Mcdonald Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Mcdonald Elementary School

501 W PRUETT RD, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Deena Ham

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: B (55%) 2018-19: D (40%) 2017-18: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Mcdonald Elementary School

501 W PRUETT RD, Seffner, FL 33584

[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 KG-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	57%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a safe environment and develop a culture of learning that enables our community to excel.

Provide the school's vision statement.

Preparing hearts and minds for learning.

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
Ham, Deena	Principal	Instructional leader; facilitates PLCs, conducts teacher evaluations, communicates with all stakeholders, and coordinates instructional priorities.
Markle-Silva, Christina	Assistant Principal	Assist with the instructional, administrative, and operational leadership of an elementary school.
Holling, Sheri	Other	Coordinates attendance, behavioral and academic interventions at the school site. Assists site administrators and staff develop individual, class, and school-wide interventions, including data collection and analysis.
Ramirez, Liliana	Other	Maintains and monitors the implementation of the ESOL program, including coaching and professional development for classroom teachers.

Demographic Information

Principal start date
Monday 7/11/2022, Deena Ham

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.*
9

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school

552

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

20

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

19

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	101	84	107	97	80	88	0	0	0	0	0	0	0	557
Attendance below 90 percent	0	50	31	63	31	31	0	0	0	0	0	0	0	206
One or more suspensions	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	36	0	0	0	0	0	0	0	0	0	36
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	39	25	26	0	0	0	0	0	0	0	90
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	21	27	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	35	18	24	27	17	33	0	0	0	0	0	0	0	154

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	10	15	0	0	0	0	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	0	14	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/30/2022

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	95	87	98	85	74	80	0	0	0	0	0	0	0	519
Attendance below 90 percent	38	28	37	29	18	23	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	8	0	0	0	0	0	0	0	0	0	8
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	32	32	42	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	40	51	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	19	21	33	28	21	20	0	0	0	0	0	0	0	142

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	3	3	9	2	0	0	0	0	0	0	0	17

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	4	2	8	22	0	0	0	0	0	0	0	0	36
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	95	87	98	85	74	80	0	0	0	0	0	0	0	519
Attendance below 90 percent	38	28	37	29	18	23	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	8	0	0	0	0	0	0	0	0	0	8
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	32	32	42	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	40	51	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	19	21	33	28	21	20	0	0	0	0	0	0	0	142

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	3	3	9	2	0	0	0	0	0	0	0	17

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	4	2	8	22	0	0	0	0	0	0	0	0	36
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	33%	53%	56%				33%	52%	57%
ELA Learning Gains	60%						48%	55%	58%
ELA Lowest 25th Percentile	54%						51%	50%	53%
Math Achievement	51%	50%	50%				32%	54%	63%
Math Learning Gains	80%						44%	57%	62%
Math Lowest 25th Percentile	72%						35%	46%	51%
Science Achievement	34%	59%	59%				37%	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	38%	52%	-14%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	34%	55%	-21%	58%	-24%
Cohort Comparison		-38%				
05	2022					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-34%				

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	32%	54%	-22%	62%	-30%
Cohort Comparison		0%				
04	2022					
	2019	33%	57%	-24%	64%	-31%
Cohort Comparison		-32%				
05	2022					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	51%	-15%	53%	-17%
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	4	17		19	50						
ELL	24	52	50	38	82		20				
BLK	35	59		52	81		25				
HSP	34	61	53	54	85	77	35				
MUL	27	60		57							
WHT	33	60	50	47	73	62	33				
FRL	31	59	52	49	79	70	36				

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	4	36		4	8						
ELL	24	40		29	50						
BLK	50			50							
HSP	26	32		31	33		41				
MUL	23			38							
WHT	33	44		24	19		41				
FRL	30	39	50	28	26	30	36				

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	5	30	26	12	30	25	11				
ELL	23	55	64	35	53	50	21				
BLK	30	37	42	21	34		21				
HSP	30	49	53	28	42	37	27				
MUL	20			20							
WHT	39	52	58	40	53	35	54				
FRL	32	46	51	30	43	36	36				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	47
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	59
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	48
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	
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	51
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	55
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?

The data showed that the math proficiency score was 51%. This was an increase from the previous year (31%), Our ELA for 2021/2022 was 33% and Science was 34%.

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

The greatest need for improvement based off progress monitoring and 2022 state assessments is proficiency in ELA, math and science.

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

The need for high quality data driven small group instruction in all subject areas. Conduct coaching cycles with teachers around the implementation of small group instruction. Planning and coaches co-teaching with teachers so coaches can model and assist with delivering effective small group instruction.

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

Math proficiency went from 31% in 2021 to 51% in 2022.

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

Small WIN groups were implemented effectively to increase proficiency in math.

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

Explicit, systematic and scaffolding strategies will be implemented in order to accelerate learning in whole and small group in order to accelerate 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.

Common planning and data driven PLCs with academic coaches will be provided at the school to support teachers and leaders with pedagogy.

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

Common planning will be derived from data driven PLCs.

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

:

#1. Positive Culture and Environment specifically relating to Positive Behavior and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Create a classroom culture that is intentional in developing students' SEL, increase their connection within the school community and provide them with constructive responses to undesirable behavior at school. Rationale: Due to the trauma Covid-19 may have caused we need to be prepared to address the effects. Student absenteeism rose 3.1 percent from prior year with SWD/ESE and ELL students accounting for 1/3 of the total absenteeism for the year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our attendance will increase to 90 percent for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	- Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms. - Student Services, RtI Resource Teachers and teachers will log and track the successes of students and will gather data to learn how to increase student participation in celebrations throughout the year. - Faculty and staff will consistently enforce the uniform policies. - Admin, Student Services team, RtI Resource Teachers, Community School Resource Teacher, and teachers will follow up with students to determine additional needs and check on emotional well being of students. - Admin, RtI Resource Teachers, Student Services team, teachers will log and track increase of positive student behavior throughout the year. - Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the professional development resources.
Person responsible for monitoring outcome:	Deena Ham (deena.ham@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Using PBIS and PLC to address the following strategies: 1.Students will check in and check out with attendance buddies. Monthly attendance celebrations for individuals and whole classes. 2. Effective use of technology to increase student engagement in the classroom and during and/or after school clubs 3. Equip teachers with tools (flexible seating-standing desks, bucket chairs, bean bags, etc.) to appropriately respond to behavior issues and students with trauma/poverty. 4. Morning meetings to decrease tardies. 5. Student Services will teach and monitor how to implement a culturally responsive classroom. 6. Celebrations for students meeting criteria through PBIS system.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Increase accountability among students and parents to attend school regularly. 2. Students need to learn technology to be successful at school and home. 3. Teachers will individualize to optimize learning for all students. 4. Attract and increase student motivation with class meetings and high student engagement activities at the beginning and end of the school day. 5. Student Services will utilize tools learned from professional development to create an optimal learning environment. 6. Students will encourage their peers to make positive choices to build the school community.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planning, support and modeling by coaches and student services will provide teachers with the resources to develop effective SEL lessons and clear and consistent behavior management strategies to be used in the classroom, especially focused on the following subgroup: SWD/ESE.

Monitoring: Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms.

Person Responsible	Deena Ham (deena.ham@hcps.net)

The RtI Resource Teachers and Student Services will plan PBIS events for monthly celebrations for a total of 9 events.

Coaches, student services and teachers will find effective ways to celebrate student success within the school community, especially focused on the following subgroup: SWD/ESE.

Monitoring: Student Services, RtI Resource Teachers and teachers will log and track the successes of students and will gather data to learn how to increase student participation in celebrations throughout the year.

Person Responsible	Deena Ham (deena.ham@hcps.net)

Student uniforms will cultivate equity and unity among all SES levels and will create an increase of school spirit and build culture among the students.

Monitoring: Faculty and staff will consistently enforce the uniform policies.

Person Responsible	Deena Ham (deena.ham@hcps.net)

A health pantry will provide resources to our students with necessary health and hygiene supplies which will improve behavior, attendance, and social-emotional well-being.

Monitoring: Admin, Student Services team, Community School Resource Teacher, and teachers will follow up with students to determine additional needs and check on emotional well being of students.

Person Responsible	Deena Ham (deena.ham@hcps.net)

Wellness Center will establish a safe space for students and adults to use for de-escalation, counseling, mentoring, and peer-to-peer support. This space is meant to provide support to thrive in and out of school; behavioral, social, and emotional support.

Monitoring: Admin, RtI Resource Teacher, Student Services team, teachers will log and track increase of positive student behavior throughout the year.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Provide professional development books and resources that support and increase students' SEL development, especially focused on the following subgroup: SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the professional development resources.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Weekly and quarterly attendance interventions and celebrations (e.g., attendance incentives, PBIS school store, etc.) to assist in improving overall attendance outcomes.

Monitoring: Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms.

Person Responsible   Deena Ham (deena.ham@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Area of Focus Description: Instructional practice will focus on supporting a teacher's ability to plan and implement high-quality small group lessons which focus on instructional delivery practices requiring students to do the cognitive lift. Rationale: Students' inability to conceptually understand and apply strategies consistently to standards aligned tasks in ELA, math, and science. Also, teacher vacancies in prior years, high absentee rate of students, a need for small group instruction, and support of teacher instructional practices and classroom management. Teachers generally design small group lessons through common planning, but admin observations show that teachers are not always implementing small group instruction during small group time. This rationale was gathered from standards based assessments and observations (e.g., FSA, common assessments, walkthroughs, etc).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By October 2022, at least 80% of teachers will provide opportunities for students to engage in small group lessons according to learning walk data. By December 2022, 100% of teachers will provide opportunities for students to engage in small group lessons.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	- Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of PLCs; Admin and resource teachers/coaches will attend PLCs to monitor implementation - Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve standards-based instruction and learning
Person responsible for monitoring outcome:	Deena Ham (deena.ham@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Develop protocols and streamline the process and expectations for PLCs; in order to: 1. Support the development of small group lesson plans and promote collaboration and gradual release of responsibility to the students. 2. Support the implementation of high-quality lesson plans, instructional best practices and teacher clarity. 3. Analyze, discuss, and reflect on student work, common assessments, and instructional practices to develop high-quality standards-based lesson plans. 4. Identify and support students needing tier 2 and tier 3 interventions throughout the school year.
Rationale for Evidence-based Strategy:	Students will be intellectually engaged in standards-based learning that will meet the needs of all students during small group instruction. PLCs will provide teachers with the necessary skills, strategies, and support that will help develop and execute high-quality small group instruction.

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.

Coaches/resource teachers and administration will facilitate PLCs with the goal of releasing responsibilities to teachers.
- Weekly common planning and data review sessions
- Develop instructional plans
- Build teacher capacity
- Evaluate student work, disaggregate data in order to plan differentiated learning
- Increase teacher knowledge of standards-based instruction, best practices and resources

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of PLCs; Admin and resource teachers/coaches will attend PLCs to monitor implementation

Person Responsible   Deena Ham (deena.ham@hcps.net)

Coaches, resource teachers and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback.
- Learning tools will be provided to enhance instruction throughout the school community.
- Ongoing coaching and feedback cycles
- Walkthrough look-for's protocols will be developed

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning

Person Responsible   Deena Ham (deena.ham@hcps.net)

Create structures to monitor MTSS data during PLC meetings:
- Weekly PSLT meetings during common planning
- Data driven PLC meetings to guide planning and standards-based instruction
- Especially focused on the following subgroup: SWD/ESE.

Monitoring: Admin, resource teachers/coaches, and student services will collect and monitor protocols, expectations, roles, and responsibilities of PLCs; Admin, resource teachers/coaches, and student services will attend PLCs to collect and monitor data and implementation throughout the year.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Using data, coaches and teachers will plan, provide, and monitor intensive small group instruction, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroup: SWD/ESE.

Monitoring: Admin, teachers, and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of tutors.

Person Responsible Deena Ham (deena.ham@hcps.net)

Aides/paraprofessionals will provide support for small group instruction during differentiated reading and math groups, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroup: SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of aides.

Person Responsible Deena Ham (deena.ham@hcps.net)

Utilize additional supplemental resources (e.g., Scholastic Storyworks, Literacy Footprints, and Thinking Maps, etc.) for supplemental ELA materials

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

Person Responsible Deena Ham (deena.ham@hcps.net)

The Science Resource Teacher will coach teachers on how to develop data driven small group lessons based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially focused on the following subgroup: SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

Person Responsible Deena Ham (deena.ham@hcps.net)

Support classroom use of supplemental materials by providing the needed classroom supplies. Per UniSig 5% office supply cap.

Monitoring: Admin will oversee and determine the necessity and distribution of materials and supplies.

Person Responsible Deena Ham (deena.ham@hcps.net)

Extended Learning Program (ELP) will be offered for grades K-5 for reading and math, and science. Providing additional time for students to master the standards and learning tasks will lead to increased student achievement.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of ELP teachers

Person Responsible Deena Ham (deena.ham@hcps.net)

Books and resources will be provided to teachers, students and parents in the ESOL program to enhance and support English-language acquisition and cultural responsiveness at school and home.

Monitoring: ESOL teacher will utilize assessments to determine growth and needs of each student and will provide books and/or resources based on data and student needs.

Person Responsible Deena Ham (deena.ham@hcps.net)

Provide professional development books and resources that support small group instruction.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the professional development books and resources.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Parent Liaison will provide a connection between parents/guardians and school to help parents gain a deeper understanding of grade level standards and student expectations.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of Parent Liaisons.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Computer software to enhance active and intellectual engagement using an interactive and immersive learning tool (e.g., Nearpod, Flipgrid, Flickr, Kahoot, etc.)

Monitoring: Admin will collect data and feedback from teachers, and coaches/resource teachers on effectiveness of technology based programs in relation to student achievement.

Person Responsible   Deena Ham (deena.ham@hcps.net)

The Math Resource Teacher will provide support in math with small group math instruction. The Math Resource Teacher will support students in small groups based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially focused on the following subgroups: SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

Person Responsible   Deena Ham (deena.ham@hcps.net)

MTSS/RtI Resource Teachers will support small group instruction in ELA, writing, math and science with appropriate classroom supplies included. Working with the Literacy Coaches, math coaches and science coaches, groups will be based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially focused on the following subgroups: SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

Person Responsible   Deena Ham (deena.ham@hcps.net)

Field trips will provide students with content standards and real world-based learning experiences. Students will be provided integrated learning curriculum in reading, writing, math, and science before and after the field trip to ensure that learning is connected to grade-level standards.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of students and teachers regarding standards-based field trips.

Person Responsible   Deena Ham (deena.ham@hcps.net)

To support student learning and increase teacher resources the school's library collection needs to be updated. More than 1,500 pieces are over 31 years old and over 65% of the collection is more than 10 years old. These books, periodicals, and other resources would be housed in the media center, so they are accessible to all students and staff. It would allow a larger and more updated collection to support learning and instruction in all content areas.

Monitoring: Admin, media specialist, and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

Person Responsible   Deena Ham (deena.ham@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

The instructional improvements will include the incorporation of explicit and systematic whole and small group instruction and the use of scaffolding to increase student proficiency ELA in the 2022-2023 school year.

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

The instructional improvements will include the incorporation of explicit and systematic whole and small group instruction and the use of scaffolding to increase student proficiency ELA in the 2022-2023 school year.

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)

The percent of k-2 grade students scoring proficient on the new coordinated screening and progress monitoring system will be 50% on the end of year ELA assessment.

Grades 3-5: Measureable Outcome(s)

The percent of 3-5 grade students scoring proficient on the new coordinated screening and progress monitoring system will be 50% on the end of year ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- Admin and resource teachers/coaches will collect and monitor attendance at trainings and the planning of cooperative learning, questioning, and discussion instructional strategies
- Admin and resource teachers/coaches will conduct walkthroughs and observations to monitor implementation.
- Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve standards-based instruction and learning.

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

Ham, Deena, deena.ham@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?

Scaffolding, systematic and explicit whole group and small group instruction increases comprehension that leads to productive student conversation and provides a window into student understandings and misconceptions by incorporating structures and strategies that encourage student discussion, ownership of work, and active engagement.

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?

Scaffolding, systematic and explicit small group and whole group instruction enables students to retain knowledge of the material and allows teachers and students to attend to misconceptions and misunderstandings to master B.E.S.T. ELA standards.

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
Coaches/resource teachers and administration will plan for and implement coaching cycles for identified teachers to support deeper content knowledge, strong pedagogical practices, and effective teaching practices in both core instruction and small group instruction. Coaches/resource teachers will use a variety of coaching supports including (but not limited to) modeling instruction, co-teaching, and side-by-side coaching. Teachers engaging in coaching cycle collaborations will have the opportunity to set and evaluate individual instructional goals with their coach to gauge progress. Monitor: Coaches/resource teachers and administration will review coaching cycle goals and classroom walkthrough data to monitor teacher progress	Ham, Deena, deena.ham@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.

We will build positive relationships through effective communication systems and opportunities for student, parent, staff, and community involvement in our school. McDonald will offer several after-school events to include parents and caregivers. We will offer after-school informational sessions to help parents provide academic and emotional support to their children. The school community resource teacher will be available to effectively communicate school culture and expectations and to provide emotional and academic support. The Mustang Market will be available for families and students to provide them with essentials that might be in limited supply or inaccessible at home. The school community resource teacher and student services will provide support to students and families for students who have social and emotional challenges. McDonald has started the process to become a Community School, using the NEA model. With support from CTA, the district, and the NEA, McDonald will work towards build capacity within all stakeholder groups (students, staff, families, and the community) to build relationships, use Improvement Science to problem-solve concerns, and build a hub that supports the whole-child.

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

Stakeholders: Students, Staff, Families, and Community

Role: all stakeholders will have an active role that work independently and interdependently to support academic, social, and emotional growth of everyone. Each stakeholder group will participate in determining the needs and assets of their group and the school, will determine strengths and areas for improvement, and ultimately will determine a priority list of concerns. From there all stakeholders will work together to determine solutions, on-going progress monitoring, and next steps. The Plan-Do-Act-Assess model will be implemented for all concerns. With the participation and active involvement of all stakeholders the culture and environment should improve.