

Hillsborough County Public Schools

Cleveland Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Christina Copeland

Start Date for this Principal: 6/25/2022

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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: D (35%) 2017-18: C (47%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[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	92%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire a community of scholars by igniting a passion for learning and developing a growth mindset through a student-centered environment.

Provide the school's vision statement.

To create a new generation that will innovate, lead, and change the world.

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
Copeland, Christina	Principal	<ul style="list-style-type: none"> -Collaborate and problem solve to ensure the implementation of high quality of instructional practices are utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. -Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. -Communicate school-wide data to PLCs and facilitate problem-solving with the grade-level teams. -Collaborate with teachers and school administrators to develop curriculum and lesson plans -Work with educators to identify issues, set goals, and solve problems -Help teachers analyze student work -Interpret data after PMA, district, or teacher-made assessments have been assessed -Design and lead professional presentations for educators -Manage the daily operations of the school -Manage the school budget -Provide Instructional leadership to achieve the goals outlined in the School Improvement Plan. -Design and implement the School Improvement Plan -Ensuring the safety, supervision, and well-being of students and staff -Providing daily feedback to staff to improve instructional practices -Meeting with staff members regularly to monitor the fidelity of progress-monitoring for student curriculum, behavior, and attendance -Shared leadership- delegating responsibilities to key staff members to sustain and increase staff/student culture, engagement, safety, communication with stakeholders -Sustain partnerships for the support and improvement of our school -Evaluation of all staff members -Meet regularly with custodial staff to ensure operations of the school -Meeting regularly with Student Nutrition Services team to ensure operations of the cafeteria. -Meet regularly with Secretary IV to properly maintain budget and purchase items and personnel to improve school performance.
Forrest, Livia	Assistant Principal	<p>Assist in managing the daily operations of the school</p> <p>Collaborate with Principal in building the Master schedule</p> <p>Coordinate all state-wide testing throughout the school year.</p> <p>Collaborate and problem solve to ensure the implementation of high quality of instructional practices are utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.</p> <p>Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Communicate school-wide data to PLCs and facilitate problem-solving with the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>grade-level teams.</p> <p>Collaborate with teachers and school administrators to develop curriculum and lesson plans</p> <p>Work with educators to identify issues, set goals, and solve problems</p> <p>Help teachers analyze student work</p> <p>Interpret data after PMA, district, or teacher-made assessments have been assessed</p> <p>Design and lead professional presentations for educators</p>
Shokunbi, Adedetola	Math Coach	<p>Data Analysis (PMA I, PMA 2, District-wide assessments)</p> <p>Leading data discussions with grade-level teams</p> <p>Collaborative planning with grade-level teams</p> <p>Coaching cycles</p> <p>Teacher-embedded Professional development (modeling, co-teaching, etc)</p> <p>MTSS support and planning</p> <p>Lead Professional Development as it relates to Instructional Priority Look-Fors within Content-based area</p> <p>Help conduct assessments</p> <p>Organizing school-wide math data</p>
Grossman, Dawn	Reading Coach	<p>Data Analysis (PMA I, PMA 2, District-wide assessments)</p> <p>Leading data discussions with grade-level teams</p> <p>Collaborative planning with grade-level teams</p> <p>Coaching cycles</p> <p>Teacher-embedded Professional development (modeling, co-teaching, etc)</p> <p>MTSS support and planning</p> <p>Collaborate with teachers and school administrators to develop curriculum and lesson plans</p> <p>Work with educators to identify issues, set goals, and solve problems</p> <p>Help teachers analyze student work</p> <p>Interpret data after PMA, district, or teacher-made assessments have been assessed</p> <p>Design and lead professional presentations for educators</p>

Demographic Information

Principal start date

Saturday 6/25/2022, Christina Copeland

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.*

1

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.*

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

174

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

1

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

0

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	22	29	28	28	27	35	0	0	0	0	0	0	0	169
Attendance below 90 percent	1	9	3	14	2	7	0	0	0	0	0	0	0	36
One or more suspensions	0	0	1	0	0	4	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	13	0	0	0	0	0	0	0	0	0	13
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	12	18	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	13	19	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	7	4	5	4	10	0	0	0	0	0	0	0	30

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	2	2	0	0	2	0	0	0	0	0	0	0	6

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

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

Tuesday 8/30/2022

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	33	42	40	37	59	35	0	0	0	0	0	0	0	246
Attendance below 90 percent	11	11	15	5	16	2	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	3	0	3	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 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	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	33	42	40	37	59	35	0	0	0	0	0	0	0	246
Attendance below 90 percent	11	11	15	5	16	2	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	3	0	3	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 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
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	39%	53%	56%				32%	52%	57%
ELA Learning Gains	55%						44%	55%	58%
ELA Lowest 25th Percentile	50%						50%	50%	53%
Math Achievement	47%	50%	50%				31%	54%	63%
Math Learning Gains	70%						39%	57%	62%
Math Lowest 25th Percentile	50%						30%	46%	51%
Science Achievement	40%	59%	59%				20%	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	32%	52%	-20%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	38%	55%	-17%	58%	-20%
Cohort Comparison		-32%				
05	2022					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-38%				

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	23%	54%	-31%	62%	-39%
Cohort Comparison		0%				
04	2022					
	2019	41%	57%	-16%	64%	-23%
Cohort Comparison		-23%				
05	2022					
	2019	29%	54%	-25%	60%	-31%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	22%	51%	-29%	53%	-31%
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	7	43	55	28	62	50	25				
ELL	14	31		43	62						
BLK	24	53	42	33	68	54	17				
HSP	53	60		60	69		47				
WHT	58	64		50	64						
FRL	33	53	47	44	69	50	34				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	42		16	42						
ELL	41			47							
BLK	22	45		31	65		30				
HSP	34	53		50	80		50				
WHT	42			33							
FRL	26	48	70	38	70	58	38				
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	13	53									
ELL	41	53		32	67		27				
BLK	24	38	50	25	31	22	8				
HSP	45	57		37	61		33				
WHT	45	50		64	30						
FRL	31	44	50	31	37	30	21				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	98%
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	42
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	42
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	58
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	59
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	49
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?

3rd-5th grade students not meeting L25 learning gains in both ELA and Math. 3rd-5th grade students not meeting learning gains in Math. Only 6% of students in 3rd-5th grade met their learning gains from prior year to current year in ELA.

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

6% of students achieving a learning gain from prior year to current year in ELA

We decreased by 1% of students achieving a learning gain from prior year to current year in MATH
50% of our L25 group achieving an ELA learning gain; decreasing by 20% from 2020-21 school year.
We had 50% of our L25 group achieving an Math learning gain; decreasing by 8% from 2020-21 school year.

21 students in Grade 3 scored below a level 3 in ELA. 20 students in Grade 3 scored below a level 3 in Math. 24 students in Grade 4 score below a level 3 in ELA. 18 students in Grade 4 scored below a level 3 in Math. 30 students in Grade 5 score below a level 3 in ELA. 27 students in Grade 5 scored below a level 3 in 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?

We are focusing on small group instruction within the core block of instruction to address these skill deficiencies in both ELA and Math. During weekly collaborative planning, coaches will guide questions around our Instructional Priority Look-Fors to better increase student achievement within not only whole group instruction, but rather small group instruction. We will focus more on goal-setting with students throughout the school year and in addition, student-led conferences- students having ownership of their coursework and articulating their needs and progress both in the classroom and with their parent/guardian in order to become successful.

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

39% of our students scored a Level 3 or higher increasing by 10% from the 2020-21 school year.

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

Our ELA coach planned weekly with grade-level teachers during common time and provided resources to address grade-level support. We had After-School ELP to enrich students in ELA for grades 3, 4, and 5.

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

Intentional small group instruction, planning for independent tasks that aligned to grade-level standards in all content areas. Goal-setting with students based on PMA 1 and PMA 2 assessments.

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.

We will provide MTSS trainings at our school site and professional development to help identify needs for improving practices based on our Instructional priority look-fors.

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

Providing daytime and/or after-school tutoring to support students in ELA and Math. Teachers will continue to plan during common-time planning within the day and be provided with shared responsibilities to collaborate and extend their knowledge given from job-embedded PD opportunities and site-based coaches. The goal is to sustain teachers with the knowledge already obtained and gained, while building capacity throughout the building.

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 Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Classroom walkthroughs will be held weekly to promote student engagement and academic ownership. Data will be collected in a One Note form to ensure our school meets 80% of the instructional practices within the phase time periods. Professional Development and planning discussions will revolve around teacher clarity, students understanding the task and purpose of the lesson, tasks that are aligned to the rigor of grade-level benchmark, teachers checking for understanding, student discussion opportunities, and academic teaming where students are taking ownership of their learning.</p> <p>The lesson employs instructional practices that allow all students to learn the content of the lesson.</p> <p>Instructional Priority Look-Fors:</p> <p>Phase 1 (August 22-October 3rd)</p> <ul style="list-style-type: none"> -The teacher explicitly reviews the what, the why, and the how for the purpose of the lesson -The students understand and can verbally share the purpose of the lesson -The lesson provides opportunities for students to engage in tasks that are aligned to the rigor of the grade-level benchmark during core instruction. (Continues in Phase 2) -The teacher deliberately checks for understanding throughout the lesson (during the "We Do and I Do" part of the lesson) and adapts the lesson according to student understanding. (Continues in Phase 2) <p>Phase 2 (October 4th-January 20th)</p> <ul style="list-style-type: none"> -The lesson makes the content visible by explicitly modeling through think aloud and demonstration in ELA. (Hattie's Effect size: Teacher Clarity .75 & Explicit Teaching Strategies .57) -The teacher makes the content explicit by using explanations, representations, and/or examples in Math and Science. (Hattie's Effect : Explicit Teaching Strategies .75) -Discussion opportunities are intentionally provided for all students. (Hattie's Effect: Discussion .82) <p>Phase 3 (January 20th -May 26th)</p> <ul style="list-style-type: none"> -Academic Teaching -Small group instruction <p>Culture of Learning: Encompasses ALL phases throughout the school year.</p> <ul style="list-style-type: none"> -Students follow behavioral expectations and execute transitions and procedures efficiently. -Students and their teachers share an enthusiasm for learning.
--	--

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

- 80% of the instructional practices within Phase 1 will be met by October 3rd, 2022.
- 80% of the instructional practices within Phase 2 will be met by January 20th, 2023.
- 80% of the instructional practices will be met in small group instruction, with a focus on Academic Teaching as Professional Development.

objective outcome.

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

Every week, the Principal, Assistant Principal, and/or Content-Area coaches will conduct instructional walkthroughs utilizing a document in Microsoft Office Forms that included the Instructional Priority look-fors within each phase. The document is based on a school-wide rubric: Beginning, Emerging, and Developed giving description for each school-wide rubric language. Each week the results school-wide will be posted that includes grade-level and content-area.

- Administrative meetings with content coaches-agendas
- Collaborative planning with Instructional Priority Look-Fors as questions geared around planning
- Student work analysis and data

Person responsible for monitoring outcome:

Christina Copeland (christina.copeland@hcps.net)

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

Planning

During common planning, teams will focus on standard-based planning, standards aligned tasks, and ask questions centered around our Instructional Priority Look-Fors. Questions will revolve around teacher clarity and student success criteria:

1. How will teachers deliver the what, the why, and the how?
2. How will students understand the what, the why, and the how?
3. Are materials and tasks aligned to the rigor of grade-level benchmarks?
4. How will students be assessed during the lesson both groups and individually?

These questions also revolve around the 4 key principles of Data Driven Instruction (DDI): Assessment, Analysis, Action, Culture.

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

Teacher clarity is understanding what students need to learn and identifying how they will know that they learned it. Teachers have to analyze standards, plan instruction and for assessments. Conversations must occur around how they will engage students in meaningful learning, discuss those activities and the impact they had on learning. PLCs' teacher clarity will be a major component discussed in order to help teachers plan for instruction to maximize student learning.

John Hattie's effect size on teacher clarity is 0.75

Other conversations will be geared toward toward Instructional Priority look-fors that are within our phases include the following practices under John Hattie's effect size to student achievement:

- Explicit Teaching Strategies Hattie's Effect size: .75
- Scaffolding Hattie's Effect size: .82
- Discussion Hattie's Effect size: .82

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1.Beginning the week of Aug. 22, admin will conduct walkthroughs, collect trends and discuss results with content-area coaches during weekly leadership meetings.
- 2.In Sept. of 2022, admin and content-area coaches will tier K-5 teachers and provided necessary supports to include coaching cycles, and modeling. This will ensure that instruction & tasks are standards-aligned & implemented with the clarity and rigor of the intended standard.
- 3.Funds will be utilized to provide Professional Development support through Instructional Empowerment and Learning Services International. The PD will be utilized to promote Academic Teaming and student-centered learning which is our school's ultimate goal for Phase 3 in our Instructional Priority Look-fors.

4. Funds will be used to purchase our Math coach. The math coach will work with grade-level teams (KG-5th) weekly with standards-aligned planning and will follow-up with grade-level teams to support the implementation of standards-aligned tasks in the classrooms by including one of the following: coaching, modeling, co-teaching, & providing job-embedded professional development.

Person Responsible Christina Copeland (christina.copeland@hcps.net)

#2. 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.

PLCs will occur using data-dives after each Progress-Monitoring Assessment to address skill deficiencies in both ELA and Math. This 2022-2023 school year our students will be assessed within three Progress-Monitoring Assessment testing windows. We are striving to accelerate our students and increase student achievement during core and small group instruction.

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

By May of 2023, 45% of our students will fall within the Tier 1 category in Progress-monitoring at a 40% or higher after being assessed both the PMA I and PMA II from the STAR and FAST assessment.

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

This area of focus will be monitored during PLC data-dives after students have taken the assessment and results are analyzed and disaggregated.

Person responsible for monitoring outcome:

Christina Copeland (christina.copeland@hcps.net)

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

Utilizing test item specifications and disaggregating the data from the questions and skills being assessed to reteach and/or accelerate strategies and foundations used to close the achievement gap.

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

Content-Area coaches, teachers, and administration will monitor the data, obtain student conferences for goal-setting, and provide action steps to ensure that skill deficiencies are met both in Reading and Math.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Content-area coaches will plan with teachers during common planning time and utilize materials and resources that are rigorous and aligned to grade-level benchmarks.
2. Discussions of student success criteria and assessing during instruction will revolve around the focus of the lesson to ensure that teachers are monitoring the progress of students daily vs. by every assessment.
3. Weekly classroom walkthroughs will be held to ensure that assessing during instruction is occurring
4. Small group instruction will occur address skill deficiencies to improve achievement

Person Responsible Livia Forrest (livia.forrest@hcps.net)

#3. Positive Culture and Environment specifically relating to Positive Reinforcement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our school will focus on positive culture by implementing and sustaining our House System.</p> <p>The house system allows us to build character, relationships, and school spirit in our community. Each student and staff member belong to a house where they will have house meetings and work together on completing a service project to benefit our school and community. Students will earn points for their houses by attending school daily, wearing their uniforms, and exhibiting “PAWS”itive behavior throughout the campus. Houses will compete in challenges throughout the year to become House of the Year!</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By May of 2023, 100% of students will:</p> <ul style="list-style-type: none"> - connect with one another and develop closer bonds -gain a sense of belonging and feel supported -learn to self-govern themselves and their behavior
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Students will earn house points daily that represent the following:</p> <p>Arriving to class one minute before instruction begins, wearing school uniforms, using our KAFOOTY and PAWS expectations during transitions, core instruction subject blocks: reading, math, writing, science, and Specials. Students also have the opportunity to earn 2 extra points within the day for exhibiting exceptional positive behavior. Homeroom teachers will collect points daily and will turn in points to our non-homeroom staff members who are responsible for tracking data in our school-wide house Tier I positive behavior tracking system. It will be entered in our electronic based excel form weekly.</p>
Person responsible for monitoring outcome:	<p>Adedetola Shokunbi (adedetola.shokunbi@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Harry Potter Series Ron Clark Academy Both promote students' sense of pride, ownership, and belonging.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

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

During House meetings that will be held every other month, students are able to check-in with their house staff sponsors regarding academics, behavior, & other questions or concerns. In addition, students will have the opportunity to practice their house chant, a lesson focused on traits, expectations, ice breakers, and so on. Students and staff celebrate successes and plan upcoming projects. Students will be able to utilize the house points in which they have earned once a month & view our Cleveland House Points menu to determine how they will spend their house points. Appetizers on the menu include the following: Dress-up day (Pajama/Hat Day), Raffle tickets for big prize, Mystery prize, donuts, ice cream sandwich, outside time (extra recess) and snow cones/ice pops. Main course items include the following: Painting with the Art teacher, Breakfast/lunch with the Principal, Breakfast/lunch with the AP, Breakfast/Lunch with a person of choice, etc.

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.

The following stakeholders are in the House Committee and are responsible for coordinating our House Meetings, House Pep Rallies, sponsors for when students check-in regarding their academics, behavior, & other questions or concerns. These stakeholders also contribute and coordinate House projects, enter in House points that students earn in an electronic data-base Excel form. These stakeholders will contribute to our lunchroom challenge, & our Cleveland cub store where students can utilize their earned points to shop once a month.

Below are our stakeholders who are involved in all of the above roles that promote our positive school culture and environment- our Cleveland House system:

Ms. Shokuni- Math Coach
Mrs. McIntyre- Speech Pathologist
Ms. Peterson- Social Worker
Mrs. Carranza- Art teacher
Mrs. Wittorf- ELL resource specialist
Mrs. Ellington- Guidance Counselor
Mrs. Grossman- ELA coach
Ms. Howery- Media Specialist
Mrs. Chartier- VE resource
Mrs. St Clair- VE resource

Person

Responsible

Adedetola Shokunbi (adedetola.shokunbi@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

48.5% of our KG students scored Below-level in High-Frequency Words on the Spring iReady diag. 2022.

54.5% of our KG students scored Below-level in Vocabulary on the Spring iReady diag. 2022.

68% of our 1st grade students scored Below-level in High-Frequency Words on the Spring iReady diag. 2022.

79.4% % of our 1st grade students scored Below-level in Vocabulary on the Spring iReady diag. 2022.

88.2% of our 2nd grade students scored Below-level in High-Frequency Words on the Spring iReady diag. 2022

81.8% of our 2nd grade students scored Below-level in Vocabulary on the Spring iReady diag. 2022.

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

63% of our 3rd grade students scored 50% or below with a raw score (1-6) in Key Ideas and Details on Spring ELA FSA 2022.

77% of our 3rd grade students scored 50% or below with a raw score(1-4) in Language Editing Task on Spring ELA FSA 2022.

56% of our 4th grade students scored 50% or below with a raw score (1-6) in Key Ideas and Details on Spring ELA FSA 2022.

71% of our 4th grade students scored 50% or below with a raw score(1-4) in Language Editing Task on Spring ELA FSA 2022.

43% of our 5th grade students scored 50% or below with a raw score (1-6) in Key Ideas and Details on Spring ELA FSA 2022.

39% of our 5th grade students scored 50% or below with a raw score 1 in Conventions of Standard English on Spring ELA FSA 2022.

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)

By May 2023, 60% of our students will score in the 40 percentile or higher on the STAR assessment.

By Feb. 10, 2023, 70% of our KG students will be proficient in High-Frequency words from the PMA 2 assessment.

By Feb. 10, 2023, 60% of our KG students will be proficient in Vocabulary words from the PMA 2 assessment.

By Feb. 10, 2023, 70% of our 1st grade students will be proficient in High-Frequency words from the PMA 2 assessment.

By Feb. 10, 2023, 60% of our 1st grade students will be proficient in Vocabulary words from the PMA 2 assessment.

By Feb. 10, 2023, 80% of our 2nd grade students will be proficient in High-Frequency words from the PMA 2 assessment.

By Feb. 10, 2023, 70% of our 2nd grade students will be proficient in Vocabulary words from the PMA 2 assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 60% of our 3rd-5th students will score in the 40 percentile or higher on the FAST assessment.

By May 2023, 50% of our 3rd graders will be proficient in Reading Informational Text.

By May 2023, 40% of our 3rd graders will be proficient in Reading Across Genres & Vocabulary.

By May 2023, 50% of our 4th graders will be proficient in Reading Informational Text.

By May 2023, 45% of our 4th graders will be proficient in Reading Across Genres & Vocabulary.

By May 2023, 50% of our 5th graders will be proficient in Reading Informational Text.

By May 2023, 45% of our 5th graders will be proficient in Reading Across Genres & Vocabulary.

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.

The school's Areas of focus will be monitored after analyzing and disaggregating the data of the PMA 1 assessments. Skill deficiencies will be taught in small group instruction, after-school Extended Learning Program, and conferences will be held with students in reaching their goals toward benchmarks.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Copeland, Christina, christina.copeland@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?

Evidence-based programs will include the following:

K-2

Wonders Unit Assessments

Reading Program Program Repository: Florida Center for Reading Research (fcrr.org)

WWC: Practice Guides (ed.gov)

Easy CBM

FCRR activities

DIEBELS (Non-sense word fluency MAZE)

SIPPs

Grades 3-5

Spotlight Checkpoint Assessment

Reading Unit Assessment

Benchmarks Progress Monitoring Tools

Writing Unit Assessment

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?

Grades K-5 Literacy Progress Monitoring assessment guides will be utilized that is provided from our district. The purpose of the guides are to provide support for teachers and administrators around the use of assessments as a tool to guide instructional decisions. The results of all assessments should be used to inform subsequent instruction, aid in making grouping decisions, and point toward areas in need of reteaching and/or acceleration. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grade levels with the Teacher-led small group portion of the literacy block.

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
<p>Literacy Leadership</p> <p>Common planning will be utilized to discuss materials utilized that are aligned to the grade-level benchmarks and are rigorous to accelerate learning in the core instruction of the literacy block.</p>	<p>Grossman, Dawn, dawn.grossman@hcps.net</p>
<p>Assessment</p> <p>PLCs will revolve around data-dives. The sole purpose of these data dives are to guide instructional decisions and point towards areas in need of reteaching and/or accelerations. Plan of actions will be based on students given instruction and have opportunities to practice and address skill gaps within the teacher-led small group during literacy blocks and/or After-school Extended Learning Programs.</p>	<p>Grossman, Dawn, dawn.grossman@hcps.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

At Cleveland Elementary, we will utilize the house system- inspired by the Harry Potter series. The house system allows students and staff to build character, relationships, and school spirit in our community. Each student and staff member belong to a house where they will have house meetings and work together on completing a service project to benefit our school and community. Students will earn points for their house daily, wearing their uniforms, and exhibiting "PAWS"itive (positive) behavior throughout the campus. Houses will compete in positive challenges throughout the school year to become the best House of the Year! The purpose of our House System is for teachers, staff members, and students connect with one another to develop closer bonds. Students will gain a sense of belonging and feel supported, which helps reduce disciplinary barriers. Students will take gain a sense of pride and ownership of their school. Students will learn to self-govern themselves and their behavior. House competitions will provide students a sense of

achievement outside of the classroom. Each house is responsible for at least one community-based service project each year. During House meetings that will be held every other month, students are able to check-in with their house staff sponsors regarding academics, behavior, and other questions or concerns. In addition, students will have the opportunity to practice their house chant, a lesson focused on traits, expectations, ice breakers, and so on. Students and staff celebrate successes and plan upcoming projects. Students will be able to utilize the house points in which they have earned once a month and view our Cleveland House Points menu to determine how they will spend their house points. Appetizers on the menu include the following: Shop at the cub store, Dress-up day (Pajama/Hat Day), Raffle tickets for big prize, Mystery prize, donuts, ice cream sandwich, outside time (extra recess) and snow cones/ice pops. Main course items include the following: Painting with the Art teacher, Breakfast/lunch with the Principal, Breakfast/lunch with the AP, Breakfast/Lunch with a person of choice, etc.

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

The following stakeholders are in the House Committee and are responsible for coordinating our House Meetings, House Pep Rallies, sponsors for when students check-in regarding their academics, behavior, and other questions or concerns. These stakeholders also contribute and coordinate House projects, enter in House points that students earn in an electronic data-base Excel form that is shared within the House committee. These stakeholders will contribute to our lunchroom challenge, and our Cleveland cub store where students can utilize their earned points to shop once a month.

Below are our stakeholders who are involved in all of the above roles that promote our positive school culture and environment- our Cleveland House system:

Ms. Shokuni- Math Coach
 Mrs. McIntyre- Speech Pathologist
 Ms. Peterson- Social Worker
 Mrs. Carranza- Art teacher
 Mrs. Wittorf- ELL resource specialist
 Mrs. Ellington- Guidance Counselor
 Mrs. Grossman- ELA coach
 Ms. Howery- Media Specialist
 Mrs. Chartier- VE resource
 Mrs. St Clair- VE resource