

Hillsborough County Public Schools

Corr Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[no web address on file]

Demographics

Principal: Kristi Lyn Ricketts

Start Date for this Principal: 6/19/2017

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* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: C (45%) 2017-18: C (46%)
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	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[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	81%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Positive Respectful Individuals Demonstrating Excellence

Provide the school's vision statement.

To provide an environment in which families, staff, and community actively work together with the students to help all of them realize and reach their full potential.

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
Ricketts, Kristi-Lyn	Principal	
Beatty, Danielle	Assistant Principal	
Seiferd, Angela	Reading Coach	
Simon, Dianna	Math Coach	
Albert, Scott	SAC Member	SAC Chair

Demographic Information

Principal start date

Monday 6/19/2017, Kristi Lyn Ricketts

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.*

7

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

590

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

11

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

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	77	91	102	112	88	0	0	0	0	0	0	0	540
Attendance below 90 percent	1	31	30	24	24	28	0	0	0	0	0	0	0	138
One or more suspensions	0	1	3	3	1	2	0	0	0	0	0	0	0	10
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	29	28	35	0	0	0	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	24	27	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	1	2	21	38	44	46	0	0	0	0	0	0	0	152

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	2	5	6	5	0	0	0	0	0	0	0	18

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	1	2	10	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/16/2022

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	83	90	100	122	100	118	0	0	0	0	0	0	0	613
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	1	1	0	2	0	0	0	0	0	0	0	4

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	3	4	9	6	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	83	90	100	122	100	118	0	0	0	0	0	0	0	613
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	1	1	0	2	0	0	0	0	0	0	0	4

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	3	4	9	6	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	36%	53%	56%				42%	52%	57%
ELA Learning Gains	57%						49%	55%	58%
ELA Lowest 25th Percentile	57%						46%	50%	53%
Math Achievement	50%	50%	50%				43%	54%	63%
Math Learning Gains	69%						52%	57%	62%
Math Lowest 25th Percentile	73%						38%	46%	51%
Science Achievement	41%	59%	59%				45%	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	36%	52%	-16%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-36%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-40%				

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	37%	54%	-17%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	64%	-24%
Cohort Comparison		-37%				
05	2022					
	2019	41%	54%	-13%	60%	-19%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%
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	9	45	59	24	56	67	12				
ELL	23	58	65	49	71	67	27				
BLK	34	56		49	75	83	46				
HSP	30	57	59	42	68	68	31				
MUL	71	83		76	67						
WHT	43	46		63	61		60				
FRL	33	60	60	50	72	70	41				

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	14	33	38	22	33	25	29				
ELL	20	52		36	57	62	38				
BLK	29	52		36	34		38				
HSP	27	43	36	34	49	44	41				
MUL	56			50							
WHT	55	57		53	67		57				
FRL	32	48	38	37	45	43	41				
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	17	35	42	22	38	39	21				
ELL	27	43	40	29	51	52	22				
BLK	31	43	53	25	40	24	32				
HSP	38	50	42	37	49	48	36				
MUL	45	43		60	79						
WHT	59	58	55	65	62		71				
FRL	38	51	49	37	50	41	41				

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	56
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	64
Total Points Earned for the Federal Index	447
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	53
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	57
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	52
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	56
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?

When looking at prior year iReady data, district assessments, and state data, the trend we notice is that students are lacking academic vocabulary in all content areas.

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

iReady reading data showed that school-wide over 52% of our students were Below Level in the area of Vocabulary. Our decrease in the FSA Science assessment also points to vocabulary development as an area of need. While overall, math showed an increase in data on the FSA, our students still struggle in using precise academic vocabulary 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?

Some contributing factors are a lack of exposure to the vocabulary; not enough practice using the vocabulary; and language barriers.

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

On the 2022 FSA, all components showed an increase in student achievement, except Science. Overall, math showed most improvement in learning gains, including the bottom quartile learning gains with a 29% increase from the prior year. Our ELA bottom quartile also improved 19% from the prior year.

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

We believe the Math monthly assessments contributed to this improvement. Students were assessed frequently and teachers used the data to remediate and reteach. More grade levels participated in the math monthlies. Our ELA teachers also implemented a more frequent common assessment. We also utilized Teacher Assistants and daytime ELP tutors to target specific students in small groups.

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

We will continue to implement the daytime tutors and small group instruction with our teacher assistants. We will need to be more focused on vocabulary development with our students. Our primary grades will use Really Great Reading phonics instruction. Teachers will have access to supplemental materials such as Brain Pop and Time for Kids to utilize in the classroom to build up vocabulary in real world scenarios.

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.

Teachers and leaders will have on site PD from our academic coaches; learning walk opportunities with administration; and PD from the district ESE department for best practices of ESE students. A needs assessment survey will be conducted to see what teachers feel they may need.

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

District level walk-throughs with Regional Superintendents and DRTs will provide outside feedback and support to site administrators and teachers.

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 Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our school will use collaborative planning to identify and incorporate academic vocabulary words when planning meaningful, differentiated small group lessons to increase student achievement. It was identified that as a school we are not focusing enough on common academic vocabulary. With the BEST benchmarks now being fully implemented across ELA and Math, our teachers may not be familiar with some of the new common vocabulary across grade levels. Our iReady, FSA, and Science data reflected that vocabulary is a great need for our students.</p> <p>Our ESSA subgroup that did not meet the 41% threshold are our Students with Disabilities (39%). Our VE teachers are all trained in Brain Spring, a phonics based program. Our VE teachers will be utilizing this program with our SWD in small group instruction. Additionally, all of the action steps as documented below, will positively impact students within this ESSA subcategories.</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

We would like to see at least 50% of our students be proficient on the new ELA and Math FAST assessment and on the Science SSA in the Spring of 2023.

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

We will monitor student performance and data collected from PLC logs, learning walks, and classroom and district assessments.

Person responsible for monitoring outcome:

Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

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

We will hire a Math Resource teacher and a Reading Coach to review data, assist with planning vocabulary for targeted small group instruction, model best practices and assist with small group instruction. They will also work with administration in conducting student data chats. We will also hire 2 Teacher's Assistants to provide targeted small group instruction to help fill in learning gaps. The school will purchase Time for Kids to supplement Wonders curriculum in using vocabulary in real-life context.

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

We will hire academic coaches to model lessons, assist with small group planning, work with small groups of students, and assist with providing job embedded PD. They will also assist administration with conducting individual student data chats. Hiring daytime ELP tutors and Teacher's Assistants to pull small groups to target foundation skills and accelerate learning is essential. We will focus on our ESSA subgroups and our students that need the extra push to accelerate student learning. The purchase of Time for Kids will positively impact learning by making learning fun and relevant to students' lives. Job embedded PD will be used to strengthen teacher disposition for being a member of a professional learning community.

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.

We will hire 2 Assistant Teachers and utilize daytime tutors to provided additional, targeted support to students identified by our data team to help fill in learning gaps. Our focus will be on our ESSA subgroups. This will be monitored by assessment data and weekly meetings with administration beginning August 2022 -June 2023.

Person Responsible Danielle Beatty (danielle.beatty@hcps.net)

Hire a Reading and Math Coach -They will be responsible for providing: ongoing needs based Professional Development, planning with teachers, coaching cycles, as needed, on best practices of Math and Reading strategies and pedagogy, vocabulary implementation, ongoing data analysis, weekly Professional Learning Communities, and supporting students, as needed.

This will be monitored by coaching logs and weekly meetings with administration beginning August 2022-June 2023.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Purchase Time for Kids - TFK provides interesting Informational text to use during small group instruction including our ESSA subgroups from Aug 2022-June 2023. Admin and teachers will monitor use through walkthroughs, lesson plans, or PLC logs.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Job embedded PD, such as learning walks, coaching cycles, and District trainers will be used to help plan for and provide strategies for vocabulary instruction and best practices. A focus on helping our ESSA subgroups will be at the forefront of the PD. Admin and/or coaches will help with the implementation and monitoring through the use of walk-throughs, lesson plans, or PLC logs from September 2022- June 2023.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Our VE teachers trained in Brain Spring, a phonics based program, will work with our SWD in small groups targeting specific phonics and reading skills.

Person Responsible Danielle Beatty (danielle.beatty@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

Based on teacher data and discussion, we will focus on Academic Vocabulary development during our ELA block and continue to include collaborative planning using student data to differentiate small group instruction. An average of 52.2 % our students that took iReady in the Spring of 2002 scored Below Level in the area of Vocabulary.

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

Based on teacher data and discussion, we will focus on Academic Vocabulary development during our ELA block and continue to include collaborative planning using student data to differentiate small group instruction. An average of 66% of our 3rd-5th graders that took iReady scored Below Level on the Spring 2022 iReady assessment. On the 2022 ELA FSA, students in grades 3, 4, and 5 all scored below the 50% proficiency benchmark. Grade 3 showed that 62% of our students were not proficient in ELA. Only 38% of all 3 grades were considered a Level 3 or above; Grade 4 showed that 67% of our students were not proficient in ELA on the FSA. Only 33% of our 4th graders were considered a Level 3 or above (an increase of 9 points); and Grade 5 showed that 65% of our students were not proficient in ELA on the FAS. Only 35% (a decrease of 10 points) showed a Level 3 or above.

Our ESSA subgroup that did not meet the 41% threshold are our Students with Disabilities (39%). Our VE teachers are all trained in Brain Spring, a phonics based program. Our VE teachers will be utilizing this program with our SWD in small group instruction. Additionally, all of the action steps as documented below, will positively impact students within this ESSA subcategories.

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)

During the 2023 administration of the STAR assessment, 50% of our students will at least be on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

During the 2023 FAST assessment, we would like to increase our Level 3 and above students to at least 50% from 36% proficient on the ELA FSA.

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.

Our Area of Focus will be monitored using walk-through data, team planning notes, and teacher/student observation data. Our ILT will discuss and monitor positive implementation strategies, along with areas for growth opportunities. ILT meetings will happen monthly and at the end of the year, we will look at school data to determine the impact of the vocabulary implementation.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ricketts, Kristi-Lyn, kristi-lyn.ricketts@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?

We will hire a Math Resource teacher and a Reading Coach to review data, assist with planning targeted small group instruction, model best practices, and assist with small group instruction. They will also work

with

administration in conducting student data chats. We will also hire two Teacher's Assistants to provide targeted small group instruction to help fill in learning gaps. The school will use Time for Kids to supplement our Wonders curriculum.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We will hire academic coaches to model lessons, assist with small group planning, work with small groups of students, and assist with providing job embedded PD. They will also assist administration with conducting individual student data chats. According to the article, Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning, "Coaches often employ collaborative conversations(sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new teaching practices." Hiring a Teacher's Assistant to pull small groups to target foundation skills and accelerate learning is essential. These practices have proved successful as our school grade improved from a C to a B. All of our ESSA subgroups showed an improvement, except our students with disabilities.

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
We will hire 2 Assistant Teachers and utilize daytime tutors to provide additional, targeted support to students identified by our data team to help fill in learning gaps. Our focus will be on our ESE, black and ELL subgroups. This will be monitored by assessment data and weekly meetings with administration beginning August 2022-June 2023.	Beatty, Danielle, danielle.beatty@hcps.net
Hire a Reading Coach. She will be responsible for providing: ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practices of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities, and supporting students, as needed. This will be monitored by coaching logs and weekly meetings with administration beginning August 2022-June 2023	Ricketts, Kristi-Lyn, kristi-lyn.ricketts@hcps.net
The Reading Coach will use data from learning walks and IR visits to prioritize teachers and then leverage this knowledge to work with the teacher to develop the focus for coaching.	Seiferd, Angela, angela.seiferd@hcps.net
Develop a framework for team planning around the student end task aligned to the ELA benchmarks, with an emphasis of common academic vocabulary.	Seiferd, Angela, angela.seiferd@hcps.net
Our VE teachers trained in Brain Spring, a phonics based program, will work with our SWD in small groups targeting specific phonics and reading skills.	Beatty, Danielle, danielle.beatty@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.

Administration will use parent, staff, and survey data to reflect, revise, and revisit our policies and procedures. We have several stakeholder committees such as SAC, PTA, NEHS, ILT, steering, and other committees that involve stakeholder participation and input. We meet regularly to discuss climate and culture and ways to improve. Throughout the year, we will conduct additional surveys to progress monitor. This will allow us to implement or change policies, as needed.

This school year, we will once again implement the House Behavior System. Students and staff will be sorted into 1 of 5 houses across grade levels. This will help build a sense of community, not only in the classroom, but across the grade level and school. Points will be awarded for: arriving to school on time each day, which will hopefully impact attendance; for demonstrating behaviors that reflects PRIDE

(Perseverance, Respect/Responsibility, Integrity, Determination, and Empathy). Points will be updated and shared daily and all staff members will have the opportunity to give points. House celebrations will be done at least quarterly by administration.

This year we will also be a Community School, which will help provide resources for our families in need.

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

Some activities that promote a positive culture and environment and encompass all stakeholders (staff, students, families, and community partners) to be involved are:

Parent family nights such as Math Night at Publix, Reading Night, ELL Parent Information, Title I, FSA information sessions, Kindergarten Night, and ESE Parent Night.

Chorus Performances

Award Assemblies

Kindergarten Round Up

Terrific Kid

Quarterly student recognition for behavior and academics (sno cones, Honor award celebrations)

School-wide pep rallies

Veteran's Day program

Great American Teach In

Family Friday Breakfast

Conference Nights

We have a business partnership with a local church that provides for our neediest families on a weekly basis and helps provide toys and clothing during the holidays. We are continuing our partnership with the Conn Foundation and a local VPK provider to strengthen our PreK to Kindergarten program.