

Hillsborough County Public Schools

# Pizzo K 8 School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<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 Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (51%) 2018-19: D (39%) 2017-18: C (44%)
<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>	ATSI
* 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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, Ovet	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	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	47
Students retained two or more times		0	0	0	2	3	7	17	0	7	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%	53%	57%				39%	57%	61%
ELA Learning Gains	47%	53%	55%				45%	56%	59%
ELA Lowest 25th Percentile	41%	44%	46%				37%	52%	54%
Math Achievement	32%	49%	55%				35%	55%	62%
Math Learning Gains	59%	58%	60%				43%	57%	59%
Math Lowest 25th Percentile	58%	55%	56%				33%	49%	52%
Science Achievement	29%	46%	51%				39%	50%	56%
Social Studies Achievement	74%	70%	72%					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.

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



## 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