# Pizzo K 8 School

# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Pizzo K 8 School

11701 USF BULL RUN ST, Tampa, FL 33617

www.pizzo.mysdhc.org

## Demographics

## Principal: Ovett Wilson                    Start Date for this Principal: 7/1/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (51%)<br><br>2018-19: D (39%)<br><br>2017-18: C (44%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | [Lucinda Thompson](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * 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.

## Table of Contents

# Pizzo K 8 School

## 11701 USF BULL RUN ST, Tampa, FL 33617

### www.pizzo.mysdhc.org

## 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) |
|---|---|---|
| Combination School PK-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 | 93% |

## School Grades History

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

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Best Teaching Practices
USF Partnerships
Learning Communities
Leads to
Student Achievement

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

Growing empowered scholars for a diverse and evolving world

### 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 |
|---|---|---|
| Wilson, Ovett | Principal | The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. |
| Flanders, Danielle | Assistant Principal | The Assistant Principal, Elementary, will assist with instructional, administrative, and operational leadership of an elementary school. |
| Leahy, Megan | Assistant Principal | The Assistant Principal, Middle School, will assist with instructional, administrative, and operational leadership of a middle school |
| Gamm, Cheri | Other | MTSS Resource Teacher will be responsible for supporting MTSS processes, as well as chair of SAC |
| Gibbs, Lauren | Other | The Reading Resource Teacher will be responsible for providing personalized instruction for Tier 2 and 3 students, based on their student achievement, data and instructional needs. The Reading Resource teacher will be a part of the weekly planning sessions with teachers, with a focus on how instruction can be modified and supplemented to meet the needs of the students she is working with. The resource teacher will also be utilized for professional development of best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction. |
| Zawada, Morgan | Math Coach | The Math Coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math, to include differentiated learning opportunities and small group instruction. The Math Coach will be working with tiered teachers, based upon experience and need. |
| Sternberg, Doreen | Reading Coach | The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction. The Literacy Coach will be working with tiered teachers, based upon experience and need. |
| Santiago, Susan | Other | The English Language Learner (ELL) Resource teacher, under the direction of the Supervisor for Programs for English Language Learners, will maintain and monitor the implementation of the ESOL program, including professional development of school personnel. The ELL Resource Teacher is responsible for |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | ensuring the comprehensive program of ELL within the school, as well as compliance with Full Time Equivalency (FTE) rules and guidelines from the Florida Department of Education and the United States Department of Education. |

## Demographic Information

**Principal start date**
Friday 7/1/2022, Ovett Wilson

**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.*
3

**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.*
13

**Total number of teacher positions allocated to the school**
68

**Total number of students enrolled at the school**
850

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
27

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
19

**Demographic Data**

## Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 113 | 107 | 133 | 149 | 93 | 157 | 50 | 55 | 44 | 0 | 0 | 0 | 0 | 901 |
| Attendance below 90 percent | 0 | 56 | 44 | 69 | 38 | 32 | 18 | 12 | 12 | 0 | 0 | 0 | 0 | 281 |
| One or more suspensions | 0 | 7 | 4 | 10 | 3 | 6 | 12 | 13 | 5 | 0 | 0 | 0 | 0 | 60 |
| Course failure in ELA | 0 | 0 | 0 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| 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 | 70 | 55 | 66 | 13 | 19 | 17 | 0 | 0 | 0 | 0 | 240 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 62 | 49 | 74 | 14 | 16 | 6 | 0 | 0 | 0 | 0 | 221 |
| Number of students with a substantial reading deficiency | 11 | 18 | 50 | 84 | 27 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 246 |

**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 | 4 | 2 | 21 | 14 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 53 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 0 | 2 | 30 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**

Wednesday 8/24/2022

**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 | 111 | 111 | 128 | 151 | 95 | 159 | 50 | 55 | 44 | 0 | 0 | 0 | 0 | 904 |
| Attendance below 90 percent | 52 | 50 | 75 | 54 | 69 | 49 | 21 | 14 | 22 | 0 | 0 | 0 | 0 | 406 |
| One or more suspensions | 0 | 1 | 0 | 0 | 3 | 5 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 18 |
| 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 | 21 | 36 | 48 | 20 | 0 | 0 | 0 | 0 | 125 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 18 | 39 | 52 | 26 | 0 | 0 | 0 | 0 | 135 |
| 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 | 1 | 3 | 1 | 3 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 14 |

**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 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 3 | 7 | 17 | 0 | 7 | 0 | 0 | 0 | 0 | 36 |

**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 | 111 | 111 | 128 | 151 | 95 | 159 | 50 | 55 | 44 | 0 | 0 | 0 | 0 | 904 |
| Attendance below 90 percent | 52 | 50 | 75 | 54 | 69 | 49 | 21 | 14 | 22 | 0 | 0 | 0 | 0 | 406 |
| One or more suspensions | 0 | 1 | 0 | 0 | 3 | 5 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 18 |
| 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 | 21 | 36 | 48 | 20 | 0 | 0 | 0 | 0 | 125 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 18 | 39 | 52 | 26 | 0 | 0 | 0 | 0 | 135 |
| 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 | 1 | 3 | 1 | 3 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 14 |

**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 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 3 | 7 | 17 | 0 | 7 | 0 | 0 | 0 | 0 | 36 |

## 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 | 30% | 51% | 55% | | | | 39% | 57% | 61% |
| ELA Learning Gains | 47% | | | | | | 45% | 56% | 59% |
| ELA Lowest 25th Percentile | 41% | | | | | | 37% | 52% | 54% |
| Math Achievement | 32% | 41% | 42% | | | | 35% | 55% | 62% |
| Math Learning Gains | 59% | | | | | | 43% | 57% | 59% |
| Math Lowest 25th Percentile | 58% | | | | | | 33% | 49% | 52% |
| Science Achievement | 29% | 48% | 54% | | | | 39% | 50% | 56% |
| Social Studies Achievement | 74% | 57% | 59% | | | | | 77% | 78% |

**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 | 32% | 52% | -20% | 58% | -26% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 37% | 55% | -18% | 58% | -21% |
| Cohort Comparison | | -32% | | | | |

| | | | | ELA | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |
| | 2019 | 39% | 54% | -15% | 56% | -17% |
| Cohort Comparison | | -37% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 28% | 53% | -25% | 54% | -26% |
| Cohort Comparison | | -39% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -28% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| | | | | 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 | 30% | 54% | -24% | 62% | -32% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 34% | 57% | -23% | 64% | -30% |
| Cohort Comparison | | -30% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 34% | 54% | -20% | 60% | -26% |
| Cohort Comparison | | -34% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 21% | 49% | -28% | 55% | -34% |
| Cohort Comparison | | -34% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -21% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| | | | | SCIENCE | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 32% | 51% | -19% | 53% | -21% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -32% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| 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 | | | | | |
| 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 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

**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 | 26 | 51 | 45 | 32 | 53 | 50 | 31 | | | | |
| ELL | 18 | 46 | 35 | 25 | 52 | 44 | 15 | | | | |
| BLK | 26 | 47 | 52 | 27 | 65 | 67 | 28 | 67 | | | |
| HSP | 30 | 45 | 35 | 34 | 56 | 49 | 22 | 77 | | | |
| MUL | 32 | 41 | | 19 | 50 | | 60 | | | | |
| WHT | 47 | 61 | | 50 | 44 | | 64 | | | | |
| FRL | 28 | 48 | 45 | 32 | 60 | 60 | 29 | 74 | 92 | | |

| 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 | 19 | 44 | 52 | 23 | 29 | 36 | 23 | | | | |
| ELL | 12 | 48 | 56 | 18 | 44 | 56 | 7 | 35 | | | |
| BLK | 25 | 41 | 37 | 26 | 37 | 35 | 28 | 55 | | | |
| HSP | 22 | 52 | 59 | 27 | 48 | 55 | 31 | 41 | | | |
| MUL | 29 | | | 17 | | | | | | | |
| WHT | 38 | 54 | | 48 | 46 | | 55 | | | | |
| FRL | 23 | 48 | 51 | 26 | 43 | 46 | 30 | 45 | 93 | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 29 | 34 | 25 | 27 | 48 | 32 | 50 | | | | |
| ELL | 20 | 44 | 46 | 27 | 47 | 38 | 20 | | | | |
| BLK | 40 | 45 | 26 | 30 | 40 | 38 | 35 | | | | |
| HSP | 36 | 45 | 47 | 38 | 40 | 21 | 34 | | | | |
| MUL | 27 | | | 18 | | | | | | | |
| WHT | 43 | 40 | | 50 | 56 | | | | | | |
| FRL | 36 | 42 | 36 | 33 | 42 | 35 | 33 | | | | |

## 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) | ATSI |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 517 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 41 |
| 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 | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 47 |
| 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 | 44 |
| 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 | 40 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|---|---|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 53 |
| 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 | 53 |
| 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?**

Our intermediate grade levels tend to have more students with reading deficiency struggles.

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

The greatest need for improvement is the Lowest 25th percentile in ELA, which decreased from 51% to 41%. Overall, ELA in general could use improvement.

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

Due to the pandemic and lack of consistent education, our intermediate students missed out on important foundational skills needed to be more successful past the primary grades, as well as small group interventions. In addition, the lack of an intermediate reading coach and planning support could have been a factor. A new action this year is the addition of both a primary and intermediate reading coach.

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

The most improved component was Social Studies Achievement, due to our Middle School Civics requirements. Also, all areas of Math (achievement, learning gains, and lowest 25th percentile) made growth this past year.

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

The focus on Civic in the middle school contributed to this improvement in social studies achievement.

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

The focus on small group instruction and specific interventions based on missing skills will be better planned for and followed up on, which will be factor to accelerate learning in all grade levels. In addition, weekly planning sessions with coaches and teams will help provide needed support with questions and curriculum.

**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.**

Professional development will be provided by all coaches to support teachers in content areas. In addition, the focus on improvement of behavior via a book study and the 4 Disciplines of Instruction, provided by Mr. Wilson, will assist teacher and faculty to build relationships and support behavior expectations throughout the school.

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

A school wide coaching cycle will be used with all faculty and staff in order to provide support with academic and behavioral needs in the school. Everyone will have a coach that can provide assistance in any area in order to build the staff member up to be a better educator, and pass those skills onto the students.

**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 Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Student engagement will increase when teachers use formative assessment to drive whole and small group instructions as measured by the FAST Assessment. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | By May 2023, 35% of students in grades K-8 will be proficient in reading, math, science and civics as measured by the FAST Assessment. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Monitoring will take place by pulling at least monthly reports from i-Ready growth monitoring assessments and classroom instructional data, as well as the Fall and Winter diagnostics. In addition, interim midyear and ongoing assessment data will be monitored after ongoing test administration. |
| **Person responsible for monitoring outcome:** | Ovett Wilson (ovett.wilson@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | To ensure all students have access to Core instruction, teachers will be supported by Professional Learning Communities, Professional Development, and standards-based planning sessions facilitated with a math coach, a reading coach, and/or subject area leaders. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | To create a Professional Learning Community, focused on every child having access to instruction based on the Florida standards, we must work collaboratively and hold ourselves accountable for results by asking ourselves 3 questions: what do we want each student to learn? How will we know each student has learned it? And how will we respond when a student experiences difficulty? (Richard Dufour). We will also use John Hattie's research on Visible Learning. |

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

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.
Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged
Who: K-8 Math Coach
When: Throughout the school year, at least bimonthly
What: Math coach will offer at least bimonthly planning sessions with the grade level/subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address gaps in learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.
Evaluation of training: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, Math Monthlies, etc.)
Before planning: Teachers review lessons and data
During planning: Coach assists with anticipated misconceptions, align student tasks
After planning: Checking for fidelity of implementation of plans

**Person Responsible**          Morgan Zawada (morgan.zawada@hcps.net)

Planning based on student data analysis will be provided for teachers based on student need and teacher grade level/experience.
Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged
Who: K-2 Reading Coach and 3-8 Reading Coach
When: Throughout the school year, at least bimonthly
What: Reading coaches will offer at least bimonthly planning sessions with the grade level/ subject area teams to coach, model and lesson plan with teachers in various grades. Planning will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups and implementation of research based curriculum.
Evaluation: Lesson plans, evidence of planning and implementation of plans during classroom walkthroughs, analysis of students (iReady, informal/formal assessments, etc.)
Before planning: Teachers review lessons and data
During planning: Coach assists with anticipated misconceptions, align student tasks
After planning: Checking for fidelity of implementation of plans.

**Person Responsible**          Lauren Gibbs (lauren.gibbs@hcps.net)

Coaching cycles for best practice of Reading strategies and pedagogy, tiered by experience, need and student data.
Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged
Who: K-2 Reading Coach and 3-8 Reading Coach
When: Determined by student and teacher need (teachers tiered for support)
What: Reading coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small group, implementation of research based curriculum, data analysis and interventions.
Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, Achieve 3000, running records, phonics assessments, formal/informal assessments, etc.)

**Person Responsible**          Doreen Sternberg (doreen.sternberg@hcps.net)

Coaching cycles for best practice of Math strategies and pedagogy, tiered by experience, need, and student data.
Targeted ESSA Group(s): Students with Disabilities, ELL, Black, Hispanic, Multiracial and Economically Disadvantaged
Who: K-8 Math Coach
When: Determined by student and teacher need (teachers tiered for support)
What: Math coach will focus on coaching cycles, modeling and lesson planning with teachers; based on instructional needs identified through classroom practice, teacher and student data, and other sources. Coaching will include how to specifically address unfinished learning with the above mentioned ESSA groups through small groups, implementation of research based curriculum, data analysis and interventions.
Evaluation: Pre/post cycle student data, self-evaluation and reflection, evidence of planning and implementation of newly learned strategies from coaching cycle during classroom walkthroughs, analysis of student data (iReady, formal/informal assessments, math monthlies, etc.)

**Person Responsible**          Morgan Zawada (morgan.zawada@hcps.net)

| **#2. Positive Culture and Environment specifically relating to collaboration and trust** |
|---|

| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | School culture and relationships will increase when we develop an atmosphere of collaborative trust, respect and coaching for all. This was identified as a critical need from the data reviewed from a root cause analysis (5 Why) protocol looking at the number of students suspended and/or removed from the classroom. This data is linked to students suffering academically from the lack of time spent in the classroom.<br><br>In addition our Insight Survey, from our previous year, shows that 31% of the staff reported that "My school is a good place to teach and learn." The Panorama Survey revealed that 36% of the students show respect for one another. |
|---|---|
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | At least 75% of staff members will report that the school is a good place to teach and learn based on the Insight Survey completed in Spring 2023. In addition, 75% of students will report that students will show respect to one another. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | Monitoring of staff results will take place using monthly committee meetings and two progress monitoring surveys.<br>Student results will be monitored with the implementation of monthly Student Government meetings. |
| **Person responsible for monitoring outcome:** | Ovett Wilson (ovett.wilson@hcps.net) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | The 13 High Trust Behaviors will be studied and focused on throughout the school year. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | The book The Speed of Trust supports the need for an atmosphere of trust, respect and coaching for all. The 13 High Trust Behaviors will be studied and focused on throughout the school year. |

| **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. |

The 13 High Trust behaviors will be studied during our Faculty Meeting time
Who: All faculty and staff
When: During faculty meetings

What: the 13 High Trust behaviors will be studied and examined. Teachers will have discussions on how to demonstrate and implement them throughout the school.

**Person Responsible**        Ovett Wilson (ovett.wilson@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

K-2 student achievement will increase in Reading when teachers aggressively monitor students and utilize data for small group instruction.

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

3-5 student achievement will increase in Reading when teachers aggressively monitor students and utilize data for small group instruction.

**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)

By May 2023, 50% of students in grades K-2 will be proficient in reading as measured on the FAST assessment.

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

By May 2023, 50% of students in grades 3-5 will be proficient in reading as measured on the FAST assessment.

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

Monitoring will take place by pulling at least monthly reports from i-Ready growth monitoring assessments and classroom instructional data, as well as the Fall and Winter diagnostics. In addition, interim midyear and ongoing
assessment data will be monitored after ongoing test administration.

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

Flanders, Danielle, danielle.flanders@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?

To ensure all students have access to Core instruction, teachers will be supported by Professional Learning Communities, Professional Development, and standards-based planning sessions facilitated with a math coach, a
reading coach, and/or subject area leaders.

**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?

To create a Professional Learning Community, focused on every child having access to instruction based on the Florida standards, we must work collaboratively and hold ourselves accountable for results by asking ourselves 3 questions: what do we want each student to learn? How will we know each student has learned

it? And how will we respond when a student experiences difficulty? (Richard Dufour). We will also use John Hattie's research on Visible Learning.

**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 |
|---|---|
| Literacy Leadership:<br>*Meeting will be held once per month to review student performance, coaching cycles and professional development.<br>*Identify bottom quartile, bubble and high performing students so that we can provide appropriate interventions/acceleration | Wilson, Ovett,<br>ovett.wilson@hcps.net |
| Literacy Coaching:<br>*Planning whole and small group instruction with grade levels<br>*Participating in coaching cycles<br>*Designing and delivering professional development | Flanders, Danielle,<br>danielle.flanders@hcps.net |
| Assessment:<br>*Train teachers to disaggregate and utilize data<br>*Set instructional goals, using data, to increase achievement<br>*Analyze trends to design PD | Flanders, Danielle,<br>danielle.flanders@hcps.net |
| Professional Learning:<br>*iReady training Sept 19 for faculty<br>*Aggressive monitoring training<br>*Student discourse training<br>*SIPPS training<br>*Do Now and Exit Ticket training | Wilson, Ovett,<br>ovett.wilson@hcps.net |

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents and the community work collaboratively to improve skills and habits for personal and academic success. Positive culture is enhanced when communication between families, teachers and students is a top priority. Our goal is to build positive relationships with families. We encourage parents and families to participate in all our events by sending home and emailing newsletters and flyers, making parent link calls and posting everything on our website and social media.

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

Parents and families are invited and encouraged to attend school events as well as to keep in constant communication with the teachers. This can be done through:
-Open House
-Back to School BBQ
-SAC and PTA
-Newsletters, websites, Canvas pages, marque announcements
-Parent link/class dojo/remind (phone text systems)
-Conference Nights
-Fall Festival
-Family Nights
-Volunteer Orientations/Recognition
-Committee Events
-Great American Teach In
-Ongoing Community Partnerships
-Volunteer Programs