Mitchell Elementary School

2022-23 Schoolwide Improvement Plan

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Mitchell Elementary School

205 S BUNGALOW PARK AVE, Tampa, FL 33609

[no web address on file]

Demographics

Principal: Renee Best

Start Date for this Principal: 8/1/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (78%) 2018-19: A (70%) 2017-18: A (70%)
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.](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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Mitchell Elementary School

205 S BUNGALOW PARK AVE, Tampa, FL 33609

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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	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

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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 develop the desire, knowledge, and skills enabling students to reach their highest potential in the 21st century and beyond.

Provide the school's vision statement.

Inspiring lifelong learning and service for every student.

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
Best, Renee	Principal	
Geary, Kristen	Teacher, K-12	
Palmer, Alicia	Assistant Principal	

Demographic Information

Principal start date
Thursday 8/1/2019, Renee Best

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.*
47

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.*
2

Total number of teacher positions allocated to the school
49

Total number of students enrolled at the school
704

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

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

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	3	0	0	0	0	0	0	0	0	4

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

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

Date this data was collected or last updated

Monday 8/15/2022

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	113	114	136	113	113	139	0	0	0	0	0	0	0	728
Attendance below 90 percent	14	13	11	15	11	8	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	113	114	136	113	113	139	0	0	0	0	0	0	0	728
Attendance below 90 percent	14	13	11	15	11	8	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	86%	53%	56%				79%	52%	57%
ELA Learning Gains	74%						66%	55%	58%
ELA Lowest 25th Percentile	67%						50%	50%	53%
Math Achievement	86%	50%	50%				83%	54%	63%
Math Learning Gains	83%						78%	57%	62%
Math Lowest 25th Percentile	68%						59%	46%	51%
Science Achievement	84%	59%	59%				74%	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	82%	52%	30%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	75%	55%	20%	58%	17%
Cohort Comparison		-82%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-75%				

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	88%	54%	34%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	77%	57%	20%	64%	13%
Cohort Comparison		-88%				
05	2022					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	51%	21%	53%	19%
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	56	56		56	75						
ELL	55	53	55	45	53	45					
ASN	100			90							
BLK	67			67							
HSP	78	71	43	76	78	57	73				
MUL	83	93		74	79						
WHT	88	75	75	91	85	76	88				
FRL	65	68	59	58	68	58	50				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS												
SWD	57			52							
ELL	52	75		41	50		43				
ASN	91			73							
BLK	64			43							
HSP	75	83	73	71	61	45	60				
MUL	92			88							
WHT	87	79		89	74		82				
FRL	64	85	69	57	59	53	60				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS												
SWD	53	39	41	47	54	53	20				
ELL	47	50	35	47	63	61					
ASN	73			93							
BLK	50	46		67	69						
HSP	68	68	45	72	72	55	50				
MUL	81	45		85	82						
WHT	87	70	59	88	80	62	85				
FRL	52	51	39	58	65	56	44				

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	78
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	74
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	54
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
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	68
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	82
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	83
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	62
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?

Based on FSA and iReady data, our bottom quartile students in both reading and math are demonstrating a need for additional supports in order to produce adequate learning gains.

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

When reviewing data of State assessments, our hispanic and black students exhibit a larger achievement gap than other subgroups. Due to this data, our school will provide additional learning and support opportunities intended to support all demographics in appropriate formats.

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

When reviewing all available date, there is a strong correlation between performance and attendance and behavior, as well as parental support. In order to support improvements with regard to these factors, we will provide additional opportunities for parents to become involved in their students' education, a specialized area for ELL students and support personnel to complete various assessments and lessons, small group and individual opportunities for students to meet with the school's guidance counselor in order to set appropriate goals for students, additional small group interventions within the classroom, including providing teachers with the appropriate professional development to support all students, and providing ELP taught by certified teachers who are able to utilize classroom and grade level data to better support student growth and achievement.

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

When reviewing the appropriate progress monitoring and 2022 State assessments, students who are within the Math bottom quartile subgroup demonstrated significant growth/gains as evidenced by a 22 point increase from 2021 to 2022. The math bottom quartile group had the largest amount of growth when comparing 2022 state assessment data to 2021 state assessment data.

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

In order to increase student assessment data across subject areas, we provided additional opportunities for after-school ELP taught by appropriate grade-level teachers. During the school day, our school placed an intensive focus on small group instruction within classroom, which included providing on-site differentiation professional development, allotting time weekly for collaborative planning among grade-

level teams and planning/teaching effective small group lessons geared towards acceleration for all applicable students and providing additional supports for all student levels, as needed.

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

Moving forward, our school will continue to focus on small group instruction, ensuring that all time spent in small groups with the teacher is effective and meaningful based on student needs. Additionally, administration will organize opportunities for on-site professional development for differentiation, small group lessons, analyzing different data points and new BEST benchmarks/Florida Standards (where applicable). Administration will also be establishing individual/grade-level data chats with teachers, in order to go over current practices within the classroom and planning effectively to address achievement gaps and maintain growth across all subject areas. Teachers, administration and the school guidance counselor will also be working directly with students to review assessment data and determine strengths and areas for growth, as well as helping students individually to set appropriate academic goals.

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.

Administration will organize professional development for teachers (preferably on-site) that is geared to K-5 teachers, including, but not limited to: iReady implementation within the elementary classroom, utilizing iReady data to plan instruction and differentiate lessons, how to differentiate all lessons within the elementary classroom, SIPPs/BEST Benchmarks trainings, Wonders/BEST Benchmarks trainings, and allowing opportunities for teachers to learn from one another through classroom learning walks.

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

Moving forward, our school will continue to offer ELP before and after school in order to provide all students will opportunities for additional supports outside of classroom instruction. Additionally, administration will dedicate time to spend with teachers/grade-level teams for data chats. Also, administration will organize opportunities for professional development.

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 Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data reviewed showed that we need to increase student learning gains, which is done through small group planning and collaboration.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With increased focus on small group collaborative planning, 75% of students will make learning gains in math and in reading.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data chats with individual teachers and grade-level teams to address achievement gaps, appropriate differentiation strategies and best practices to increase opportunities for student growth and success. Grade levels will update all data walls upon completion of assessments and use allotted PLC meetings to discuss data trends and best practices to promote student growth and success. Grade levels will submit collaborative planning/PLC notes weekly and administration will use the information within the notes to provide detailed feedback to teachers/teams during administrative walkthroughs and data chats. Administration and district staff will conduct walkthroughs and provide teachers with as much specific feedback as possible. Administration and teachers will continue focusing on the use of assessment data to drive instruction in order to promote student growth and success.
Person responsible for monitoring outcome:	Renee Best (renee.best@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy	Administrators and teachers will regularly review grade level data walls and conduct data chats to determine areas of growth and areas of need with regard to student achievement.

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.

Teachers will use previous year and current year data, along with knowledge of students, to prepare effective small group lessons that are standards/benchmark aligned.

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

No action steps were entered for this area of focus

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Through the course of the school year, teachers will review District and State assessment data in order to drive instruction. In order to address current achievement gaps and areas for improvement, teachers will follow the acceleration plan for small group instruction, where applicable. Additionally, teachers will utilize time allotted in the ELA frameworks to provide students with individualized small group instruction where students are able to learn at an appropriate level, while also being exposed to grade-level appropriate instruction. In providing these classroom supports, teachers will be able to collect multiple sources of data, through assessment and observation, in order to determine student growth throughout the school year. Additionally, grade levels will utilize school, district and state data to determine individualized student assessment goals and will update data walls appropriately to measure student growth in correlation with these assessment goals. When students are not meeting appropriate goals to demonstrate growth in a content area, the teacher will revisit his/her practices and make modifications to groupings/lesson implementation with these particular students. Throughout the school year, teachers and grade-levels will meet with administration to conduct data chats, providing all appropriate assessment and observation data and determining what next steps are necessary in order to provide instruction for these students that is continuously progressing throughout the school year. When appropriate, students who require additional supports beyond the school day will be offered an opportunity to participate in ELP. Teachers and administration will set goals with students who exhibit needs for improvement in regard to behavior or attendance through goal setting with students and families.

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

Through the course of the school year, teachers will review District and State assessment data in order to drive instruction. In order to address current achievement gaps and areas for improvement, teachers will follow the acceleration plan for small group instruction, where applicable. Additionally, teachers will utilize time allotted in the ELA frameworks to provide students with individualized small group instruction where students are able to learn at an appropriate level, while also being exposed to grade-level appropriate instruction. In providing these classroom supports, teachers will be able to collect multiple sources of data, through assessment and observation, in order to determine student growth throughout the school year. Additionally, grade levels will utilize school, district and state data to determine individualized student assessment goals and will update data walls appropriately to measure student growth in correlation with these assessment goals. When students are not meeting appropriate goals to demonstrate growth in a content area, the teacher will revisit his/her practices and make modifications to groupings/lesson implementation with these particular students. Throughout the school year, teachers and grade-levels will meet with administration to conduct data chats, providing all appropriate assessment and observation data and determining what next steps are necessary in order to provide instruction for these students that is continuously progressing throughout the school year. When appropriate, students who require additional supports beyond the school day will be offered an opportunity to participate in ELP. Teachers and administration will set goals with students who exhibit needs for improvement in regard to behavior or attendance through goal setting with students and families.

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)

Teachers will utilize SIPPs screening and district/state assessments to determine students' starting data points. Teachers, students and administration will utilize class, school, district and state data to determine the appropriate assessment goals for each student so that the teacher can plan instruction effectively for all students. Teachers will utilize qualitative and quantitative data points to determine student growth throughout the school year, particularly between assessment windows (example, between PMA 1 and PMA 2). Teachers will discuss data with students and families and provide opportunities for additional support at school, through small group instruction, ELP (where appropriate) and by collecting additional assessment data (as appropriate) for MTSS/individualized educational plan purposes. Administration will support teachers through this process using effective data chats throughout the school year and setting goals with teachers for student growth. Administration will be able to monitor the progress toward student growth by supporting teachers with specific classroom feedback, additional data chats, providing opportunities for grade-level collaborative planning and teacher-led data chats, as well as through professional development provided for teachers intended to increase differentiation within the classroom, utilizing various data sources to plan effective instruction, and leading effective small group lessons.

Grades 3-5: Measureable Outcome(s)

Teachers will utilize last year's FSA data and current year district/state assessments to determine students' starting data points. Teachers, students and administration will utilize class, school, district and state data to determine the appropriate assessment goals for each student so that the teacher can plan instruction effectively for all students. Teachers will utilize qualitative and quantitative data points to determine student growth throughout the school year, particularly between assessment windows (example, between PMA 1 and PMA 2). Teachers will discuss data with students and families and provide opportunities for additional support at school, through small group instruction, ELP (where appropriate) and by collecting additional assessment data (as appropriate) for MTSS/individualized educational plan purposes. Administration will support teachers through this process using effective data chats throughout the school year and setting goals with teachers for student growth. Administration will be able to monitor the progress toward student growth by supporting teachers with specific classroom feedback, additional data chats, providing opportunities for grade-level collaborative planning and teacher-led data chats, as well as through professional development provided for teachers intended to increase differentiation within the classroom, utilizing various data sources to plan effective instruction, and leading effective small group lessons.

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.

Administration will conduct data chats throughout the school year to discuss current assessment data. Additionally, administration will "pop-in" to grade-level PLCs to support teachers/teams with utilizing assessment data to drive instruction and plan for small group instruction. Administration will review team PLC notes regarding these data-based conversations and discuss ways in which administration can provide support to teachers (such as through professional development opportunities) or with students (through individualized goal setting). Administration will also conduct walkthroughs throughout the school year that is geared towards providing teachers with specific feedback regarding student achievement opportunities (such as observing small group lessons with students who exhibit instructional needs/achievement gaps).

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

Best, Renee, renee.best@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?

The evidence-based practices/programs described herein are appropriate and are able to met according to Florida's definition of an evidence-based program. These practices/programs also align directly to the district's K-12 Comprehensive Evidence-Based Reading Plan and the B.E.S.T. ELA Standards/benchmarks.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The practices/programs described above address the identified need of increasing student achievement, particularly in regard to ELA. These practices/programs are designed to help students with achievement gaps or who require additional supports in order to maintain or meet appropriate grade-level assessment criteria. During the last several years (except during Covid), our school has provided access for teachers and students to close achievement gaps and promote student growth and success. Through previous and current data collection, it is evident that these practices/programs are effective and provide students will additional opportunities for learning, adequate growth across multiple subject areas and continued support for the following school year through appropriate data monitoring by current teachers/administration.

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
Data Chats Literacy Leadership - Appropriate school teachers/district resource professionals will be asked to collaborate with grade-level teachers to promote student growth using data as a foundation for conversation. Literacy Coaching - Appropriate school teachers/district resource professionals will be asked to collaborate with grade-level teachers to promote student growth using data as a foundation for conversation. Assessment - Teachers will be provided with opportunities to update grade-level data walls and use these data walls to discuss areas of strength and areas for improvement. Professional Learning - Administrators will organize opportunities for teachers to attend PD that is geared towards interpreting district/state assessment data.	Best, Renee, renee.best@hcps.net
Collaborative Planning Literacy Leadership - Appropriate school teachers/district resource professionals will be asked to collaborate with grade-level teachers to promote student growth using data as a foundation for conversation. Literacy Coaching - Appropriate school teachers/district resource professionals will be asked to collaborate with grade-level teachers to promote student growth using data as a foundation for conversation. Assessment - Teachers will utilize particular assessment data to drive instruction and plan for small group instruction. Professional Learning - Teachers will be able to attend professional development sessions that are geared towards developing a deeper understanding of current Benchmarks/Standards and how these current changes to curriculum are measured in regard to assessment data.	Best, Renee, renee.best@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.

Administrators provide teachers with ample time to complete grade-level PLCs designed to discuss assessment data and what the data means in each of their classrooms. Teachers are provided with materials and resources that are geared towards supporting whole group, small group and individualized instruction, including providing reimbursements to teachers through the PTA for materials/resources purchased by teachers for the benefit of the students in their classroom. Administrators make it clear to teachers that teachers are supported in educational practices. Teachers are able to discuss needs with one another and with administrators in a respectful manner and all voices are heard. Together, administration and teachers provide opportunities for students to connect with adults within the school building and prioritize relationships, respect and rapport between students and adults on campus. Students feel cared for

and that each individual student has the ability to be successful. Students feel comfortable with their teachers and peers and are able to learn within classrooms. Additional supports are provided through the ESE, AGP, ELL and ELP programs at school and students are not made to feel a particular way when utilizing the resources provided through these programs. Teachers are supported by the parents of students in their classroom. All teachers and students are held to high expectations. Administration is available to teachers, parents and students when needed and provide appropriate and effective solutions to problems as they arise. The school consistently reinforces the importance of appropriate behaviors and attendance patterns.

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

Community members, families, nearby universities, and business partners provide our school with an abundance of resources meant to increase and promote student achievement and support for teachers, students, administration, and the school as a whole. Community members and business partners donate funds and time to our school in order to provide resources and materials to teachers and students that would not otherwise be made available. These resources/materials help teachers to develop interactive lessons that increase student growth and achievement. Nearby universities provide our school with opportunities to host interns, which provides students and teachers with a qualified individual to provide additional supports within the classroom. By having additional supports available immediately within the classroom, there is an increase in individualized instruction provided to students and thereby increases student growth and achievement. Families provide support through donations of both time and money. Through these family donations, we are able to increase activity on campus, including opportunities for students to see their own families involved in their education by being on campus for volunteer opportunities. Students are able to feel that they are cared for at our school as a result of the stakeholder involvement.