

Hillsborough County Public Schools

# Palm River Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Palm River Elementary School

805 MAYDELL DR, Tampa, FL 33619

[ no web address on file ]

## Demographics

Principal: Kelly McCluney

Start Date for this Principal: 7/15/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: B (56%) 2018-19: C (48%) 2017-18: D (35%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Palm River Elementary School

805 MAYDELL DR, Tampa, FL 33619

[ 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	86%

### School Grades History

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

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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.

Palm River Elementary will utilize a student centered approach to teaching and learning where data drives all instructional and behavioral decisions to positively impact the whole child.

#### Provide the school's vision statement.

Our vision at Palm River Elementary is to develop well rounded, confident and responsible students who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is valued and all achievements are celebrated.

### 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
McCluney, Kelly	Principal	
Haynes, Sophia	Assistant Principal	
Kozlowski, Jaclyn	ELL Compliance Specialist	
Whitley, Sherry	Other	Media Specialist

### Demographic Information

#### Principal start date

Wednesday 7/15/2020, Kelly McCluney

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

20

**Total number of students enrolled at the school**

428

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

13

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

12

## 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	71	74	55	64	49	63	0	0	0	0	0	0	0	376
Attendance below 90 percent	0	36	35	25	19	20	0	0	0	0	0	0	0	135
One or more suspensions	0	1	4	2	6	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	23	0	0	0	0	0	0	0	0	0	23
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	1	2	4	7	0	0	0	0	0	0	0	14

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

Friday 9/2/2022

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	67	73	53	60	48	65	0	0	0	0	0	0	0	366
Attendance below 90 percent	39	39	16	19	23	28	0	0	0	0	0	0	0	164
One or more suspensions	1	4	2	5	4	7	0	0	0	0	0	0	0	23
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	51	19	14	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	19	23	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	44	10	35	32	16	21	0	0	0	0	0	0	0	158

#### 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	1	3	1	2	2	2	0	0	0	0	0	0	0	11

#### 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	2	5	5	5	0	0	0	0	0	0	0	0	0	17
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	67	73	53	60	48	65	0	0	0	0	0	0	0	366
Attendance below 90 percent	39	39	16	19	23	28	0	0	0	0	0	0	0	164
One or more suspensions	1	4	2	5	4	7	0	0	0	0	0	0	0	23
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	51	19	14	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	19	23	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	44	10	35	32	16	21	0	0	0	0	0	0	0	158

#### 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	1	3	1	2	2	2	0	0	0	0	0	0	0	11

#### 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	2	5	5	5	0	0	0	0	0	0	0	0	0	17
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	38%	53%	56%				41%	52%	57%
ELA Learning Gains	61%						54%	55%	58%
ELA Lowest 25th Percentile	78%						55%	50%	53%
Math Achievement	42%	50%	50%				44%	54%	63%
Math Learning Gains	72%						54%	57%	62%
Math Lowest 25th Percentile	71%						43%	46%	51%
Science Achievement	33%	59%	59%				43%	50%	53%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		-36%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-39%				

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	45%	54%	-9%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	38%	57%	-19%	64%	-26%
Cohort Comparison		-45%				
05	2022					
	2019	39%	54%	-15%	60%	-21%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	51%	-12%	53%	-14%
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	19	53	69	14	58	75	6				
ELL	39	59		38	59		46				
BLK	29	67		35	77		22				
HSP	46	60	70	51	69		40				
WHT	38	56		33	63		36				
FRL	38	63	82	42	75	74	31				

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	12	19		10	13		13				
ELL	24	15		20	15		19				
BLK	17	22		22	17		11				
HSP	31	22		28	14		25				
WHT	26			29							
FRL	26	25	27	25	17	40	22				
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	27	51	58	28	54	67	32				
ELL	40	50	45	45	61		42				
BLK	36	47	60	37	48	43	44				
HSP	46	58	56	48	58		41				
WHT	36	63		44	44						
FRL	42	55	56	43	54	45	43				

### 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	55
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	48
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	48
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	46
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	55
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	45
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The lowest data component from the 2021-2022 school year are students with disabilities with 19% proficiency in ELA and 14% proficiency in mathematics. A contributing factor was the lack of rapid interventions for this targeted groups of students who have significant learning gaps or who lack key foundational skills. This particular subgroup of students did show growth in overall gains and in the lowest 25% gains.

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

The component that demonstrates the greatest need for improvement from 2022 FSA data were our ELA and math achievement proficiency.

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

The contributing factors to this need for the areas of improvement in proficiency were the lack of foundational skills and instructional strategies demonstrated by students during the core and independent practice to meet and/or exceed grade-level benchmarks.

Lack of teacher understanding and clarity regarding demands and instructional rigor to meet and/or exceed grade level benchmarks. Additional resources were allocated to support the lowest 25% of students in 3rd-5th grade.

New actions that will be taken to address this need for improvement will consist of the following utilizing the KUD method to increase teacher clarity regarding the rigor and demands of the grade-level benchmarks, continuing to implement collaborative planning sessions with academic coaches to design instructional task aligned to grade-level benchmarks and allocating the appropriate to facilitate benchmark based small group instruction.

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

The component that demonstrated the greatest improvement from 2022 FSA data was our math learning gains increasing from 17% to 77%.

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

Our math coach and other personnel staff members supported our bottom quartile students with small group instruction. Planning sessions focused on providing scaffolded support to ensure progress towards mastery of the standards and daily intended learning outcomes. Students were given multiple opportunities to engage in rigorous aligned instructional task during core and small group instruction. Students also demonstrated ownership of the data and learning by participating in data driven conversations after informal and formal assessments with members of the administrative and academic leadership team.

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

Explicit Modeling- When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009)

- Direct instruction – 0.59
- Teacher clarity – 0.75

Feedback- Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align Hillsborough - 3281 - Palm River Elementary School - 2021-22 SIP

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effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.

- Feedback – 0.73

### **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.**

Driven by Data 2.0- Data-driven instruction is the philosophy that schools should focus on two simple questions: how do you know if are students learning? And when they are not, what do you do about it? Driven by Data 2.0 is a practical guide that answers these questions to empower schools to achieve significant gains in student achievement.

Assess—set the roadmap for learning

Analyze—identify why students struggle

Act—teach more effectively what students need

Build the culture—train and develop your staff so that data-driven instruction can thrive

Get Better Faster- It's the book's focus on the actionable—the practice-able—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success.

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

Strong resource team consisting of reading coach and math coach, This team will use their expertise to coach and guide teachers/students to strengthen the core instruction.

Teachers will participate in 5-day of support cycles focused on student-centered coaching that focuses on a benchmark based goal.

We also have an behavior leadership team that will influence the overall mindset and culture of the school.

### **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 Standards-aligned Instruction**

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

Spring 2022 iReady Diagnostic data indicated 61% of Kindergarten- 5th grade students received an overall placement in literacy of one or more years below grade level indicating that the majority of our students are not meeting the instructional requirements to be considered proficient on their grade level benchmarks.

Spring 2022 ELA FSA data indicated 62% of 3rd-5th grade students received a Level 1 or 2 achievement score.

Spring 2022 Mathematics FSA data indicated 58% of 3rd-5th grade students received a Level 1 or 2 achievement score.

Essential practices such as explicitly modeling OF instructional strategies, offering feedback to students that address misconceptions and making adjustments throughout the lesson will be implemented to ensure students are progressing towards mastery of the intended learning target and grade level benchmarks resulting in student achievement.

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

By Spring 2023, 100% of students in grades Kindergarten-5 will show a years growth by reaching and/or exceeding their iReady typical growth measure from Diagnostic 1 to Diagnostic 3.

By Spring 2023, 50% 3rd-5th grade students receive a Level 3 or higher on the ELA portion of the FAST assessment.

By Spring 2023, 50% 3rd-5th grade students receive a Level 3 or higher on the Mathematics portion of the FAST assessment.

The following area of focus will be monitored through:

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

Data collection during core instruction with specific student look-fors designed during instructional planning sessions to determine student progress towards intended outcome of the lesson. From data collection, teachers will provide planned targeted, intentional small group instruction with a specific benchmark/skill focus to positively impact student learning.

Analyze formal and informal data and implement needed interventions according to student data from ELA and mathematics mini-assessments, unit tests and FAST Progress Monitoring assessments.

Students applying and articulating use of instructional strategies to text and problem-solving as demonstrated by teacher during explicit modeling  
 Student responding to text verbally and in written form  
 Students showing multiple ways to solve a problem through computations.

**Person responsible for**  
**monitoring outcome:**

Kelly McCluney (kelly.mccluney@hcps.net)

**Evidence-based**  
**Strategy:**

Explicit Modeling- When teachers adopt explicit teaching practices they clearly show

**Describe the evidence-based strategy being implemented for this Area of Focus.**

students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009)

- Direct instruction – 0.59
- Teacher clarity – 0.75

Feedback- Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises

- specific
- Feedback – 0.73

The research based work of John Hattie's Visible Learning refers to making student learning visible to teachers so they can know whether they are having an impact on student learning. It also refers to making teaching visible to the student as well so that students

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

learn to become their own teachers, an important component of becoming lifelong learners – something we want students to value. Teaching and learning are visible when the learning goal is not only challenging but is explicit. When implementing visible learning instructional strategies, both the teacher and the student work together to attain the goal, provide feedback, and ascertain whether the student has attained the goal. Evidence shows that the greatest effects on student learning come when the students become their own teachers In successful classrooms, both the teaching and learning are visible.

**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.

Design master schedule to include common grade level collaborative planning sessions centered on benchmark-based planning.

Create and implement planning protocols that will be utilized to structure planning sessions to support the understanding of the intent and rigor of the grade level benchmarks.

Designed explicit models with instructional strategies to support grade level benchmark and student thinking.

**Person Responsible** Sophia Haynes (sophia.haynes@hcps.net)

Administer district baseline assessments (foundational skills, fluency and reading comprehension) to gain quick information on students unfinished learning in prerequisite skills and knowledge. Leadership team will analyze formative data to understand current state of students learning while identifying the content knowledge and skills students may struggle with within their current grade level. Engage teachers in data deep drive to analyze to prioritize the most critical prerequisite skills and adjust grade level curriculum scope and sequence pacing guides according to students needs.

**Person Responsible** Kelly McCluney (kelly.mccluney@hcps.net)

Academic coaches will facilitate weekly grade professional learning communities to help build and develop content and best instructional practices.

Weekly grade level plc's will analyze student instructional task to determine student progress towards demonstrating that is preventing them from achieving proficiency. Tiered levels of intervention will be implemented according to student data.

**Person Responsible** Kelly McCluney (kelly.mccluney@hcps.net)

Administration will conduct daily classroom observations to provide feedback and progress monitor explicit modeling and task alignment to grade level benchmarks. Administration will provide immediate feedback to coach teachers.

Administration will meet weekly with academic coaches to discuss walk-through observations/feedback to progress monitor implementation of collaborative planning sessions and impact of coaching cycles.

**Person Responsible** Kelly McCluney (kelly.mccluney@hcps.net)

## **#2. -- Select below -- specifically relating to**

### **Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

### **Measurable Outcome:**

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

### **Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

### **Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

### **Rationale for Evidence-based Strategy:**

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

### **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***

**#3. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#4. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#5. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#6. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#7. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#8. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#9. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#10. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*



**#11. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*

**#12. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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*



### #13. -- Select below -- specifically relating to

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

#### Measurable Outcome:

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

#### Monitoring:

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

#### Person responsible for monitoring outcome:

[no one identified]

#### Evidence-based Strategy:

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

#### Rationale for Evidence-based Strategy:

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

#### 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

Based on the 2022 STAR Literacy Progress Monitoring Assessment #1 data, 54% of Kindergarten students are below the 25th percentile.

Based on the 2022 STAR Literacy Progress Monitoring Assessment #1 data, 46% of 1st grade students are below the 25th percentile.

Based on the 2022 STAR Reading Progress Monitoring Assessment #1 data, 60% of 2nd grade students are below the 25th percentile.

By focusing on ELA, the instructional improvements will include a strong focus on foundational skills, benchmarks based planning, instructional tasks alignment to intended learning outcome and rigor of task, and explicit modeling of instructional strategies to support benchmarks.

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

Based on the 2022 FAST Progress Monitoring Assessment #1, 69% of 3rd-5th grade students scored at level 1. By focusing on ELA, the instructional improvements will include benchmarks based planning, instructional tasks alignment to intended learning outcome and rigor of task, explicit modeling of instructional strategies to support benchmarks taught.

#### **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)**

On the 2023 STAR Literacy Progress Monitoring Assessment #3 data, 60% of Kindergarten- 2nd grade students will be above the 50% percentile or above in literacy and mathematics.

### **Grades 3-5: Measureable Outcome(s)**

On the 2023 FAST Progress Monitoring Assessment #3, 50% of 3rd-5th grade students will score at a level 3 or higher in ELA and Mathematics.

#### **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.

Areas of focus will be monitored through core instruction classroom observations with specific measure to gage student progress towards the intended learning outcome, collection, analysis of student work to include student work samples and exit tickets. Interventions developed and implemented from data analysis. Administrative and academic leadership teams will progress monitor school-wide and grade level data. Data will also be progress monitored for individual and groups of students.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

McCluney, Kelly, kelly.mccluney@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?

**Explicit Modeling-** When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009)

- Direct instruction – 0.59
- Teacher clarity – 0.75

**Feedback-** Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.

- Feedback – 0.73

**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 research based work of John Hattie's Visible Learning refers to making student learning visible to teachers so they can know whether they are having an impact on student learning. It also refers to making teaching visible to the student as well so that students learn to become their own teachers, an important component of becoming lifelong learners – something we want students to value. Teaching and learning are visible when the learning goal is not only challenging but is explicit. When implementing visible learning instructional strategies, both the teacher and the student work together to attain the goal, provide feedback, and ascertain whether the student has attained the goal. Evidence

shows that the greatest effects on student learning come when the students become their own teachers. In successful classrooms, both the teaching and learning are visible.

**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
Design master schedule to include common grade level instructional design sessions centered on benchmarks-based planning to accelerate student learning.	McCluney, Kelly, kelly.mccluney@hcps.net
Administer district progress monitoring baseline assessments to gain information on students learning on benchmark skills and knowledge. Academic Leadership team will analyze formative data to understand current state of students learning while identifying the content knowledge and skills students may struggle with within their current grade level. Engage teachers in data deep drive to analyze to prioritize the most critical prerequisite skills/benchmarks and adjust grade level curriculum scope and sequence pacing guides according to student's needs.	McCluney, Kelly, kelly.mccluney@hcps.net
Weekly grade level plc's will analyze student instructional task and student work samples to determine student progress towards intended learning outcome, mastery of grade level benchmarks and what misconceptions students are demonstrating that is preventing them from achieving proficiency. Tiered levels of intervention will be implemented according to student data.	McCluney, Kelly, kelly.mccluney@hcps.net
Students, administrative and academic leadership team will track individual/grade level data to know and understand their current level of proficiency, and receive frequent feedback on their performance and areas of improvement.	McCluney, Kelly, kelly.mccluney@hcps.net
Administrative team will conduct daily walk-thoughts to progress monitor explicit modeling and task alignment to grade level benchmarks. Administration will provide immediate feedback to coach teachers. Administration will meet weekly with academic coaches to discuss walk-through observations/feedback to progress monitor implementation of collaborative planning sessions and impact of coaching cycles.	McCluney, Kelly, kelly.mccluney@hcps.net
Leverage academic coaches to provide continuous tiered teacher support and coaching on teacher clarity, success criteria, targeted task alignment and intent and rigor of the grade level standards	McBride, Kelly, kelly.mcbride@hcps.net
Staff will participate in quarterly data check-ins to progress monitor school-wide progress towards to gains in student proficiency and student learning gains.	McCluney, Kelly, kelly.mccluney@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.**

Describe how the school addresses building a positive school culture and environment.

Palm River strives to maintain a healthy and positive school culture and environment by our collective vision, mission and core values. Our school is committed to ensuring all stakeholders feel seen, valued, and heard. Our students are provided with multiple opportunities to demonstrate leadership skills through their daily interactions and opportunities in the classroom with classroom jobs and leadership roles. We empowering teachers to actively seek teacher leadership roles and responsibilities. In our school, we have champion teams (physical environment, empowering instruction, social emotional learning, direct lessons, leadership roles, new and ongoing staff learning, and family and community partnerships) where everyone in the school serves on a team. Staff members choose their teams based on passions; then, set goals, action steps, and celebrate when meeting their goals. These teams drive our school improvement plan, which means teachers are making the decisions to execute the mission and vision of the school. Their ownership of who we are creates a sense of pride. Communication and positive parent interactions are other critical elements in building and maintaining a positive school culture.

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

The stakeholders play an important role in managing schools. They are the partners of the school leaders in making the schools conducive to teaching and learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.