

Hillsborough County Public Schools

Mendenhall Elementary School



2022-23 Schoolwide Improvement Plan

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Mendenhall Elementary School

5202 N MENDENHALL DR, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Skylaar Guyer

Start Date for this Principal: 7/1/2014

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (57%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Mendenhall Elementary School

5202 N MENDENHALL DR, Tampa, FL 33603

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide differentiated instruction that meets all students' academic and social needs as we prepare them for graduation and life.

Provide the school's vision statement.

Preparing students for life

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
Fernandez, Cristina	Principal	Principal
Florez, Jennifer	ELL Compliance Specialist	ELL Specialist
Reed, Kristen	Reading Coach	Reading Resource and SAC Co-Chair
Posada, Jacqueline	Staffing Specialist	ESE Specialist for Mendenhall
Sanfilippo, Sommer	Reading Coach	Reading Resource/
Jaime, Melanie	Assistant Principal	
Smith, Katie	Math Coach	Math Coach/Parent Involvement
Perry, Kathryn	Teacher, K-12	SAC co-chair

Demographic Information

Principal start date

Tuesday 7/1/2014, Skylaar Guyer

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.*

11

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

509

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

7

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	82	75	75	68	82	0	0	0	0	0	0	0	445
Attendance below 90 percent	0	31	25	13	18	18	0	0	0	0	0	0	0	105
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	26	0	0	0	0	0	0	0	0	0	26
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	31	24	16	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	32	13	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	0	9	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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	80	88	75	87	88	71	0	0	0	0	0	0	0	489
Attendance below 90 percent	0	22	10	17	14	16	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	0	0	0	0	0	0	0	0	9

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	0	4	0	0	0	0	0	0	0	0	0	5
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	80	88	75	87	88	71	0	0	0	0	0	0	0	489
Attendance below 90 percent	0	22	10	17	14	16	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	0	0	0	0	0	0	0	0	9

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	0	4	0	0	0	0	0	0	0	0	0	5
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	49%	53%	56%				50%	52%	57%
ELA Learning Gains	60%						59%	55%	58%
ELA Lowest 25th Percentile	43%						72%	50%	53%
Math Achievement	60%	50%	50%				55%	54%	63%
Math Learning Gains	75%						68%	57%	62%
Math Lowest 25th Percentile	69%						62%	46%	51%
Science Achievement	48%	59%	59%				35%	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	49%	52%	-3%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison		-49%				
05	2022					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-46%				

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	55%	54%	1%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	60%	57%	3%	64%	-4%
Cohort Comparison		-55%				
05	2022					
	2019	36%	54%	-18%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	51%	-21%	53%	-23%
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	34	43	31	50	78	69	35				
ELL	47	60	41	62	80	81	48				
BLK	48	53		57	53						
HSP	49	62	43	61	77	70	48				
WHT	54	60		64	79						
FRL	47	62	45	58	73	68	47				
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	36	36		28	13		20				
ELL	39	57		46	57	40	29				
BLK	48			33							
HSP	50	67		47	44	40	43				
WHT	61			48							
FRL	48	62	62	44	41	38	39				
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	29	52	75	30	50	53	20				
ELL	41	54	65	49	63	71	30				
BLK	35	64		42	79						
HSP	52	59	72	55	65	69	37				
WHT	48	50		56	64						
FRL	48	60	74	53	68	62	34				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
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	53
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	64
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	58
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 achievement in grades 3-5 increased significantly in 2022. Do to continuous progress monitoring of our students in grades 3-5, our math achievement increased from 43 percent proficiency to 53 percent proficiency. Our gains went from 36 percent to 60 percent. The math bottom quartile went from 29 percent to 51 percent.

Our ELA achievement in grades 3-5 stayed relatively consistent with our proficiency decreasing from a 50 percent to a 49 percent. Our ELA gains decreased from a 62 percent to a 60 percent. Our ELA bottom quartile gains decreased significantly from a 57 percent to a 43 percent.

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

Our greatest need for improvement currently is ELA. Our ELA data dropped 15 percent in our bottom quartile gains and 2 percent in gains for overall gains.

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

We believe that there has been a lack of phonics/vocabulary support implemented into the core reading instruction for grades 3-5. During small group reading, 3-5 bottom quartile students haven't been receiving the differentiation needed especially in the area of word work. This year, we will implement phonics/vocabulary into our core reading instruction. Reading and math resource teachers will meet with K-5 teachers collaboratively to analyze individual student data in order to plan differentiated small groups focused on individual student needs, especially in the areas of phonics and vocabulary.

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

Math achievement in grades 3-5 increased significantly in 2022. Do to continuous progress monitoring of our students in grades 3-5 our math achievement increased from 43 percent proficiency to 53 percent proficiency. Our gains went from 36 percent to 60 percent. The math bottom quartile went from 29

percent to 51 percent. Science achievement in grade 5 increased significantly in 2022 from 38 percent to 48 percent.

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

This improvement was made by addressing teachers planning small group instruction. Coaches, resource, paras, and teachers supported with small groups in the classroom and in addition ie: lunch bunches, ELP, etc. Coaches followed up on small group instruction both in the class and during planning.

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

In order to accelerate learning, teachers and academic coaches will analyze data and plan collaboratively to create differentiated small group instruction that includes opportunities for acceleration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers have been trained in their content area(s) during Professional Study Day. Teachers/Staff have been provided with a canvas course to help support acceleration. Coaches will attend professional development with the district and then support implementation with teachers through coaching cycles, professional development in how to accelerate in small group and core instruction. Professional Development will be created by coaches to implement during Monday PD on a monthly/as needed basis.

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

In order to ensure sustainability, we will have ELP for our bottom quartile and students approaching/one grade level below. We will purchase teacher resource books and additional curriculum to supplement if needed. Parent involvement will follow up with parents on how to support students at home. Students will be tracking their own data in data folders and setting goals with their teachers. The leadership team will follow up with classes to discuss data.

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 ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The ELA bottom quartile decreased from 57% to 43%. With the implementation of word work into core reading instruction in grades 3-5, all students can show one years growth in one years time.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>70% of students will show learning gains in ELA based on the 3rd progress monitoring of the FAST assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Instructional Leadership Team will analyze data with teachers, attend PLC, monitor next steps and meet quarterly with students about goals and their data. PLC agendas will be kept with notes. Teams will revisit next steps in future PLCs. Coaches will support teachers in analyzing data to predict student outcome based on progress monitoring assessments.</p>
Person responsible for monitoring outcome:	<p>Cristina Fernandez (cristina.fernandez@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>According to John Hattie the effective size of Collective Teacher Efficacy is a 1.57 effect size. Self-reported grades is a 1.33 effect size. Teacher estimates of achievement is a 1.29 effect size.</p>

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.

Collective Teacher Efficacy is a belief that teachers can more positive impact the learning of their students if they work as a team. During PLC, we will discuss data, core instruction, and how to best support students based on data. Being that students being able to self report data shows a great effect size, students will monitor their data and standards in a data folder. This data folder will be implemented in the classroom and the instructional leadership team will provide student incentives based on growth. The Instructional Leadership Team will also go into classes and have data chats with students about their data and goals. In PLC teachers will determine where students are based on their data and what appropriate resources to use.

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.

Identify bottom quartile students in 3-5 and track their progress in both teacher and student data chats. Instructional coaching by reading resource, teacher feedback given by admin and coaches, planning sessions focused on word work for all grade levels.

Person Responsible Cristina Fernandez (cristina.fernandez@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

Based on Spring Iready for 2021-2022, 1st grade proficiency was 37% and 2nd grade proficiency was 47%.

An instructional practice we plan to implement is targeted small group individualized instruction. We will also focus on vocabulary development during this time utilizing SIPPS.

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

Based on Spring FSA for 2021-2022 36% of 3rd graders, 48% of 4th graders, and 49% of 5th graders scored a level 3 or above. An instructional practice we plan to implement is targeted small group individualized instruction. We will also focus on vocabulary development during this time utilizing the SIPPS.

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)

In order to evaluate the effectiveness of this, we will measure our PMA Data from Fall, Winter and Spring to ensure that students in grades K, 1 and 2 are meeting our proficiency goal of 60% in ELA. In addition, we will progress monitor through common assessments implemented at each grade level.

Grades 3-5: Measureable Outcome(s)

In order to evaluate the effectiveness of this, we will measure our FAST Data from Fall, Winter and Spring to ensure that students in grades 3, 4 and 5 are meeting our proficiency goal of 60% in ELA. In addition, we will progress monitor through common assessments implemented at each grade level.

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.

Teachers and leadership team will meet after common grade level assessment are given in PLCs to review the data and monitor student progress. Teachers will use data to create small groups and resource team members will be deployed to work with and assist with small group instruction for students who continue to struggle. All data will be tracked through electronic data walls that are accessible to all staff through OneNote notebooks

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Fernandez, Cristina, cristina.fernandez@hcps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Research has proven that explicit routines focus on phonological awareness, spelling sounds, and sight words. The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading.

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?

These programs will target the needs of our students to assist achievement in all grade levels. Our team of teachers identified these programs as resources that will be beneficial for our students and target deficiencies needed in order to grow.

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**

Using these resources will allow our teachers the ability to have data that will be discussed at PLC's and planning sessions. Teachers will be able to work together to provide professional development for one another. Peer to Peer coaching sessions and observations will allow teachers to see how best to implement the programs with fidelity and success.

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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.

Building a positive school culture is important for staff, students and parents. We help build a positive school culture and environment in the following ways:

Reward for students demonstrating good character and behavior

Character Awards Monthly

Positive Behavior Awards (Pawsitive Behavior)

Growth Mindset

Patrols

Faculty Thank You Form

Business partners help celebrate student and staff (Dunkin, Starbucks, Wawa, 18 Bagels, Village Inn, Fresh Kitchen, Hungry Howies, Jason's Deli)

Tiger Buck Store

Fun Fair

Field Day

Monthly attendance/behavior celebrations

Faculty appreciation weeks

Social Committee

Actively participate in programs such as, Math Bowl, 4H Speech, Essay Contests

Monthly Family Nights (Literacy Night, SMATH Night, Grandparents Breakfast, Mom/Dad Breakfast)

Hispanic Heritage Celebrations

5th Grade Graduation Week

Social emotional check In with identified teacher and students

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

Reading Resources- Reward students demonstrating good character and behavior, Patrols,

SAC Co-Chair, Safety Sponsor

Gifted Teacher- SAC Co-Chair

Math Coach- Math Bowl, Parent Involvement

School Social Worker, Classroom Teachers & Administration- Character Awards Monthly

Administration- Positive Behavior Awards

Teachers, Administration, Coaches, Instructional- Growth Mindset

Teachers, Coaches, Administration & Reading Resource- Faculty Thank You Form

ESE Specialist & Administration- Business Partners

School Guidance/Social Worker- Tiger Buck Store

PE Coach, Leadership Team, Administration, Teachers-Fun Fair Field Day

School Social Worker, Guidance Counselor & Administration- Monthly attendance/behavior celebrations

Social Committee, Administration, PTA- Faculty Appreciation Weeks

ESE Specialist & Grade Level Reps- Social Committee

Reading Resources- 4H Speech & Essay Contests

Teachers, Administration, Leadership Team- Monthly Family Nights

ELL Specialist & Team- Hispanic Heritage Celebrations

5th Grade Team, Administration, Leadership Team- 5th Grade Graduation Week

School Social Worker, Guidance Counselor & Specific Teachers/Students- Social Emotional Check In