Mango Elementary School

2022-23 Schoolwide Improvement Plan

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Mango Elementary School

4220 HWY 579, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Sabrina Ruiz   Start Date for this Principal: 10/13/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: D (35%) 2017-18: C (41%)
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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4220 HWY 579, Seffner, FL 33584

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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	84%

School Grades History

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

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SIP Authority

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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.

Every student will believe, achieve, and succeed.

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 90% by 2020. With that in mind, we have developed the following Vision for our school:

Every student will reach their highest potential.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Ruiz, Sabrina	Principal	Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. Support the implementation of high-quality instructional practices at the core and intervention/enrichment Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams. Design and implement the School Improvement Plan Manage the daily operations of the school Provide instructional leadership to achieve the goals outlined in the School Improvement Plan Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Parke, Kimberly	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open,

Name	Position Title	Job Duties and Responsibilities
		informative, and non-evaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. ? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant.

Name	Position Title	Job Duties and Responsibilities
		? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned.

Demographic Information

Principal start date

Friday 10/13/2000, Sabrina Ruiz

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.*

13

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

711

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

13

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

15

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	126	132	115	122	110	97	0	0	0	0	0	0	0	702
Attendance below 90 percent	56	101	82	105	79	31	0	0	0	0	0	0	0	454
One or more suspensions	0	2	1	0	2	0	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 2022 statewide FSA ELA assessment	0	0	0	99	67	82	0	0	0	0	0	0	0	248
Level 1 on 2022 statewide FSA Math assessment	0	0	0	87	54	90	0	0	0	0	0	0	0	231
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	1	2	23	14	0	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	1	16	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	136	108	106	124	100	117	0	0	0	0	0	0	0	691
Attendance below 90 percent	67	40	37	46	32	34	0	0	0	0	0	0	0	256
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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	12	34	42	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	28	56	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	0	21	55	73	38	60	0	0	0	0	0	0	0	247

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	8	12	0	0	0	0	0	0	0	0	21

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	1	2	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	108	106	124	100	117	0	0	0	0	0	0	0	691
Attendance below 90 percent	67	40	37	46	32	34	0	0	0	0	0	0	0	256
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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	12	34	42	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	28	56	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	0	21	55	73	38	60	0	0	0	0	0	0	0	247

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	8	12	0	0	0	0	0	0	0	0	21

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	1	2	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	53%	56%				38%	52%	57%
ELA Learning Gains	57%						50%	55%	58%
ELA Lowest 25th Percentile	65%						40%	50%	53%
Math Achievement	42%	50%	50%				28%	54%	63%
Math Learning Gains	64%						27%	57%	62%
Math Lowest 25th Percentile	58%						19%	46%	51%
Science Achievement	33%	59%	59%				43%	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	35%	52%	-17%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	32%	55%	-23%	58%	-26%
Cohort Comparison		-35%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-32%				

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	30%	54%	-24%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	21%	57%	-36%	64%	-43%
Cohort Comparison		-30%				
05	2022					
	2019	29%	54%	-25%	60%	-31%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	40	59	26	41	57	6				
ELL	27	55	58	45	59	47	19				
BLK	39	57	56	36	61	69	32				
HSP	33	57	64	45	65	52	36				
MUL	31			58							
WHT	30	52		40	60		32				
FRL	34	56	65	40	62	61	32				

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	35	42	21	47	42	29				
ELL	22	67		24	59		23				
BLK	33	48	55	33	36	27	33				
HSP	24	43	58	26	39	54	23				
MUL	42			50							
WHT	42	54		45	41		50				
FRL	30	48	58	32	41	52	32				
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	21	39	32	16	29	19	40				
ELL	24	38	42	19	16	7	35				
BLK	28	45	35	16	26	33	28				
HSP	36	46	44	32	26	6	46				
MUL	33			25							
WHT	52	59	36	32	27	13	46				
FRL	36	49	40	26	25	19	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	99%

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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	51
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?

Math learning gains & ELA learning gains helped our school grade the most;
Overall Math Achievement was also increased from the previous year.
ELA and Science Proficiency continue to mirror each other and show little to no movement when compared to prior year.

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

The greatest need for improvement is Reading Proficiency and performance of the SWD subgroup.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Incoming 3rd graders did not enter on grade level; SWD were being taught & tracked by VE teachers for growth on individual IEP goals not necessarily related to grade level benchmarks.

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

Female Science Proficiency, Hispanic Math & ELA Proficiency, 5th grade Math and LPQ growth all showed significant improvement.

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

Last year we implemented 1:1 Student Goal Setting to increase student engagement
Collaborative Planning Focused on Standard Alignment, Teacher Clarity, and Student Engagement
Differentiation as focus for Coaching Push in Support by Math Coaches

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

We will continue to 1:1 goal set school-wide; Implement collaborative planning PLCs that allow for data review twice a month to identify students who are targeted for proficiency and those who will be pushed toward proficiency in order to reach our schoolwide goal of 55% performing on grade level.

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.

Monthly PD Monday Sessions lead by teachers;
Monthly Coaching Learning walks during common planning time lead by Admin;
Intensive MTSS work sessions lead by student services team

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

Sustainability will come from the Monthly Coaching Learning walks during common planning time lead by Admin where teaching teams will walk classrooms with Admin using school-wide look fors and plan targeted feedback. Allowing Monthly PD Monday Sessions to be lead by teachers will also enhance the expertise already within our school building.

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

:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Using the 5 Why Protocol we uncovered along with recent trend data from classroom walk-throughs and informal/formal observation data, teacher lesson plans and learning tasks designed by teachers did not always meet grade level standards nor demonstrate proficient content knowledge. Further findings included: Majority of students not performing at Achievement Level Descriptors 3+ in Reading and Math. Majority of students have not mastered grade level standards as shown on 2022 spring FSA data for ELA-34% proficient & Math-42% proficient. Science proficiency was at 33%.Students are not consistently given grade appropriate tasks that are aligned to the standard. Historically, collaborative planning sessions that focus on surface level aspects/tasks. Based on trend data from walk-throughs, observations, lesson plans, teachers would benefit from clarity around appropriate tasks and the success criteria that leads to proficiency on grade level tasks.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	55% of students in grades 3-5 will perform on or above grade level as measured by Reading & Math iReady Diagnostic 3 administered Spring 2023. With the support of Math Coach and Reading Coach grades 3, 4, and 5 will have common planning weekly for 60 minutes each session to collaboratively plan B.E.S.T standards aligned lessons using standards with clear lesson tasks. Reading and Math Coach will also push in daily to support core content. Coaches will provide data support to the grade levels in planning lessons responsive to student needs and monitor school-wide data in order to help meet the needs of all students. Teachers K-5 will participate in PLC sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards. Daily academic schedule and planning sessions (ELA, Math, Science) to be approved and monitored by admin on weekly basis through learning walks and admin attendance at collaborative planning session. Admin will conduct weekly learning walks focused on school-wide look fors related to the Four Principles of Excellent Instruction. September learning walks will collect baseline data. October-May will be used to gather percentage of increase towards accomplished and exemplary ratings in Domain 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During bi-weekly data chats, walkthrough data and student assessments will be reviewed to verify correlations between teacher clarity and increased student performance. Leadership will create/use checklist addressing teacher clarity of standards aligned instruction, lesson outcomes & create walk-through schedule. Administration will conduct consistent walk-throughs, follow-ups and data collection to ensure implementation of planned grade level appropriate lessons and communicate trends to individual teachers and faculty.
Person responsible for monitoring outcome:	Sabrina Ruiz (sabrina.ruiz@hcps.net)
Evidence-based Strategy: Describe the evidence-	1:1 Student Goal Setting to increase student engagement Collaborative Planning Focused on Standard Alignment, Teacher Clarity, and Student Engagement Differentiation as focus for Coaching Push in Support.

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.

1:1 Student Goal Setting, Collaborative Planning Focused on Standard Alignment/Teacher Clarity & differentiation as focus for Coaching Push in Support are all strategies that share effect sizes above .41 supporting a year's worth of growth as outlined in Visible Learning by Doug Fisher.

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.

Reading coach will offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing ESSA subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule approved and monitored by admin on a weekly basis.
60 minute Grade Level PLCs for 1st-5th grade teachers will be led by Reading Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week. Teachers will use B.E.S.T standards, item specs and ALD's when planning. Walk through and classroom observations will be used for monitoring.
Marvilyn Lyons: Reading Coach K-5-hire action completed.

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Math coach will offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule to be approved and monitored by admin on a weekly basis. 60 minute Grade Level PLCs for 1st-5th grade teachers will be led by Math Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week. Teachers will use B.E.S.T standards, item specs and ALD's when planning. Walk through and classroom observations will be used for monitoring.
Kim Hunter: Math Coach K-5-hire action completed

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Once a week, 60 minute Grade Level Common Planning for KG teachers outlined in Master Schedule. Planning to be lead by Math and ELA coaches and monitored by Admin. Schedule will begin

September 2022 and end 5/2023.Coaches will develop planning protocol to be completed during collaborative
planning sessions with grade levels each week. Included in protocol will be the development of exemplars for the week, a look at common assessment results, & planning for student misconceptions. Teachers will Standard Clarifications when planning. Content coaches will support teachers with their understanding of the standards to be taught. Tasks and questions will be shared during these sessions. The alignment of the tasks to the standards being taught will be discussed. Informal assessments to monitor clarity around appropriate tasks, & texts. Monitoring: Walkthroughs to look for implementation of clarity as relates to standards aligned tasks; & common assessment data

Person Responsible   Kimberly Parke (kimberly.parke@hcps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our ESSA subgroup for Students with Disabilities (SWD) performed below 41% based on the 2022 ELA FSA. In grades 3, 4 and 5, only 6% of the SWD scored proficient in ELA. An analysis of practice indicates that our SWD population continues to require additional support in the classroom to be successful. We will continue to scaffold and differentiate instruction designed to meet the additional needs of students with disabilities by using standards based planning, constant monitoring with fidelity and adjustment in all four tiers of instruction this group receives.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of 3, 4, and 5th grade students with disabilities scoring at a 3 or higher on the FSA ELA assessment will increase to 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students with disabilities will be actively involved in progress monitoring of their own learning goals and instructional practice will implement a higher degree of layering additional supports to provide increased scaffolding where needed for students.
Person responsible for monitoring outcome:	Sabrina Ruiz (sabrina.ruiz@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will use formative data to help plan for appropriate levels of additional scaffolding that will engage students collaboratively to make learning visible. Additional attention will one placed on establishing and sharing success criteria with the students so they can monitor their own progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Students need additional layers of instruction to fill in the learning gaps they have amassed over the years.

**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.

The schedule of each student with disabilities will be carefully analyzed and created to include all four tiers of support which align seamlessly with the expected standards and provides the additional instruction they need scaffolded to their level. These schedules will be monitored throughout the year and adjustments will be made as needed to ensure student success.

**Person
Responsible**
Sabrina Ruiz (sabrina.ruiz@hcps.net)

#3. Instructional Practice specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Mango staff will monitor at the student level, tracking interventions student-by-student and comparing the number of corrections over a certain period can provide useful data for targeted improvements.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Mango builds a positive culture through the use of a school wide social emotional learning program to develop and mentor character education. All stakeholders work together in this process, which is monitored and adjusted as needed for individual students and classrooms. Mango participates in many activities to further develop students including PBIS and daily SEL lessons. All settings are structured for success, expectations for student behavior are explicitly taught through PBIS, monthly Seven Habits character skill building and daily through the Leader in Me program. Parent and Family Engagement materials are to be ordered and housed in PFE resource center. As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
Person responsible for monitoring outcome:	Sabrina Ruiz (sabrina.ruiz@hcps.net)
Evidence-based Strategy: Describe the evidence-based	Mango is actively using PBIS app to reward and enforce positive behavior and school expectations. We will also implement Second Step curriculum for school-wide use. Second Step

strategy being implemented for this Area of Focus.

teaches executive function, a set of foundational cognitive skills, which is strongly linked to young students' school readiness and academic success.

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

PBIS App empower staff to data driven decisions in real time for best student outcomes. The Second Step Elementary digital program is flexible, web-based, and uses up-to-date research to help teachers engage children with age-appropriate, culturally relevant content to teach social emotional skills.

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.

Tuesday walkthoughs to monitor Second Step Lesson Fidelity.
Monthly School-wide incentives related to PBIS Rewards Points.
Monthly PBIS Action Team meeting to address barriers and plan for improvements school-wide
Quarterly Incentives coordinated with Mango Rec to celebrate student growth in the area of SEL and Academics.

Person Responsible

Chardae Duffy (chardae.duffy@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

Fidelity to Program use: iReady, LLI reading program, BrainSpring, Imagine Learning, & iReady Teacher Toolkit Lessons (RTI Tier 3 select subgroups-ESE, ELL, BQ)
1:1 student goal setting
Teacher Feedback via Coaching Learning Walks

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

Fidelity to Program use: iReady, Ready LAFS, & Achieve 3000 (RTI Tier 2 all students in grades 3-5); LLI reading program, BrainSpring, Imagine Learning, & iReady Teacher Toolkit Lessons (RTI Tier 3 select subgroups-ESE, ELL, BQ)
1:1 student goal setting
Teacher Feedback via Coaching Learning Walks

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)

Our measurable outcome is to have 55% of our students in KG-2nd grade performing at grade level proficiency by spring 2023.

Grades 3-5: Measureable Outcome(s)

On 2022 FSA the following % of students scored proficient: 3rd-27%; 4th-37%; 5th-39%.
Our measurable outcome is to have 55% of our students in 3rd-5th grade performing at grade level proficiency by spring 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.

Weekly monitoring of student progress on Achieve 3000 and iReady to ensure fidelity of program use with 2 articles/lessons passed at 75% or higher on the first try for students in grades 3-5.
Monthly data chats with each grade level to occur last Thursday of each month will focus on % of students showing proficiency on site-based common assessment, district created PMA's, and most current diagnostic results to set class and individual student goals and address any barriers to meeting goal of at least 45% proficiency in each ELA class.

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

Ruiz, Sabrina, sabrina.ruiz@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?

Fidelity to Program use: iReady, Ready LAFS, & Achieve 3000 (RTI Tier 2 all students in grades 3-5); LLI reading program, BrainSpring, Imagine Learning, & iReady Teacher Toolkit Lessons (RTI Tier 3 select subgroups-ESE, ELL, BQ)
1:1 student goal setting
Teacher Feedback via Coaching Learning Walks

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?

Response to Intervention, Interventions for SWD, & 1:1 Student Goal Setting, all strategies that share effect sizes well above .41 supporting a year's worth of growth as outlined by the work of John Hattie and detailed in "Visible Learning" by Doug Fisher.

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
Literacy Leadership-each month grade level teams will participate in learning walks with Coach and Admin and collaborate on targeted feedback to give teachers that will leverage the highest level of improvement.	Ruiz, Sabrina, sabrina.ruiz@hcps.net
Assessment-Frequent monitoring of student progress drives the weekly content PLCs; remediation and/or acceleration is planned for in response to assessment data so that students get what they need, not what they already know.	Lyons, Marvilyn, marvilyn.lyons@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.

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. Parent Liaison will work to bridge the gap between parents and teachers to support student achievement. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls, emails and texts, utilizing social media and our website to post relevant information. We make every effort to communicate every child's progress to the parent or guardian by sending home quarterly progress alerts and holding parent-teacher conferences. All settings are structured for success, expectations for student behavior are explicitly taught through PBIS, monthly Seven Habits character skill building and daily through the Leader in Me program. Parent and Family Engagement materials are to be ordered and housed in PFE resource center. As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

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

Parent Liaison will be Responsible for bridging the gap between parents and teachers to support student achievement and improved student attendance in grades Kg-5th. Role and duties will be monitored by Admin through PTSA minutes and goal tracking as well as monthly attendance reports, observations and evaluations.

Community Resource Teacher who is also our SAC Chair will work to bridge the gap between School and Community Partners in order to positively effect student achievement. She will also work to build parent and family programming through partnerships with Faith Based leaders, local businesses, PTA, and All Pro Dads chapter set to begin 9/2021. Goals will be improved student attendance, parenting education, &

increased parental involvement.

School Counselor will work to strengthen school-wide PBIS program and plan monthly student incentives. She will take the lead on monitoring SEL Second Step fidelity in Kg-5th as well as schedule classroom guidance lessons focused on needs of specific groups.