

Hillsborough County Public Schools

# Kimbell Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Kimbell Elementary School

8406 N 46TH ST, Tampa, FL 33617

[ no web address on file ]

## Demographics

Principal: Erin Fiallo

Start Date for this Principal: 7/25/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (41%) 2018-19: F (31%) 2017-18: F (28%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Kimbell Elementary School

8406 N 46TH ST, Tampa, FL 33617

[ 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	89%

### School Grades History

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

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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 have students who:  
 Love learning  
 Excel in all they do  
 Achieve goals together  
 Do what is right

#### Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 92% by 2024. With that in mind, we have developed the following Vision for our school:

Kimbell's vision:

Creating lifelong leaders who take charge of their learning and impact society in a positive way.

### 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
Harris, Carmen	Principal	Facilitate and support school vision; instructional leader, engages stakeholders, and collaborates with others
Fiallo, Erin	Assistant Principal	
Creed, Temetia	Instructional Coach	Provides leadership with data analysis and curriculum
Armstrong, Jackie	Math Coach	Provides leadership with data analysis and curriculum
Bass, Stephanie	Science Coach	Provides leadership with data analysis and curriculum
Taylor, Victoria	Reading Coach	Provides leadership with data analysis and curriculum

### Demographic Information

#### Principal start date

Monday 7/25/2022, Erin Fiallo

**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.*

1

**Total number of teacher positions allocated to the school**

19

**Total number of students enrolled at the school**

375

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

14

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

3

### 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	57	54	49	55	51	55	0	0	0	0	0	0	0	321
Attendance below 90 percent	2	26	23	22	16	20	0	0	0	0	0	0	0	109
One or more suspensions	0	2	2	4	3	4	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	27	0	0	0	0	0	0	0	0	0	27
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	31	21	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	32	28	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	30	27	36	28	35	0	0	0	0	0	0	0	156

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	1	3	7	3	0	0	0	0	0	0	0	14

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	2	0	0	10	19	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	5	0	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Sunday 8/28/2022

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	66	46	56	59	53	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	35	22	25	25	26	0	0	0	0	0	0	0	133
One or more suspensions	0	1	0	1	1	2	0	0	0	0	0	0	0	5
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	13	37	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	41	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	21	23	18	0	0	0	0	0	0	0	62

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	1	0	1	0	1	0	0	0	0	0	0	0	3

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	1	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	66	46	56	59	53	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	35	22	25	25	26	0	0	0	0	0	0	0	133
One or more suspensions	0	1	0	1	1	2	0	0	0	0	0	0	0	5
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	13	37	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	41	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	21	23	18	0	0	0	0	0	0	0	62

#### 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	1	0	1	0	1	0	0	0	0	0	0	0	3

#### 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	1	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

## 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	29%	53%	56%				25%	52%	57%
ELA Learning Gains	52%						42%	55%	58%
ELA Lowest 25th Percentile	48%						47%	50%	53%
Math Achievement	31%	50%	50%				18%	54%	63%
Math Learning Gains	49%						26%	57%	62%
Math Lowest 25th Percentile	42%						28%	46%	51%
Science Achievement	35%	59%	59%				30%	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	19%	52%	-33%	58%	-39%
Cohort Comparison		0%				
04	2022					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison		-19%				
05	2022					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-24%				

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	14%	54%	-40%	62%	-48%
Cohort Comparison		0%				
04	2022					
	2019	19%	57%	-38%	64%	-45%
Cohort Comparison		-14%				
05	2022					
	2019	12%	54%	-42%	60%	-48%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	51%	-25%	53%	-27%
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	16	35	38	24	35	27	7				
ELL	19	39		31	48						
BLK	25	52	53	24	40	35	26				
HSP	27	52		34	64						
WHT	40			47							
FRL	27	52	48	29	48	42	33				
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	18	29		23	33		47				
ELL	31	55		32	55		50				
BLK	20	50		22	35	50	41				
HSP	18	38		28	62		50				
WHT	40			27							
FRL	23	46	71	26	45	50	49				
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	9	31	47		14	25	8				
ELL	30	38	45	20	28		13				
BLK	20	38	48	17	25	30	26				
HSP	33	40	42	18	30		28				
WHT	35	83		24	23						
FRL	25	42	49	17	25	30	30				

### 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)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	34
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	44
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trends that emerge for 3rd-5th are lower levels of proficiency in third grade (20%) and math achievement was (25%). 4th and 5th demonstrated a little over a 3rd of students proficient for ELA. 4th math shows the closest to 50% at 40%. 5th students were at 26% achievement in math. 5th science was predicted to be over 50% based on internal assessments, however we only achieved 35% proficient.

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

Current 4th graders are demonstrating the greatest need for improvement based on 2022 scores. Students in rising 4th, scored the lowest in both math and reading content.

#### 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 of the factors were long term vacancies and inconsistent instructional needs. New actions that are needed to take place include increased small group individualized instruction greater progress monitoring to make appropriate adjustments in a timely manner.

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

The most improvement was 4th grade ELA from 9% to 33% in 2022, plus 24 percent. 4th math 7% to 40%, plus 33% change.

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

One of the contributing factors was differentiated small group instruction, student ownership of goal setting and data tracking and a focus on proficiency with grade level content.

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

An early starting intervention plan (PUSH plan); ensure teachers understand and implement BEST standards. Looking at the 4 principles of instruction, with an emphasis on Teacher Clarity to ensure students are clear on purpose, task and "ask", and students are able to demonstrate learning in written and oral form.

**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 staff will engage in professional development around Teacher Clarity, with an emphasis on modeling and thinking aloud, robust questions and direct instruction.

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

Adding additional site based coaches, MGT support, systems and structures for planning, PLC, coaching cycles, academic services meetings; workflow meetings (pillars of school improvement)

### **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 Instructional Coaching/Professional Learning****Area of Focus****Description and****Rationale:**

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

We have 90% new classroom teachers to the building and are in need of professional development that will assist teachers in growing their practice around teacher clarity, specifically related to supporting students owning their own thinking.

**Measurable Outcome:**

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

Instruction employs practices that allow all students to learn the content of the lesson and demonstrate responsibility for doing the thinking in the classroom.

**Monitoring:**

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

Leadership developed look-fors specific to identified descriptors (trend data), walk throughs and feedback of planning to practice, lesson planning through classroom observations and Academic Services Meeting and Data Analysis Meetings. We will know we are successful when teachers: A) Share the what, why and how of learning B) Make learning visible through verbal expression and thinking aloud.

**Person responsible for monitoring outcome:**

Carmen Harris (carmen.harris@hcps.net)

**Evidence-based****Strategy:**

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

Teacher Modeling and Thinking aloud, asking robust questions and direct explanations. Students will track data too and show their thinking in written and oral forms.

**Rationale for Evidence-based****Strategy:**

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

All strategies have a effect size of .6 or higher, which is proven to show effectiveness in student instruction and growth. We will engage in Doug Fisher's research based approach to yield positive results.

**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.

Professional Development will provided to teachers to support implementation of teacher clarity within their instructional practice, ongoing throughout the year, through our Lesson Rehearsals. Lesson Rehearsals are demonstration lessons that take place before teaching content and are designed to model exemplar work. This helps teachers to be prepared to deliver high-quality lessons. Teacher will be monitored and coached to support their implementation.

**Person Responsible**

Temetia Creed (temetia.creed@hcps.net)

Facilitated lesson planning will occur twice weekly with coaches and teachers. These will provide teachers with curriculum support and implementation ideas. Teachers walk away with lessons for the upcoming week.

**Person Responsible** Victoria Taylor (victoria.taylor@hcps.net)

Classroom Walkthroughs and feedback are provided daily to teachers around their classroom practice, from school administration and coaches.. Teachers are allowed the opportunity to receive immediate feedback to impact their instructional practice.

**Person Responsible** Carmen Harris (carmen.harris@hcps.net)

Coaching Cycles are provided based on teacher need (frequency based on tier) and trend data collected to show areas of focus. Coaches are assigned from admin or based on their observations (teacher request) coaching cycle focus to support student learning and teacher growth.

**Person Responsible** Jackie Armstrong (jackie.armstrong1@hcps.net)

Instructional Leadership Team will meet monthly to build teacher leadership capacity and grow the instructional community within the school. This team meets monthly and help to promote healthy dialogue around school instructional priorities and endorse coaching cycles. Administration, coaches and teachers make up this team.

**Person Responsible** Magdalene Ford (magadelene.ford@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

Utilizing EOY I-Ready, we will triangulate data with Quarter 1 FAST assessment to determine targeted students for quarter 2, 3 and 4, push plans and strategies.

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

Utilizing EOY I-Ready and FSA, we will triangulate data with Quarter 1 FAST assessment to determine targeted students for quarter 2, 3 and 4, push plans and strategies.

### **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)**

Grades K-2 were 25% proficient in reading and the goal is 50% for the 22-23 school year. To support this work, the team will use I-Ready indicators to determine the progress towards this goal.

### **Grades 3-5: Measureable Outcome(s)**

Grades 3rd- 20%; 4th-33%; 5th-32% proficient in reading and the goal is 50% for the 22-23 school year. To support this work, the team will use I-Ready indicators to determine the progress towards this goal.

### **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.

Leadership developed look-fors specific to identified descriptors (trend data), walk throughs and feedback of planning to practice, lesson planning through classroom observations and Academic Services Meeting and Data Analysis Meetings.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Harris, Carmen, carmen.harris@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 use Teacher Clarity as our identified evidence-based practice to improve instruction, based on an effect size of .6. This strategy aligns with the district's K-12 Comprehensive Evidence Based Reading Plan and B.E.S.T. standards.

### **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?

This is a high yield strategy, based on effect size to impact teacher practice and student achievement. The work by Douglas Fisher shows supports and helps with professional development actions.

### **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
Coaching Cycles provide support to teacher growth with Teacher Clarity will be provided through lesson rehearsals. This will occur weekly and includes teachers and coaches.	Creed, Temetia, temetia.creed@hcps.net
Professional Development will provided to support building teacher capacity around teacher clarity and delivering strong instructional experiences. Teacher will meet monthly to craft their work around teacher clarity with coaches.	Taylor, Victoria, victoria.taylor@hcps.net
Lesson Planning and Feedback of Plans to Practice will be provided weekly by coaches and administration to support teacher practice around implementation and determine next steps. Feedback is collected individually and as trend data.	Fiallo, Erin, erin.fiallo@hcps.net
Walkthroughs for support will occur daily and allow teachers to see admin as support and allow space to build a coaching culture involving teachers, administration and coaches.	Harris, Carmen, carmen.harris@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.

For the 22-23 school year, we will reinstitute PTA and SAC for parents and community to invest in partnership with the school. We will introduce ALL pro Dads and Mom Making Moments for parents/guardians to be a part of the school community. We will have volunteer days for parents/guardians to participate in the life of the school.

We will host student government to allow choice and input in school practices. We will have quarterly incentive events to reward positive choices. We will host Wacky Wednesday once a month to celebrate student choices. We will have Cougar Cash and allow students to shop at the Cougar Cart.

We will have weekly shout-outs, opportunities for snacks (snack cart) and weekly connection moments for staff to build community. We will recognize each other and have a moment of connection each week.

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

Dr. Carmen Harris- vision/ role assigner  
 Erin Fiallo- lead implementer  
 Temetia Creed- implementer  
 Victoria Taylor- Implementer  
 Jackie Armstrong- Implementer  
 Stephanie Bass- Implementer  
 Lenor Holsey- Implementer  
 Gary Givens- Implementer