

Hillsborough County Public Schools

Clair Mel Elementary School



2022-23 Schoolwide Improvement Plan

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Clair Mel Elementary School

1025 S 78TH ST, Tampa, FL 33619

[no web address on file]

Demographics

Principal: Gloria Waite

Start Date for this Principal: 7/25/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (52%) 2018-19: C (46%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Clair Mel Elementary School

1025 S 78TH ST, Tampa, FL 33619

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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SIP Authority

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<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.

At Clair-Mel Elementary, we encourage success in our school and throughout the community by establishing a climate of collaboration based upon shared goals and expectations.

Provide the school's vision statement.:

At Clair-Mel Elementary, we are developing successful, productive citizens who make positive differences.

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
Waite, Gloria	Principal	The principal serves as the instructional leader, engages stakeholders and collaborates with others.
Falkenmayer, Christine	Assistant Principal	The APEI supports the role of the principal on the leadership team and supports curriculum needs of the school as well as organizes assessment calendars.
Dalmida, Janice	Reading Coach	Ensures the fidelity of instruction in reading. Monitors and analyzes data as it is available with teachers and administration. Coaches teachers on effective practices related to reading.
Stack, Amy	Math Coach	Ensures the fidelity of instruction in math. Monitors and analyzes data as it is available with teachers and administration. Coaches teachers on effective practices related to math.
Davis, Melissa	Teacher, K-12	In the role of MTSS resource teacher and ESE contact, ensures the MTSS process is followed with fidelity. Works with the PBIS team to ensure fidelity of the Tier 1 plan as well as monitoring the data to adjust the plan as appropriate. Ensures fidelity of IEP's in the regular Ed and ESE classroom.
Rodriguez, Lisandra	Teacher, K-12	Ensure the fidelity of ELL accommodations and services for our students who are in the ELL program. Ensure supports are provided to classroom teachers in acceleration of our students language acquisition. Monitoring the fidelity of the Imagine learning program by tracking student data and supporting teachers in reaching the weekly goals with students.

Demographic Information

Principal start date

Tuesday 7/25/2017, Gloria Waite

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.*

6

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

408

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

3

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

4

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	62	57	58	68	77	56	0	0	0	0	0	0	0	378
Attendance below 90 percent	0	20	11	20	25	10	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	2	2	2	0	0	0	0	0	0	0	6
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	8	0	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	8	15	0	0	0	0	0	0	0	0	23

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	2	0	10	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	16	0	0	0	0	0	0	0	0	18

Date this data was collected or last updated

Sunday 8/21/2022

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	12	63	64	94	52	66	0	0	0	0	0	0	0	351
Attendance below 90 percent	0	15	22	22	16	18	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	1	3	0	0	0	0	0	0	0	4
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	20	19	21	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	35	33	0	0	0	0	0	0	0	91
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	1	1	0	0	0	0	0	0	0	2

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	12	63	64	94	52	66	0	0	0	0	0	0	0	351
Attendance below 90 percent	0	15	22	22	16	18	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	1	3	0	0	0	0	0	0	0	4
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	20	19	21	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	35	33	0	0	0	0	0	0	0	91
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	1	1	0	0	0	0	0	0	0	2

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	43%	53%	56%				44%	52%	57%
ELA Learning Gains	62%						56%	55%	58%
ELA Lowest 25th Percentile	64%						62%	50%	53%
Math Achievement	50%	50%	50%				36%	54%	63%
Math Learning Gains	64%						42%	57%	62%
Math Lowest 25th Percentile	54%						55%	46%	51%
Science Achievement	28%	59%	59%				25%	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	41%	52%	-11%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	42%	55%	-13%	58%	-16%
Cohort Comparison		-41%				
05	2022					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-42%				

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	44%	54%	-10%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	31%	57%	-26%	64%	-33%
Cohort Comparison		-44%				
05	2022					
	2019	27%	54%	-27%	60%	-33%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	51%	-26%	53%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	26	50		35	56		15				
ELL	30	56	56	44	67	70	16				
BLK	33	68		43	63		38				
HSP	42	61	63	52	64	60	21				
WHT	67			60							
FRL	43	61	64	51	64	54	28				
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	28			44							
ELL	22	44		43	58		17				
BLK	32	33		43	55		5				
HSP	40	51		47	47		29				
WHT	33			57							
FRL	36	44	60	46	49	63	22				
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	7	26	42	3	30		9				
ELL	42	68	75	32	41	50	27				
BLK	31	51	53	28	35	50	17				
HSP	50	61	67	36	41	60	25				
MUL	62			54							
WHT	63	62		56	54						
FRL	44	56	63	37	41	53	25				

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	55
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99%
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	52
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	49
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
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?

Science slightly increased but is only at 28% proficiency. ELA proficiency also increased to 43% but falls below the expectation of at least 50%. While math is above 50% proficiency, it decreased from 63% to 54%. Additionally, the ESE subgroup continues to fall below the threshold.

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

Science is the area in greatest need of improvement. Next is ELA proficiency and then Math.

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 working below level are in need of acceleration through a focus on the foundational skills that they are deficient in. Students need both on grade level and below grade level support to close the learning gaps.

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

The components that showed the greatest improvement were gains in both ELA and Math and Bottom quartile gains in ELA.

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

A focus on intervention using Phonics for Reading in addition to whole group instruction and guided reading was used to target skills needed for students who are below level in Reading. Common planning focused on the depth of the standards was effective in ensuring instruction was presented at the appropriate level of rigor based on the achievement level descriptors. Small group in instruction was provided to all students who were below level focused on closing their learning gaps in ELA and Math.

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

A focus on learning the new standards and ensuring all subgroups receive on grade level instruction and support with building foundational skills will help accelerate learning. A focus on improving behavior and attendance so students are present and engaged with instruction will be a focus as well.

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

Content PLCs including ESE teachers will focus on using data and determining the focus for learning when planning with the BEST standards. PBIS and MTSS training will be provided to all staff to monitor student information and implement tier 2 and 3 interventions as needed.

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

A virtual data wall will be created to track student progress. Online programs will be monitored for fidelity of use. Planning time will be integrated into the master schedule and plan will include alignment to standards and address trends found through data analysis.

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 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.

Early interventions are not implemented with fidelity in all areas as soon as a concern is identified. Students have learning gaps due to lack of opportunity to receive instruction from poor attendance, lack of staffing to provide instruction, mental health issues, trauma, or fidelity of interventions.

Measurable Outcome:

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

At least 50% of our students will be proficient as measured by the progress monitoring tools used to measure student progress at all grade levels by the end of the school year.

Monitoring:

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

Progress monitoring, i-Ready data, Achieve 3000, PMA dat and Penda will be monitored and data chats will occur after results are available to track progress and alter instruction based on data.

Person responsible for monitoring outcome:

Janice Dalmida (janice.dalmida@hcps.net)

Evidence-based Strategy:

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

Hire a Reading Coach, Title 1 aide, and tutor to provide support to teachers during planning, coaching cycles, and interventions to students based on data.

Rationale for Evidence-based Strategy:

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

Common planning will be scheduled within the school day to ensure instruction is aligned to the standards and the student data.

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.

Have a defined time within the primary schedule for phonics instruction to close learning gaps early.

Person Responsible

Janice Dalmida (janice.dalmida@hcps.net)

Have a defined time within the primary schedule for math foundational skills to include number routines to increase number sense.

Person Responsible

Amy Stack (amy.stack@hcps.net)

Plan and conduct family engagement events focused on teaching parents about the BEST standards and how to support students at home.

Person Responsible

Melanie Lamphere (melanie.lamphere@hcps.net)

Develop and present a professional development opportunity for teachers to learn effective strategies for working with students with disabilities.

Person Responsible

Christine Falkenmayer (christine.falkenmayer@hcps.net)

Hire a Title 1 para to work with students in foundational skills.

Person Responsible

Christine Falkenmayer (christine.falkenmayer@hcps.net)

Create a school data tracking system to monitor student progress.

Person Responsible Gloria Waite (gloria.waite@hcps.net)

#2. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:

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

Student attendance, emotional wellbeing and behavior significantly impacts student success with academic growth.

Measurable Outcome:

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

Student discipline referrals/trackers will decrease by 10% and percentage of students with 90% attendance or higher will increase by 10%.

Monitoring:

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

Discipline and attendance data will be tracked monthly during Student Services meetings and discipline plans will be modified based on data during monthly PBIS meetings.

Person responsible for monitoring outcome:

Christine Falkenmayer (christine.falkenmayer@hcps.net)

Evidence-based Strategy:

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

The PBIS school wide Tier 1 system will provide students with a focus on positive behaviors and incentives for following school rules/ expectations as well as attending school regularly. House points will also be used to support these expectations.

Rationale for Evidence-based Strategy:

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

Students are not provided basic needs supports in school due to a focus on academics. This creates frustration and anxiety in students which results in inappropriate behavior. When students are lacking their basic needs, they are often absent from school.

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.

Hire an MTSS Resource teacher to provide teacher support with implementation of PBIS.

Person Responsible

Gloria Waite (gloria.waite@hcps.net)

MTSS Resource teacher will track student behavior and attendance data to monitor progress. She will chair the monthly PBIS committee meetings to analyze data and plan for celebrations. She will also coordinate monthly Shining Stars assemblies to celebrate students who are exceeding expectations.

Person Responsible

Gloria Waite (gloria.waite@hcps.net)

Secure business partners to donate items to recognize families to improve attendance in a variety of categories

Person Responsible

Melanie Lamphere (melanie.lamphere@hcps.net)

Develop and present professional development throughout the school year to emphasize the use of Calm Classroom for transitions.

Person Responsible

Gloria Waite (gloria.waite@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

Students will be assessed at the start of the school year to determine baseline data. This data will be used to group students by needs. Foundational skills lessons will be planned within the ELA block to ensure student learning gaps are addressed early. The Title 1 para will be used to support small group interventions in addition to the ELL team and the Reading Coach. ELP will be offered to students who are not at proficient to focus on their learning needs. Students will use i-Ready Reading and Imagine Learning to provide additional tailored support. This data will be monitored to track student performance and adjusted based on their performance.

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

Students will be assessed at the start of the school year to determine baseline data. This data will be used to group students by needs. Foundational skills lessons will be planned within the ELA block to ensure student learning gaps are addressed early. The Title 1 para will be used to support small group interventions in addition to the ELL team and the Reading Coach. ELP will be offered to students who are not at proficient to focus on their learning needs. Students will use i-Ready Reading, Achieve 3000 and Imagine Learning to provide additional tailored support. This data will be monitored to track student performance and adjusted based on their performance.

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)

At least 50% of students in grade K, 1 and 2 will be proficient on the progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

At least 55% of students in grade 3, 4 and 5 will be proficient on the progress monitoring 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 i-Ready Reading diagnostic three times within the school year to track progress. Primary students will take the wonders screener as well to track performance. We will also use the assessments within Wonders to assess student performance on the standards based items. Achieve level set will be conducted three times as well in grades 3-5 to monitor progress.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dalmida, Janice, janice.dalmida@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?

Students will use i-Ready Reading in grades K-5, Imagine Learning for our monolinguals in grades K-5 and Achieve 3000 in grades 3-5 on a daily basis as part of their reading rotation. Students who have phonics deficiencies will receive additional small group instruction with SIPPS and/or Phonics for Reading. This is in addition to on grade level content presented using the Wonders Curriculum and i-Ready tool box resources.

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?

In reviewing our student data, foundational skills are lacking in many. These practices strategically assess and address their learning needs. Using these programs, 69% of our BQ made learning gains and 61% of students in grade 3-5 made gains overall. This data shows the impact of this intervention.

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
Identify students who are not meeting proficiency and develop a schedule for intervention. Assess the students to determine the appropriate instructional intervention. Group the students based on need and determine who will provide the interventions and when. Analyze data every 6 weeks to track student progress.	Dalmida, Janice, janice.dalmida@hcps.net
Teachers will be provided professional development in the use of Achieve 300, Sipps, Imagine Learning and i-Ready to learn to use the programs effectively to monitor student progress and adjust instruction based on the data.	Dalmida, Janice, janice.dalmida@hcps.net
Conduct walkthroughs during intervention time to monitor effectiveness of strategy implementation and use of the interventions. Feedback will be provided to teachers and data will be analyzed to determine next steps for professional development and support.	Falkenmayer, Christine, christine.falkenmayer@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.

Clair-Mel will continue to implement parent groups, i-Moms and All-Pro Dads which will meet monthly. The SAC committee will also meet monthly to include all stakeholders. During preplanning, our faith-based support group prepared breakfast for Clair-Mel and an additional corporate sponsor, Fresco y Mas Supermarket

launched a round up campaign to support the school. Clair-Mel also has a Well-being4U Champion, who encourages self-care, fitness, and well-being. A Wellness Room will be created this year to support teachers' well-being. A new teacher mentor/buddy program has been implemented to provide support for new teachers and long term substitutes coming to Clair-Mel for sustainability. Prize Patrol (administrative team) visits classrooms to celebrate successes monthly. Students and teachers are celebrated through this program. Terrific

Kids program celebrates students' successes from every classroom with a morning program monthly. Shining Stars assemblies are held each month to recognize groups for attendance, academics and PBIS. The mind set of the month is presented. Classes begin each day with a Morning Meeting. Monthly PBIS incentives are planned.

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

Fresco y Mas Supermarket - corporate sponsor which will help support our school through a "rounding up" program for a specified period of time as well as discounts and donations throughout the year.

No Greater Love - is a faith-based church which provided faculty a preplanning breakfast and support throughout the year.

Boys and Girls Club-- we have a liaison who partners with Clair Mel teachers and staff to provide additional tutoring for students individually in their after-school program.

Parents--Participate in i-Moms and All Pro Dads monthly to connect with Clair-Mel; also PTA

Teachers--Participate in PTA to connect to other stakeholders

Administration--Weekly recorded phone calls to all stakeholders. Weekly Cougar News provided to teachers about weekly meetings, deadlines, and goals; walkthroughs to be in touch with classrooms

Wellbeing4U champion-support with Go365 app, Weekly Step Challenges, Blometric Screenings,

Mammogram Bus Visit, Yoga, C25K running program

Resource/Instructional Coaches: Learning Walks to build positive culture and celebrations; coaching cycles for building ongoing support;