

Hillsborough County Public Schools

Orange Grove Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Michael M IR Anda

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (52%) 2017-18: B (57%)
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.

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Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[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)
Middle School 6-8	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	85%

School Grades History

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

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SIP Authority

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<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.

At Orange Grove Middle Magnet School of the Arts, success is the expectation. We seek to empower well-rounded individuals through all disciplines. We will create a community of respect and sensitivity while fostering an appreciation of the role of Arts in life. We will accomplish our Vision by:

- * Maintaining a standard of excellence for every student
- * Broadening student experiences in Arts and Academics
- * Promoting a creative and artistic approach to learning
- * Fostering a creative, cooperative environment
- * Providing experience and training in all content areas that goes beyond what is offered in traditional middle school curriculum
- * Encouraging active involvement of students, parents, and the community
- * Embracing the critical role we play in the K-12 Fine Arts Program

This will empower students to become respectful, successful, lifelong learners and productive citizens.

Provide the school's vision statement.

Our vision at Orange Grove is to prepare every student to be successful and creative by promoting high academic standards through an arts integrated approach to 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
Miranda, Michael	Principal	Instructional leader and manager of school. Responsible for budget, schedules, hiring, safety and supervision of students and staff.
Bowles, Bridgette	Math Coach	Instructional leader for the Math department and resource for students as well as SAC Chair.
Miceli, Darlene	Teacher, K-12	Teacher for orchestra as well as Team Leader for elective department
Nelson, Tracey	Assistant Principal	Instructional leader and helps manage school. Responsible for schedules, units, testing and supervision of students and staff.
Moragne, Altelio	Magnet Coordinator	Serves as Lead Arts teacher to market our arts programs as well as Success Coach, providing interventions to enable all students to be successful.

Demographic Information

Principal start date

Tuesday 8/2/2022, Michael M IR Anda

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.*

10

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.*

16

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

468

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

8

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

8

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	185	130	153	0	0	0	0	468
Attendance below 90 percent	0	0	0	0	0	0	2	3	2	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	35	32	30	0	0	0	0	97
Course failure in Math	0	0	0	0	0	0	25	25	30	0	0	0	0	80
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	30	28	34	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	37	33	28	0	0	0	0	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	36	42	0	0	0	0	116

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	2	2	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	1	0	0	0	0	1
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

Saturday 8/13/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	162	178	165	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	1	3	1	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	24	39	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	30	33	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	50	40	0	0	0	0	129

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	1	2	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	5	5	0	0	0	0	13
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	0	0	0	0	0	0	162	178	165	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	1	3	1	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	24	39	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	30	33	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	50	40	0	0	0	0	129

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	1	2	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	5	5	0	0	0	0	13
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	47%	50%	50%				53%	51%	54%
ELA Learning Gains	47%						49%	52%	54%
ELA Lowest 25th Percentile	35%						40%	47%	47%
Math Achievement	38%	36%	36%				49%	55%	58%
Math Learning Gains	50%						55%	57%	57%
Math Lowest 25th Percentile	58%						47%	52%	51%
Science Achievement	36%	52%	53%				41%	47%	51%
Social Studies Achievement	69%	58%	58%				52%	67%	72%

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
06	2022					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison						
07	2022					
	2019	55%	54%	1%	52%	3%
Cohort Comparison		-52%				
08	2022					
	2019	53%	53%	0%	56%	-3%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	49%	-10%	55%	-16%
Cohort Comparison						
07	2022					
	2019	56%	62%	-6%	54%	2%
Cohort Comparison		-39%				
08	2022					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	41%	47%	-6%	48%	-7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	67%	-15%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	63%	22%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	34	29	10	36	42	8	38			
ELL	32	39	38	28	48	55	41	54			
BLK	33	38	35	26	42	61	27	55	48		
HSP	56	53	39	49	56	44	37	78	74		
MUL	59	52		19	37						
WHT	70	66		63	66		61	88	56		
FRL	43	44	36	33	46	55	28	64	56		
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	11	16	18	20	27	25		31			
ELL	36	39	31	38	39	45		64			
BLK	37	39	29	29	36	37	19	42	63		

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
HSP	55	52	24	50	50	47	50	64	81		
MUL	57	41		36	38						
WHT	69	56		68	60		48	76	78		
FRL	43	44	31	37	41	44	28	52	64		
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	11	19	20	17	35	27	12	25			
ELL	32	28	25	17	42						
BLK	36	40	38	34	48	45	19	43	72		
HSP	58	52	44	53	58	48	44	58	64		
MUL	50	44		61	67		50				
WHT	80	62	54	69	60	43	74	68	92		
FRL	44	45	36	41	53	47	26	48	68		

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	48
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	36
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	41
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	52
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	42
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	67
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	44
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?

There is a trend for students in the bottom quartile (comprised of many SWD and ELL) not making adequate yearly progress nor being proficient on FSA assessments in Reading, Writing, and Math. Slow steady growth in ELA throughout the year.

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

EWS data, district systems data, progress monitoring data, attendance records, School City assessments, CommonLit assessments, and semester exams.

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

Culture within school among staff and between staff and students adversely affected learning environment. Several teachers not conducting teacher-led small groups, and consequently not differentiating instruction as needed.

Administration, district staff, and subject area leaders will conduct more frequent walk-throughs with targeted feedback as well as ongoing job-embedded professional development with continuous data chats with students and progress monitoring. Administration will leverage teacher leaders to provide support in a culture of collective efficacy. Newline interactive panels, new SurfacePro laptops for teachers as well as students will elevate technology and engagement.

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

Civics; Learning gains in Math and learning gains of bottom quartile in Math; learning gains of bottom quartile in ELA

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

Implemented READ strategy across the campus in all subject areas to help students become more critical readers and support their writing with evidence from the texts. One of our assistant principals co-taught for two periods/day with the lowest level math students in 6th grade. We also had a part-time Math Resource Coach who pulled small groups from their elective and tutored students weekly.

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

Standards-based and arts integrated planning with a focus of questioning and discussion and use of ongoing progress monitoring to differentiate instruction.

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.

Formative Assessment, Differentiating Instruction, embedding rigor in instruction, effective teacher-led small groups, Kagan strategies, integrating the arts for student engagement.

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

Walk-throughs conducted by administrative team will be captured, with individualized feedback given, and trend data analyzed weekly. Data chats will be held with students and teachers quarterly. Students in the bottom quartile will be targeted (including SWD and ELL) and Kagan strategies implemented to increase reading comprehension. Small group rotations and instruction will be done with fidelity in classrooms to allow for differentiated instruction. Success coach will monitor Attendance, Behavior, and Course Performance and progress monitor students and set weekly goals. Counselors will offer mental and emotional health, SEL opportunities for students and staff throughout the year. Students will be pulled out by Math Resource Coach and Reading Resource Coach for tutoring and small group remediation.

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 Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math achievement data reflects a decrease of 14 points compared with 4 years ago. Math learning gains are 5 points lower and math learning gains of the bottom quartile are 7 points lower. Acceleration points also decreased by 27 pts compared with 4 years ago, which is a direct correlation with Algebra scores dropping. Moreover, when you drill down in Math achievement, 38% of ELL students and 20% of SWD showed proficiency and 39% of ELL and 27% of SWD made learning gains in Math.

Measurable

Outcome:

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

Math achievement data will reflect an increase of 10 points compared with previous assessments. Math learning gains will be 10 points higher and math learning gains of the bottom quartile will be 10 points higher compared to most recent assessments. Moreover, in Math achievement, 50% of ELL students and 30% of SWD will show proficiency and 50% of ELL and 37% of SWD will make learning gains in Math.

Monitoring:

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

Progress monitoring assessments in August/December/May in addition to IXL online programs and common assessments completed monthly or as needed by the Math department.

Person responsible for monitoring outcome:

Bridgette Bowles (bridgette.bowles@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Math teachers will use CUBES strategy (circle key numbers and units, Underline the question, Box math "action" words, Evaluate and eliminate, Show your work and check) to attack problems, especially word problems. We will purchase a site license for IXL (online program) to be used in the classroom, which will address learning gaps by using diagnostics and adaptive lessons.

Rationale for Evidence-based Strategy:

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

Prior evidence has shown that using IXL has resulted in significant learning gains for students, especially bottom quartile students, and is aligned with the District's Instructional Framework. The CUBES strategy assists students with the ability to attack word problems quickly by helping students deconstruct or break down problems, especially in real-world contexts.

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.

-Ms. Bowles, Math SAL and Resource Coach, will train all teachers in the Math department on the CUBES strategy. Ms. SanPedro, VE Math teacher, will assist, so there are strategies provided for SWD and ELL students.

-Principal will order IXL. Teachers will run reports monthly to determine growth areas and learning gains.

-Ms. Bowles will utilize IXL data, create targeted small groups, and pull small groups of students daily out of their elective classes for remediation.

-Math teachers will utilize word problem worksheet by topic where students will be using CUBES strategies on assignments throughout the school year.

-Math teachers will progress monitor using District PM assessments (baseline, mid-year, end of year) to monitor learning gains.

-Math teachers will conduct data chats after each District assessment and use unit tests as well.

Person

Responsible

Bridgette Bowles (bridgette.bowles@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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**

N/A

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.

Our school staff cultivates and builds a positive school culture and environment by fostering 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. We have a "Sunshine" committee who plans events and recognitions throughout the year to build collective efficacy and collaboration among all staff.

We involve various stakeholder groups (core, non-core, parents, instructional staff, instructional support staff, students) to employ school improvement strategies that impact the positive school culture and environment. Our PTSA Board meets monthly to discuss ways they

can support the school in our vision and goals.

Stakeholders play a key role in school performance and addressing equity. Our Instructional Leadership Team (ILT) meets twice/month to discuss our school's vision, mission, values, goals, and employing school improvement strategies aligned with our instructional priority and magnet theme of the arts.

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

Principal, Assistant Principals: Create meaningful parental involvement, celebrate achievement and behavior (school-wide events and incentives), establish norms and high expectations that build values, set consistent discipline, meet student and staff needs on a daily basis.

Subject Area Leaders: Lead their respective departments and provide ongoing support for professional needs and training.

Team Leaders: Collaborate with teachers on team to discuss students, incentives, communication with parents and administration to meet the individual needs of students.
Resource staff (success coach, counselors, social worker, psychologist): Focus on the mental and emotional health of all students and staff with trainings and professional development in Second Step, Kognito, Panorama survey results, 7 Mindsets, SEL, suicide and threat assessments, etc.

Teachers: Establish expectations, procedures, and classroom culture that fosters mutual respect and rapport as well as accountability for learning. They praise students when they succeed and assist them when they fail. They encourage students to "reach for the stars" in our magnet school for the arts, helping each student develop as learners and performers.
Instructional Support (secretaries, data processor, bookkeeper, assistant teacher, custodians, cafeteria staff, bi-lingual aide, nurse): They support all staff with supplies needed, assist with parent communication, help keep the campus clean, feed students, make sure the students are where they are supposed to be for student safety, help students who may have lost an item or needs another shirt to wear, treat students who get hurt or don't feel well, etc.)