Desoto Elementary School

2022-23 Schoolwide Improvement Plan

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Desoto Elementary School

2618 CORRINE ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Emily T IR Elli

Start Date for this Principal: 7/1/2020

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 Economically Disadvantaged Students*
School Grades History	2021-22: C (52%) 2018-19: D (36%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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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2618 CORRINE ST, Tampa, FL 33605

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	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	91%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

DeSoto creates
Responsible citizens by focusing on
Academic
Growth and
Ownership of learning in a
Nurturing and
Safe environment.

Provide the school's vision statement.

Empowering every child, every day, through love, learning, and leadership.

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
Tirelli, Emily	Principal	
Allen, Lindsay	Assistant Principal	
Glass, Charles	Instructional Media	SAC Chair

Demographic Information

Principal start date
Wednesday 7/1/2020, Emily T IR Elli

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
27

Total number of students enrolled at the school
207

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	24	29	28	34	31	31	0	0	0	0	0	0	0	177
Attendance below 90 percent	0	12	7	11	6	10	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	9	0	0	0	0	0	0	0	0	0	9
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	9	10	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	7	4	0	0	0	0	0	0	0	20
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	1	2	0	0	0	0	0	0	0	0	3

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

Date this data was collected or last updated
Tuesday 7/26/2022

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	0	37	33	34	34	40	0	0	0	0	0	0	0	178
Attendance below 90 percent	0	9	6	5	7	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	0	0	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	0	37	33	34	34	40	0	0	0	0	0	0	0	178
Attendance below 90 percent	0	9	6	5	7	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	0	0	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	40%	53%	56%				27%	52%	57%
ELA Learning Gains	54%						43%	55%	58%
ELA Lowest 25th Percentile	38%						31%	50%	53%
Math Achievement	64%	50%	50%				42%	54%	63%
Math Learning Gains	71%						49%	57%	62%
Math Lowest 25th Percentile	63%						19%	46%	51%
Science Achievement	35%	59%	59%				38%	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	18%	52%	-34%	58%	-40%
Cohort Comparison		0%				
04	2022					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison		-18%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-26%				

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	27%	54%	-27%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	58%	57%	1%	64%	-6%
Cohort Comparison		-27%				
05	2022					
	2019	39%	54%	-15%	60%	-21%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	51%	-13%	53%	-15%
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	24	50		43	67						
ELL	39	49	40	71	71		26				
BLK	19	50		44	50						
HSP	41	51	46	68	73	64	33				
FRL	35	50	38	63	69	60	30				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	33		18	67						
ELL	33	58		53	85		35				
BLK	12			18							
HSP	36	59		55	86		32				
FRL	30	51	60	48	84		26				
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		19		14	31	17					
ELL	18	32	18	37	52		27				
BLK	31	47		31	42		31				
HSP	24	37	18	40	54	20	38				
WHT	38			77							
FRL	27	45	31	41	47	13	37				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	41
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	54
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

There has been an increase in overall proficiency in all subject areas (ELA, Math, Science).

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

ELA learning gains among students in the lowest quartile is the biggest area of need.

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 within the lowest quartile were significantly below grade level (two or more years), making it difficult to show progress on grade-level standards. More strategic small group instruction planning is needed to bridge the learning gaps for our most struggling readers.

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

Math proficiency increased by 12 percent.

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

Students were held accountable for their progress throughout the year through individualized data chats and goal setting. Teachers utilized ongoing data analysis sessions to plan for spiral review, reteaching, and acceleration as needed to support all students' mastery of grade level standards.

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

Foundational skills will need to be explicitly taught at all grade levels. Grade level planning should focus on understanding the depth and demands of the BEST standards and designing lessons that are aligned to the grade level standards.

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 will receive ongoing job-embedded professional development through weekly collaborative planning with coaches and coaching cycles. Differentiated trainings will be provided based on student and teacher data.

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

The Response to Intervention process will be used to identify skills needing interventions, plan interventions, and monitor student progress. This system will support students over the course of their entire elementary experience to ensure continuous growth. Additional tutoring will be provided for students who do not meet learning goals each quarter.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Kindergarten through fifth grade classrooms will be implementing the new BEST standards in both math and ELA. While kindergarten through second grade implemented the BEST standards for ELA in the 2021-2022 school year, the ELA standards are new for grades 3-5 and the BEST standards for mathematics are new for all grade levels this year. State assessment data shows that our most struggling students are not making the progress that is needed each year, showing the need to strategically address the foundational skills found in the BEST standards. As a result, through collaborative planning, common formative assessments, and analysis of student work samples, teachers will utilize high-quality, standards aligned instruction in order to increase student achievement in ELA, math, and science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the Spring 2023 administration of the FAST/SSA assessments, 50% of students in grades K-5 will be proficient in ELA, 70% of students in grades K-5 will be proficient in mathematics, and 40% of 5th grade students will be proficient in science. By March 2023, 100% of teachers will be utilizing instruction that is fully aligned to the BEST standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The FAST assessment will be utilized three times during the school year to monitor progress toward student achievement goals in ELA and Math. Quarterly assessments will be used in science. Monthly collection of instructional data will be analyzed by the leadership team to monitor progress toward the instructional goals.
Person responsible for monitoring outcome:	Emily Tirelli (emily.tirelli@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Teacher clarity refers to clear learning intentions that describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers must have a clear understanding of the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next.

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.	According to John Hattie's work published on visiblelearning.org, teacher clarity has a 0.75 effect size on student learning. This strategy aligns to the current needs of our school due to the adoption of new standards as well as the challenges we are facing in ensuring our most struggling students learn at appropriate rates.

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 a math and reading coach. Content coaches will provide PD for all teachers on the BEST standards, new curriculum resources, and best practices in reading and math instruction. PD will begin in July 2022 and be ongoing through May 2023.

Person Responsible	Emily Tirelli (emily.tirelli@hcps.net)

Utilize collaborative planning weekly for teachers and coaches to analyze grade level standards, identify appropriate instructional materials, and design lessons that meet the demands of the grade level standards.

Person Responsible	Lindsay Allen (lindsay.allen@hcps.net)

The Instructional Leadership Team will create a tool to collect trends on instructional practices aligned to the standards. Data will be collected monthly and analyzed by the Instructional Leadership Team in order to design relevant professional development experiences for all teachers

Person Responsible	[no one identified]

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

According to the Spring 2022 iReady Diagnostic, only 32% of students in grade K-2 were reading at or above grade level . Small group instruction will be utilized daily to provide students scaffolded support as they work toward reading grade-level text with accuracy and comprehension. Foundational skills will be addressed daily in small group instruction.

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

According to the Spring 2022 ELA FSA, only 40% of students in grades 3-5 were reading at a level 3 or higher. In 3rd grade, 64% of students were not proficient. In 4th grade, 57% of students did not score a level 3 or higher. In 5th grade, 59% of students did not score a level 3 or higher. Small group instruction will be utilized daily to provide students scaffolded support as they work toward reading grade-level text with accuracy and comprehension. Foundational skills will be addressed daily in small group instruction.

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 grades K-2 will be considered on grade level in reading as evidenced by the Spring FAST STAR assessment.

Grades 3-5: Measureable Outcome(s)

At least 50% of students in grades 3-5 will be considered on grade level in reading as evidenced by the Spring FAST 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.

The FAST assessment will be used 3 times per year to monitor students' progress towards mastering grade level reading benchmarks. Unit assessments will be used every six weeks to monitor students' understanding of standards addressed during each unit of instruction.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Allen, Lindsay, lindsay.allen@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?

Small group instruction using the Wonders curriculum will be implemented daily in all ELA classrooms.

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?

Small group instruction will allow teachers to strategically address both foundational skills and comprehension skills through data-driven planning.

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
The Instructional Leadership Team (vertical team of teachers and leaders) will develop a protocol for analyzing student work every six weeks for the purpose of aligning work to the standard and improving instructional strategies.	Allen, Lindsay, lindsay.allen@hcps.net
Classroom libraries will be supplemented with additional current fiction and non-fiction text sets.	Allen, Lindsay, lindsay.allen@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.

DeSoto promotes a positive school culture through a variety of strategies and practices. Daily morning meetings are held in every classroom to build community and develop students' social-emotional skills. PBIS Rewards is used to support students in learning the schoolwide expectations - Respect Others, Act Responsibly (ROAR). A house system is used to build connections among students and staff and to build a sense of community and belonging across the campus. We have a mentoring partnership with the Peter Mulry Foundation, which provides mentors to our primary students.

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

Parents are an integral part of building a positive school culture. Parents are invited to a variety of events throughout the year and are also provided resources and opportunities to support their child's learning. Community partnerships provide essential funding and mentoring for our students and schoolwide initiatives.