Dr Carter G Woodson K 8 School

2022-23 Schoolwide Improvement Plan

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Dr Carter G Woodson K 8 School

8715 N 22ND ST, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Lipi Datta Reid

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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: C (50%) 2018-19: C (48%) 2017-18: D (40%)
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.

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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)
Combination School KG-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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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 provide an education where students are pushed to their potential and beyond both academically and socially.

Provide the school's vision statement.

WOODSON WOLVES lead with Loyalty, Empathy, Ambition, Determination, Encouragement, and Respect to reach for high achievement (LEADER)

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
Datta-Reid, Lipi	Principal	Recruit, hired, developed and retained teachers. • Communicat a clear, compelling vision of high academic achievement and inspired others to fulfill the vision by gaining buy-in. • Sets challenging goals. Demonstrated persistence and overcame obstacles to achieve goals. • Exhibit a commitment to equity and created a collective sense of urgency to close achievement gaps and prepare all students for college and career success. • Conduct high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning. • Usd data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction. • Ensure students master standards by aligning curriculum, instructional strategies, and assessments. • Used student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers. • Effectively identified high and low performers, retains high performers, and develops or exits low performers. • Distribute and develop staff leadership and builds teacher teams able to advance teaching and learning. • Effectively assigned teachers to classes and provides quality onboarding experiences for new teachers. • Establish collaborative relationships with internal and external stakeholders to achieve objectives. • Collect, analyzed, and used multiple forms of data to make decisions. • Identify problems, analyzed root causes, and developed effective strategies to resolve issues. • Develop and implemented effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. • Proactively planed and created systems to accomplish school-wide goals. • Build buy-in from diverse stakeholders and, overcomes resistance to advance school improvement. • Motivate, inspired, and moved other adults to feel ownership and take action.
Heflin, Andrew	Assistant Principal	• Develop the master schedule for students • Analyze data, identify issues and develop plans for students with behavioral and academic challenges • Provide timely instructional feedback to teachers to improve student achievement • Oversee progress reports for school • Organize staff development for teachers

Name	Position Title	Job Duties and Responsibilities
		• Oversee the MTSS/RTI process • Oversee the guidance department • Oversee the section area leaders • Oversee unit analysis • Oversee grade distribution • Oversee student incentive program • Work with guidance counselors to assist with at-risk students • Provide pre and post conferences for teacher observations • Develop rituals, ceremonies, and deep school culture ETC
Coyne, Risa	Instructional Coach	• Organize staff development for teachers • Oversee the MTSS/RTI process • Oversee the guidance department • Oversee the section area leaders • Oversee unit analysis • Oversee grade distribution • Oversee student incentive program • Work with guidance counselors to assist with at-risk students • Provide pre and post conferences for teacher observations • Develop rituals, ceremonies, and deep school cu
Donatelli, Benjamin	Science Coach	Science Coach 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Science PLCs, with use and monitoring Achieve 3000, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Science Coach will be under the supervision of the APC with weekly coaching and feedback sessions,

Name	Position Title	Job Duties and Responsibilities
McQuitery, Lekecia	Math Coach	Math Resource Teacher 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks utilizing Thinking Core. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Collaborate with Writing Coach weekly to align all literacy development, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Math Resource Teacher will be under the supervision of the APC with weekly coaching and feedback sessions

Demographic Information

Principal start date

Tuesday 8/2/2022, Lipi Datta Reid

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.*

2

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.*

16

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

1,014

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

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	79	93	91	137	101	102	128	107	124	0	0	0	0	962
Attendance below 90 percent	2	35	44	56	41	37	64	30	50	0	0	0	0	359
One or more suspensions	0	0	2	3	6	2	20	20	36	0	0	0	0	89
Course failure in ELA	0	0	0	76	0	0	0	0	0	0	0	0	0	76
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	77	35	65	42	39	47	0	0	0	0	305
Level 1 on 2022 statewide FSA Math assessment	0	0	0	65	48	74	50	49	55	0	0	0	0	341
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	20	16	1	13	10	21	0	0	0	0	81

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	39	3	1	3	3	4	0	0	0	0	53

Date this data was collected or last updated
Wednesday 8/31/2022

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	92	94	88	130	93	134	108	110	119	0	0	0	0	968
Attendance below 90 percent	0	35	28	32	20	12	25	19	28	0	0	0	0	199
One or more suspensions	0	0	0	0	0	3	4	0	0	0	0	0	0	7
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	61	33	40	36	26	26	0	0	0	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	40	41	54	40	37	0	0	0	0	237
Number of students with a substantial reading deficiency	0	0	0	68	49	42	51	33	37	0	0	0	0	280

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	12	13	3	2	9	10	0	0	0	0	50

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	92	94	88	130	93	134	108	110	119	0	0	0	0	968
Attendance below 90 percent	0	35	28	32	20	12	25	19	28	0	0	0	0	199
One or more suspensions	0	0	0	0	0	3	4	0	0	0	0	0	0	7
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	61	33	40	36	26	26	0	0	0	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	40	41	54	40	37	0	0	0	0	237
Number of students with a substantial reading deficiency	0	0	0	68	49	42	51	33	37	0	0	0	0	280

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	12	13	3	2	9	10	0	0	0	0	50

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	51%	55%				29%	57%	61%
ELA Learning Gains	52%						50%	56%	59%
ELA Lowest 25th Percentile	47%						48%	52%	54%
Math Achievement	31%	41%	42%				34%	55%	62%
Math Learning Gains	53%						51%	57%	59%
Math Lowest 25th Percentile	51%						47%	49%	52%
Science Achievement	21%	48%	54%				24%	50%	56%
Social Studies Achievement	74%	57%	59%				52%	77%	78%

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	23%	52%	-29%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison		-23%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-26%				
06	2022					
	2019	26%	53%	-27%	54%	-28%
Cohort Comparison		-25%				
07	2022					
	2019	23%	54%	-31%	52%	-29%
Cohort Comparison		-26%				
08	2022					
	2019	20%	53%	-33%	56%	-36%
Cohort Comparison		-23%				

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	26%	54%	-28%	62%	-36%
Cohort Comparison		0%				
04	2022					
	2019	25%	57%	-32%	64%	-39%
Cohort Comparison		-26%				
05	2022					
	2019	32%	54%	-22%	60%	-28%
Cohort Comparison		-25%				
06	2022					
	2019	20%	49%	-29%	55%	-35%
Cohort Comparison		-32%				
07	2022					
	2019	36%	62%	-26%	54%	-18%
Cohort Comparison		-20%				
08	2022					
	2019	30%	31%	-1%	46%	-16%
Cohort Comparison		-36%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	20%	51%	-31%	53%	-33%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-20%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	21%	47%	-26%	48%	-27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	67%	-27%	71%	-31%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	44	36	32	50	34	30	55			
ELL	26	51	41	29	49	44	13				
BLK	26	52	56	28	51	51	19	68	90		
HSP	31	53	42	34	56	56	25	73	93		
MUL	23	39		27	50	33					
WHT	34	63		41	48		30				
FRL	29	52	46	31	53	51	22	74	92		

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	21	18	23	19	31	32	15	24			
ELL	20	34	44	20	31	43	13	26			
BLK	25	30	30	16	26	35	12	39			
HSP	28	36	31	24	31	44	21	40			
MUL	23	50		8	19						
WHT	19	30		33	15		10				
FRL	25	32	32	19	27	37	15	38	64		

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	20	44	45	30	40	28	13	56			
ELL	21	45	35	28	56	58	15	40			
BLK	25	48	48	32	49	39	22	53			
HSP	33	51	43	38	55	53	32	47			
MUL	38	58		25	50						
WHT	37	55		45	55		7				
FRL	29	49	48	34	50	47	21	51	100		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	43
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	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?

Achievement in all sub groups need improvement.

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

From our most recent data, the lowest performance trend is in science. Our Achievement level was 21%, which is an increase, but we still need to increase proficiency. This upcoming school year we have hired a science coach to help us in this area.

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 have not had a solid science teacher for the last 3 years. This year we lost our science teacher in the middle of the school year. This upcoming school year we have hired a science coach to help us in this area. The teacher will focus on small group instruction to help move learning along. The science coach will help the teacher plan, design hands-on labs, and identify the power standards.

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

The data components, based on progress monitoring and the 2022 state assessments that show the most improved area was in Civics and Algebra. We improved in both areas. We focused on small group instructional delivery in the classroom. Our frequent assessments helped us to focus on targeted instruction.

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

We focused on small targeted group instructional delivery in the classroom. Our frequent assessments helped
us to focus on targeted instruction and to make the adjustments needed to improve student learning.

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

We are looking to use data-driven instruction to drive our small group instructions, through scaffolding with aggressive monitoring to check for growth and learning.

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.

Once a month teachers will be trained during our faculty meetings and during planning.
Teachers will participate in weekly planning where student work and data will be examined to determine the next steps.
Teachers will be trained on aggressive monitoring and what it means.
Teachers will be trained on how to use iReady and FAST data to enhance students outcomes

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

We will participate in quarterly action planning for our instructional priority. We will do this to ensure that we are staying on track and that we have actionable bitesize steps to take. We will use our instructional learning walks to ensure that we are checking the progress of learning in the classrooms and that small group instructions are being done with fidelity. We will continue data analysis and chats after every formative assessment to see the progress our students are making. PLC are all scheduled for the year and teams will be working with the coach systematically to improve teacher and student clarity.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student achievement will increase when students are consistently engaged in rigorous instruction aligned to the new Florida BEST Standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By December 2022, at least 70% of teachers will provide opportunities for students to be engaged in standards aligned tasks. By Spring 2023, 100% of teachers will provide opportunities for students to be engaged in standards aligned tasks.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our instructional focus is to accelerate learning by engaging students through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Hattee research on visible learning indicates that scaffolding has an effect size of .82, small groups instruction a .47 effect size on student learning, and feedback and effect size of .70.
Person responsible for monitoring outcome:	Andrew Heflin (andrew.heflin@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1.Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/ assessments provide the teacher with information about the student's level of mastery) 2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work) 3. Teacher provide student feedback toward mastery via whole group, small group, or individual. 4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Making the right adjust at the right time so that students can master the new BEST standards that they need is essential in moving the work forward. With the scare of COVID many teachers went away from the small group instruction and we believe that a concentrated focus on this approach will help teachers use the data to drive academic ownership that is on grade level.

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.

• K-8 Teachers will participate in collaborative internalization PLC sessions to deepen teachers content knowledge of upcoming standards-based instruction

• K-8 teachers will attend and be empowered to facilitate weekly collaborative planning sessions to align the lessons with the grade level standards.
• K-8 Teachers will participate in Data Driven PLCS after assessments to inform their instructions. Data chats and goals will be set with each student.

Person Responsible   Andrew Heflin (andrew.heflin@hcps.net)

Reading Coach will
1. Model, and lesson plan with Reading teachers, grades 4-8 & grades k-3, for standard aligned tasks.
2. Facilitate PLC protocol for Reading (before, during, after)
3. Serve on Academic ILT
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers,
7. Monthly support of Social Studies and Science PLCs, with use and monitoring irEADY
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school?wide implementation of scaffolding aligned tasks through small group instruction,
9. Reading Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2022-MAY 2023
11. Reading Coaches, ELL Resource & ESE Specialist will target ESSA subgroups that are below 41%: SWD, ELL, Black & White

Person Responsible   Andrew Heflin (andrew.heflin@hcps.net)

Science Coach will
1. Coach model, and lesson plan with science teachers, grades 3-8th, for standard aligned tasks.
2. Facilitate PLC protocol for Science (before, during, after)
3. Serve on Academic ILT,
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of science teachers,
7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000,
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school?wide implementation of scaffolding aligned tasks through small group instruction,
9. Science Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2022- May 2023
11. Science Coach will target ESSA subgroups that are below 41% SWD, ELL, Black & White

Person Responsible   Lipi Datta-Reid (lipi.datta-reid@hcps.net)

Math Resource Teacher will
1. Coach model, and lesson plan with math teachers, grades 3-8, for standard aligned tasks.
2. Facilitate PLC protocol for Math (before, during, after)
3. Serve on Academic ILT,
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of Math teachers,
7. Give in-the-moment coaching for teacher and provide coaching cycles as needed
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school?wide implementation of scaffolding aligned tasks through small group instruction,
9. Math Resource will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2022-May 2023
11.Math coach and SAL will target ESSA subgroups that are below 41% SWD, ELL, Black & White

Person Responsible	Lipi Datta-Reid (lipi.datta-reid@hcps.net)

School-wide professional development on using DDI to scaffold learning tasks through Small Group Instruction:
1. Identify resources
2. Develop / Create training
3. Provide PD for all teachers prior to the end of the 1st quarter.
4. Implementation and fidelity checks will be monitored through ILT walk-through's (beginning October 2022 - June 2023.

Person Responsible	Andrew Heflin (andrew.heflin@hcps.net)

Analyzing Student Data
1. Teachers will administer district baseline, formatives, and semester exams.
2. Teachers will create/use common assessments that are aligned to the standards.
3. Teachers will analyze student assessments and student work to monitor student progression and understanding the standard(s).
4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.
5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness..
6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson.
7. Teachers will plan/adjust standard-based lesson/tasks based on data collected from the prior day's lesson.

Person Responsible	Andrew Heflin (andrew.heflin@hcps.net)

No description entered

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We are focusing on teacher planning as a way to strengthen core instructions in ELA. Coaches plan with teachers weekly to ensure that students are getting high-quality text, scaffolded instructions, and formative assessment aligned to the complexity of the standard.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At least 31% of students (KG-8th) will be proficient in Reading as evidenced by scoring in the on level or above category on the Spring iReady Diagnostic Assessment of 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through walk-throughs, progress monitoring assessments, formal and informal assessments, and teacher observation data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on Visible Learning and the area of Classroom composition effect: Small Group Instruction had the largest effect size of .47. Administration and academic coaches agreed that this would help to improve our students learning within the classroom.

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.

Teacher training will be conducted- Risa Coyne
Monthly PLC to support teachers and to foster growth.
Weekly planning with reading coaches and math coaches

Person Responsible	Andrew Heflin (andrew.heflin@hcps.net)

#3. Positive Culture and Environment specifically relating to increasing achievement.	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student achievement will increase when we focus on building relationships paired with the belief that all students can learn.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By December 2022, 90% of teachers will be providing small group instruction to students with fidelity as observed on learning walks. By Spring 2023, 100% of teachers will be providing small group instruction to students with fidelity as observed on learning walks.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being 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.**	

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.

No action steps were entered for this area of focus

#4. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

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

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being 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.

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.

No action steps were entered for this area of focus

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

Student achievement will increase when students are consistently engaged in rigorous instruction aligned to the new Florida ELA BEST Standards.

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

Student achievement will increase when students are consistently engaged in rigorous instruction aligned to the new Florida ELA BEST Standards.

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 31% of students (KG-2) will be proficient in Reading as evidenced by scoring in the on level or above category on the Spring iReady Diagnostic Assessment of 2023.

Grades 3-5: Measureable Outcome(s)

At least 31% of students (3-5th) will be proficient in Reading as evidenced by scoring in the on level or above category on the Spring iReady Diagnostic Assessment of 2023.

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.

Using Iready data, walk throughs, PLCs, planning, MTSS

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

Heflin, Andrew, andrew.heflin@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. §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?

The Four Principles of Excellent Instruction
1.Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/ assessments provide the teacher with information about the student's level of mastery)
2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work)
3. Teacher provide student feedback toward mastery via whole group, small group, or individual.
4. There is evidence of aggressive monitoring

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?

The leadership team looked at the fact that many of our teachers on the middle school side and elementary side would benefit tremendously from understanding and utilizing a data?driven approach through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Making the right adjust at the right time so that students can master the standards that they need is essential in moving the work forward.

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
1. Model, and lesson plan with Reading teachers, grades 4-8 & grades k-3, for standard aligned tasks. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT 4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies, 5. Deliver professional development as walkthrough data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school?wide implementation of scaffolding aligned tasks through small group instruction, 9. Reading Coach will be under the supervision of the APC with weekly coaching and feedback sessions,	Coyne, Risa, risa.coyne@hcps.net
1. Teachers will administer Iready, FAST, and STAR 2. Teachers will create/use common assessments that are aligned with the standards. 3. Teachers will analyze student assessments and student work to monitor student progression and understanding of the standard(s). 4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary. 5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness.. 6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson. 7. Teachers will plan/adjust standard-based lesson/tasks based on data collected from the prior day's lesson.	Heflin, Andrew, andrew.heflin@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.

The school uses a PBIS reward system to award students for positive behavior. Students are also part of the a house system where they will take part in team activities and building strong cultures and relationships. Monthly celebrations will take place for the house that has the most points.
Monday meetings alternate between faculty meetings, PLCs, team meetings, ILTs, and Monday celebrations!
Monthly birthday teacher celebrations with cake and ice cream.
Teams alternate to bring snacks and goodies for faculty meetings.
K-8 Teachers will implement the School Wide House System with fidelity and implement daily Community Building Sessions to continue to strengthen strong Tier 1 systems.
All staff will implement Woodson's Check and Connect system for identified students receiving tier 2 and 3 support.
Teacher and parental communication will be strengthened through PBIS rewards system.

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

Principal: Push the vision of our cultural goal of developing an atmosphere of collaborative trust and coaching for all.
Assistant Principal: Help to lead each grade level team so that every student is accounted for and has a connection within their teams. They will coordinate the check-in, check-out process for our tier 2 & 3 students. AP's will help to run grade level house meetings to celebrate students' accomplishments.
Guidance Counselors: Will work with our students and teachers with implementing social and emotional lessons. They will create opportunities for students be feel connected and will be available for students to speak with them in time of need.
School Psychologist: Is available for any student who may need someone to talk with or may be experiencing a crisis due to situational circumstances.
ESE Specialists will help support our ESE students so that they can be successful with their academics and behavior on campus.
Team leaders will help to support the grade level team with planning incentives for students and to help build an atmosphere of collaborative trust and coaching for all students.
Teachers will work to build a culture of respect and rapport with the students they have within and without of their classes. They will work to build a strong culture for learning where students take pride in their work and efforts.
PBIS Team will work to create positive celebrations for students on campus throughout the year.