	0	0	0	0	86

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	10	0	0	0	0	0	0	0	0	0	10
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	57	54	50	60	53	70	0	0	0	0	0	0	0	344
Attendance below 90 percent	18	13	12	14	12	18	0	0	0	0	0	0	0	87
One or more suspensions	1	0	0	4	1	2	0	0	0	0	0	0	0	8
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	21	18	17	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	14	11	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	34	42	27	45	29	36	0	0	0	0	0	0	0	213

**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	18	13	12	14	12	17	0	0	0	0	0	0	0	86

**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	10	0	0	0	0	0	0	0	0	0	10
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	31%	53%	56%				27%	52%	57%
ELA Learning Gains	50%						35%	55%	58%
ELA Lowest 25th Percentile	36%						38%	50%	53%
Math Achievement	40%	50%	50%				40%	54%	63%
Math Learning Gains	67%						47%	57%	62%
Math Lowest 25th Percentile	59%						35%	46%	51%
Science Achievement	29%	59%	59%				22%	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	29%	52%	-23%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	21%	55%	-34%	58%	-37%
Cohort Comparison		-29%				
05	2022					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-21%				

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	29%	54%	-25%	62%	-33%
Cohort Comparison		0%				
04	2022					
	2019	43%	57%	-14%	64%	-21%
Cohort Comparison		-29%				
05	2022					
	2019	42%	54%	-12%	60%	-18%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	51%	-28%	53%	-30%
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	11	32	22	26	65	62	17				
ELL	29	56	30	40	61	50	27				
BLK	21	39	36	27	61	64	18				
HSP	32	52	25	44	68	58	29				
WHT	46	59		50	76		45				
FRL	30	49	36	39	69	62	30				
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	10	38		12	30						
ELL	29	52		25	24		25				
BLK	18	35		12	26		17				
HSP	35	52		28	28		21				
WHT	43			29							
FRL	29	40	40	22	27	43	14				
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	6	24	33	16	23	14	9				
ELL	24	27		41	51	38	6				
BLK	22	39	38	25	37		8				
HSP	28	32	36	46	51	50	23				
WHT	36			38	40						
FRL	27	35	39	40	46	32	22				

**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	45
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	45
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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	55
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	45
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?**

Improvement in gains for math across all grade levels and subgroups. Improvement in math proficiency for all grade levels and subgroups. Improvement in reading gains across intermediate grade levels.

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

In primary grades K-2 a significant number of students are below level in Phonics, Phonological Awareness and vocabulary according to the spring 2022 iReady Diagnostic. Students with disabilities made significant year over year progress, but is still indicated as an F. LPQ ELA students saw a significant decrease.

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

- Limited direct instruction in foundational skills
- Emphasis on comprehension during whole and small-group instruction
- Inconsistent fidelity with SIPPS
- According to our teacher insight data, a low percentage of students at my school support their answers and their thinking

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

- Math proficiency, math gains, math LPQ and 5th grade science

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

- Data Chats
- Strategic spiral review
- Data driven small groups

- Compacted spiral review of 3rd-5th science standards through missions
- ELP and Saturday Academy
- Consistent Coaching Cycles with feedback
- Internalization of standards, tasks and assessments prior to each unit/standard

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

- SIPPS fidelity for phonics, consistently following appropriate pace and scope and sequence
- Continue refining data-based groups
- Student based discussion

**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.**

- SIPPS Training
- Training on Academic Discourse
- BEST Standards Training

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

-ILT will be the main driving factor for professional development at Burney Elementary School to ensure that the learning is staff driven, not leader driven.

**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 Standards-aligned Instruction**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The data below indicates a need to continue the focus on Standards-Aligned instruction and task alignment through common planning. Teachers and instructional coaches will plan weekly to design common opportunities for discussion and tasks and review the results of those common assessments during planning with a specific focus on our Students With Disabilities and our African American Students.  
 In the 2021-2022 school year math proficiency increased by 17% in grades 3-5 and math gains increased by 32%. ELA gains increased by 5%. This was a direct result of deep knowledge and understanding of grade-level standards. Science proficiency in 5th grade was below expectation at 29%.

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

According to the FAST assessment 50 percent of our students in K-5 will be at the 50th percentile in both reading and math by the spring administration. According to the FSSA, 50% of our students will be at a level 3 or higher. Our SWD will increase their ELA & Math proficiency by 10%. Our African American students will increase ELA & Math Proficiency by 10%

In the area of mathematics 50 percent of our students will be considered proficient on unit/district assessments. Bi-Weekly Friday Five assessments will be provided to monitor progress by standards.  
 In the area of ELA 50% of our students will be on track for college and career readiness after each month.

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

In science the common mini-assessments will be used to track proficiency by standard.  
 80% of math lessons focuses on course-specific strand(s) and/or benchmark(s).  
 80% of math lessons intentionally targets the aspect(s) of conceptual understanding, procedural skill, fluency, and application, called for by the benchmarks being addressed.  
 80% of lessons provides opportunities for the students to engage in tasks and texts that are aligned to the grade-level benchmarks.  
 80% of lessons are intentionally planned with the ELA Expectations (EEs) in mind.

**Person responsible for monitoring outcome:**

Brooke Quinlan (brooke.quinlan@hcps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Common planning with a focus on tasks and opportunities for discussion discussion aligned with B.E.S.T.  
 Internalizations that provide teachers with an opportunity to have a deep dive into tasks, texts and benchmarks.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the**

In the 2021-2022 school year math proficiency increased by 17% in grades 3-5 and math gains increased by 32%. ELA gains increased by 5%. This was a direct result of deep knowledge and understanding of grade-level standards.



**resources/criteria  
used for 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.

Instructional Coaches will lead internalizations that will focus on learning the new B.E.S.T. Standards and correlating Achievement Level Descriptors.

**Person Responsible** Brooke Quinlan (brooke.quinlan@hcps.net)

Common planning will happen weekly with a focus on standards-aligned tasks and discussion questions that will be used to help build understanding. Tasks and Questions will align with Benchmarks and Achievement Level Descriptors.

**Person Responsible** Brooke Quinlan (brooke.quinlan@hcps.net)

Common lesson plans with common B.E.S.T. assessments will be implemented daily by teachers. Assessment data will be regularly reviewed by the Academic Leadership team to determine trends for our ESE and African American students.

**Person Responsible** Brooke Quinlan (brooke.quinlan@hcps.net)

RTI Specialist Amanda Holbrook will utilize our subgroup data to monitor fidelity of tiered instruction for African American and ESE subgroups.

**Person Responsible** Amanda Holbrook (amanda.holbrook@hcps.net)

SWD and African-American students will receive additional tutoring with Standards Aligned Tasks during ELP and Saturday school with a specific focus on multi-sensory learning.

**Person Responsible** Megan Braglin (megan.braglin@hcps.net)

**#2. 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.**

Coaching with a focus on discussion opportunities and strategies from Get Better Faster, Student Centered Coaching: The Moves and Kagan will be our main tool to increasing the student's ability to explain their thinking and support their answers by 20% (up from 25%).

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

60% of our students will elaborate on initial thoughts to explain their thinking in math according to classroom walkthroughs.  
 60% of our students will talk about and ask questions about each other's thinking to clarify or improve their mathematical thinking according to classroom walkthroughs.  
 60% of our students will talk about and ask questions about each other's thinking to clarify or improve their understanding in both ela and science according to walkthroughs.  
 60% of students elaborate on their initial thoughts and the thoughts of others to explain their thinking according to walkthroughs.  
 60% of coaching cycles will see at 20% increase in students showing mastery at the end of the cycle.

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

ILT and admin will use look-fors determined from the Four Principles of Excellent Instruction to conduct walkthroughs 2 times monthly.

**Person responsible for monitoring outcome:**

Lilia Zamora (lilia.zamora@hcps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Instructional Coaches will complete 1-1 or small group coaching cycles with each teacher. The coaching cycles will focus on using discussion as an engagement and assessment tool. At the onset of each coaching cycle data will be collected to determine preparedness of instruction of benchmark(s). At the conclusion of each coaching cycle post assessment data will be collected to determine impact on student achievement.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The coaching indicators on the District Insight survey were in the top 25% of district schools showing the teachers benefit from the coaching model. However, our discussion data did not increase suggestion a need for coaching in that area.

**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.

ILT will define key words used in look-fors for teachers by September 2022.

**Person Responsible** Lilia Zamora (lilia.zamora@hcps.net)

ILT will demonstrate effective discussion during faculty meeting using language and suggestions from Get Better Faster, Student Centered Coaching: The Moves, and Kagan monthly during faculty meeting.

**Person Responsible** Lilia Zamora (lilia.zamora@hcps.net)

Instructional Coaches will begin coaching in August 2022. Each teachers will receive a one coaching cycle by the end of January 2022 that will focus on discussion as a tool for engagement in the classroom.

**Person Responsible** Lilia Zamora (lilia.zamora@hcps.net)

**#3. Positive Culture and Environment specifically relating to School Culture**

**Area of Focus** Classroom and School Student Culture was deemed a critical need based on the below data. SEL through the use of 7 mindsets, PBIS and our House system will be key levers for improving our student culture data detailed below.

**Description and Rationale:** 63% of students at Burney Elementary felt that other students did not treat one another with respect.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** 59 students at Burney Elementary had at least 1 referral during the 21-22 school year.  
127 Referral incidents were recorded during the 2122 school year.

**Measurable Outcome:**

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

According to our Fall Panorama Survey 50% of students at Burney Elementary will feel that other students do not treat them with respect.  
According to our Spring Panorama Survey 35% of students at Burney Elementary will feel that other students do not treat them with respect.  
Number of students with referrals will decrease by 12 students, a 20% decrease.

**Monitoring:**

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

Behavior Trackers for horseplay, disrespect and disruption will decrease compared to 21-22 data by 10%.  
PBIS walkthrough trend data will indicate an 85% implementation rate.  
Class Dojo usage will be at 100% school-wide.

**Person responsible for monitoring outcome:**

Amanda Holbrook (amanda.holbrook@hcps.net)

**Evidence-based Strategy:**

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

PBIS will be implemented school wide. Students will earn 10 bucks per day for following Behavior Expectations. Students will also be eligible to earn house points to create a collective effort to improve behavior across grade levels. These bonus points will be given for following behavior expectations outside of the classroom or for going above and beyond. Seven mindsets-SEL will be implemented as a tool to build emotional competency and build relationships.

**Rationale for Evidence-based Strategy:**

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

Since the data above suggested disconnection among students, combining the House Sysytem with our traditional PBIS system will increase behaviors.

**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.

Teachers will be trained on expectations using the expectation grid in August 2022.

**Person Responsible** Kimberley Guion (kimberley.guion@hcps.net)

Students will be trained on expectation stations in August, October, January, and March.

**Person Responsible** Kimberley Guion (kimberley.guion@hcps.net)

PBIS events will be held bi-monthly to reinforce positive behaviors.

**Person Responsible** Amanda Holbrook (amanda.holbrook@hcps.net)

Teachers will deliver 7 Mindsets lessons 1 per week.

**Person Responsible** Kimberley Guion (kimberley.guion@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

Grades K-2 will focus on Foundational Skills during planning using SIPPS and Wonders Foundational Skills to increase reading fluency and decoding based on previous years foundational skills data from the Wonders Screener.

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

Grades 3-5 will focus on building fluency and decoding with specific students, and also focus on the presentation and delivery of effective reading practices based on FSA data.

**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)**

80% of our students will increase their foundational skills levels using the SIPPS mastery tests to achieve grade level phonics skills by May 2023.

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

80% of our students will increase their lexile by 100 points according to the Achieve Diagnostic Test by May 2023

50% of our students will be proficient in reading according to the F.A.S.T. Spring Assessment.

**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.

Students will take the FAST assessment three times a year, Achieve Level reset placement monthly, Progress Monitoring using the SIPPS Mastery tests.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Walsky, Kristen, kristen.walsky@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?

SIPPS is a foundational skills program that is evidence based to teach phonics and decoding skills to all learners. Achieve 3000 is a reading program that is evidence based to increase reading lexile levels in students. These programs align to our reading plan and also align to the BEST ELA standards.

**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?

These programs are purchased by the county as effective programs to move kids in reading. SIPPS provides foundational and decoding skills for reading, while Achieve 300 uses high quality, high interest lessons to increase reading fluency and reading levels.

**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
Literacy Coaching using a coteach model will be used to address instructional practices and delivery to meet the needs of all learning.	Walsky, Kristen, kristen.walsky@hcps.net
Professional Learning will be utilized to teach effective practices through trainings on foundational skills, literacy, and classroom management of routines	Walsky, Kristen, kristen.walsky@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.**

Burney Elementary School takes a proactive approach to building a positive school culture. As part of our Tier 1 systems, Burney teachers utilize the PBIS system. Throughout the day, students are eligible to earn up to 15 Burney Bucks for appropriately following our school wide expectations also known as, The Burney



Bs:

-Be Safe, Be Responsible, Be Motivated, Be Respectful

Students can spend these bucks on classroom prizes, at schoolwide events or at the school store.

In order to build the culture, we are asking that the student choose the incentives through classroom surveys. Not only will this build buy in, but it will also build excitement towards the event.

The fidelity and implementation of our PBIS system is monitored by our Response to Intervention teacher, who is the leader of our PBIS team. This Team will meet monthly to review Tier 1 PBIS data including behavior tracker data and attendance at PBIS events etc.

Burney Elementary School is initiating the House System to create whole school community. The students and staff are divided into four different houses. The Houses tie back to our Burney B's : House of Safety (Yellow), House of Responsibility (Blue), House of Motivation (Green) and House of Respect (Red).

Students can earn Bonus House points for their house for going above and beyond at school. Houses will meet on a regular basis across grade levels to promote community. House meetings can tie back to SEL lessons, 7 Mindsets or any skill needing practice. At the end of each Quarter the House with the most points wins bragging rights and flag is flown for the community to see.

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

Teachers and Staff at Burney Elementary School will promote positive culture for students by using Class-Dojo for our Tier I system. Teachers will reward students with points as they comply to our Burney B's. As students collect points, they have the opportunity to spend their points in their classroom, monthly PBIS event, or pop-up events. Parents also have the ability to login to their parent portal daily to see how many points their child has earned, followed by comments from the classroom teacher. In order to keep students excited with the monthly events, stakeholders, and staff have help contribute items to the school store as well. Students will contribute to their House points by striving for above and beyond expectations. House points will be awarded by admin team and tracked using Class Dojo. Students and staff will participate in regular House Meetings to discuss various topics and create community across grade levels.