

Hillsborough County Public Schools

# Reddick Elementary School



2022-23 Schoolwide Improvement Plan

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# Reddick Elementary School

325 W LAKE DR, Wimauma, FL 33598

[ no web address on file ]

## Demographics

**Principal: Aliya Norman**

Start Date for this Principal: 3/22/2021

<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 (49%) 2017-18: D (40%)
<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.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Reddick Elementary School

325 W LAKE DR, Wimauma, FL 33598

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p>

## School Grades History

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

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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.**

RAYS the bar;  
Accelerate Learning;  
Youth of today, leaders of tomorrow;  
Strive for excellence.

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

Reddick Rays will EMPOWER one another to be their best.

### 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
Dames, Jennifer	Principal	<p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <ul style="list-style-type: none"> <li>? Administers and develops educational programs for students with mental or physical disabilities.</li> <li>? Confers with teachers, students, and parents concerning educational and behavioral problems in school.</li> <li>? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</li> <li>? Requisitions and allocates supplies, equipment, and instructional material as needed.</li> <li>? Directs preparation of class schedules, cumulative records, and attendance reports.</li> <li>? Walks about school building and property to monitor safety and security.</li> <li>? Plans and monitors school budget.</li> <li>? Plans for and directs building maintenance.</li> <li>? Performs any other duties as assigned.</li> </ul> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.:</p>
Benton, Sydney	Reading Coach	<p>Provides instructional coaching to English Language Arts (ELA)/Reading classroom teachers in order to improve reading instruction and student outcomes.</p> <ul style="list-style-type: none"> <li>• Develops and conducts staff development for classroom teachers.</li> <li>• Maintains and monitors implementation of Hillsborough County Public Schools' K-12 Comprehensive Evidenced-Based Reading Plan as approved by the state.</li> <li>• Demonstrates a strong working knowledge of best practices in all areas of literacy instruction.</li> <li>• Develops and conducts professional development for targeted audiences in the content area of literacy instruction regarding instructional strategies, best practices, and specific instructional topics.</li> <li>• Provides coaching to targeted audiences in order to improve literacy instruction, classroom organization and management, and effective implementation of district recommended curriculum resources.</li> <li>• Conducts data conferences with classroom teachers to interpret data and plan instruction, and models effective teaching techniques when presenting to groups and other professionals.</li> <li>• Assists ELA/reading and content-specific supervisors in developing model lesson plans and</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Norman, Aliya	Assistant Principal	<p>curriculum.</p> <ul style="list-style-type: none"> <li>• Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with the district reading supervisor.</li> <li>• Continues to develop professional expertise through professional readings, trainings, conferences, and required professional development as directed by the Academic Services department.</li> <li>• Promotes parent and community outreach and involvement in the literacy instructional program at the school.</li> <li>• Performs any other duties as assigned.</li> </ul> <p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses;</p> <p>analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher</p>

Name	Position Title	Job Duties and Responsibilities
		<p>standards.</p> <ul style="list-style-type: none"> <li>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</li> <li>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</li> <li>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</li> <li>? Assists with oversight of and responsibility for the school's instructional program and its results.</li> <li>? Assists with oversight of and responsibility for the safety and discipline of school's students.</li> <li>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</li> <li>? Assists with oversight of and responsibility for the school's business and research efforts.</li> <li>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</li> <li>? Assists with oversight of and responsibility for the school's administration and operation.</li> <li>? Assists with oversight of and responsibility for the school's property and physical plant.</li> <li>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</li> <li>? Performs any other duties as assigned.</li> </ul>
<p>Harris, Christine</p>	<p>Math Coach</p>	<p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.</p> <p>Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <ul style="list-style-type: none"> <li>? Demonstrates a strong working knowledge of the Mathematics Florida Standards and best practices in mathematics instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</li> <li>? Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.</li> <li>? Assists teachers in implementing standards across the STEM (Science, Technology, Engineering,</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for mathematics instruction.</p> <p>Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematics instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>? Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources.</p> <p>? Conducts classroom walk-throughs and provides feedback to teachers.</p> <p>? Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction.</p> <p>? Provides small group instruction for selected students.</p> <p>? Assists with competitions.</p> <p>? Assists with textbook implementation.</p> <p>? Regularly collaborates with building administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor.</p> <p>? Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments.</p> <p>? Promotes parent and community outreach and involvement in the mathematics instructional program at the school.</p> <p>? Performs any other duties as assigned.</p>
	Science Coach	<p>? Maintains and monitors implementation of Hillsborough County Public Schools' Science Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <p>? Demonstrates a strong working knowledge of best practices in science</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>? Serves as a resource to the school for science-related strategies and materials to increase achievement.</p> <p>? Assists teachers in implementing standards across the STEM (Science, Technology, Engineering, and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for science instruction.</p> <p>? Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of science instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>? Provides coaching to targeted audiences in order to improve science instruction, classroom organization and management, and effective implementation of district-provided resources.</p> <p>? Conducts classroom walk-throughs and provides feedback to teachers.</p> <p>? Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction.</p> <p>? Provides small group instruction for selected students.</p> <p>? Assists with competitions.</p> <p>? Assists with textbook implementation.</p> <p>? Regularly collaborates with building administrators to discuss classroom practices and to provide support for science instruction. Provides on-going feedback in partnership with the district science supervisor.</p> <p>? Assists science and content-specific district supervisors in developing model lesson plans, curriculum, and assessments.</p> <p>? Promotes parent and community outreach and involvement in the science instructional program at the school.</p> <p>? Performs any other duties as assigned.</p>

## Demographic Information

**Principal start date**

Monday 3/22/2021, Aliya Norman

**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.*

6

**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.*

10

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

37

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

771

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

3

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

3

**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	72	88	101	128	118	108	0	0	0	0	0	0	0	615
Attendance below 90 percent	3	25	37	38	24	28	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	48	0	0	0	0	0	0	0	0	0	48
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	36	28	31	0	0	0	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	23	30	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	10	0	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	6	4	6	11	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 7/22/2022

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	96	109	132	131	102	140	0	0	0	0	0	0	0	710
Attendance below 90 percent	26	29	34	29	21	28	0	0	0	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	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	24	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	46	58	54	60	43	51	0	0	0	0	0	0	0	312

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	2	9	21	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**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	96	109	132	131	102	140	0	0	0	0	0	0	0	710
Attendance below 90 percent	26	29	34	29	21	28	0	0	0	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	46	58	54	60	43	51	0	0	0	0	0	0	0	312

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**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	2	9	21	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**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	39%	53%	56%				32%	52%	57%
ELA Learning Gains	63%						58%	55%	58%
ELA Lowest 25th Percentile	64%						60%	50%	53%
Math Achievement	56%	50%	50%				45%	54%	63%
Math Learning Gains	74%						58%	57%	62%
Math Lowest 25th Percentile	55%						55%	46%	51%
Science Achievement	39%	59%	59%				32%	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	23%	52%	-29%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-23%				
05	2022					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-41%				

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	44%	54%	-10%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	36%	57%	-21%	64%	-28%
Cohort Comparison		-44%				
05	2022					
	2019	52%	54%	-2%	60%	-8%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	51%	-20%	53%	-22%



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	14	56	64	37	56	33	20				
ELL	30	61	60	48	74	60	32				
BLK	30	62		67	81		60				
HSP	40	62	60	54	74	56	37				
WHT	42	85		58	69						
FRL	38	62	62	55	74	54	40				
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	14	41	50	24	38	35	9				
ELL	27	52	70	32	36	44	20				
BLK	32	42		30	58		25				
HSP	29	48	69	34	37	44	22				
WHT	35			30							
FRL	29	51	75	33	40	47	24				
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	12	44	50	22	46	57	5				
ELL	25	55	56	38	55	56	16				
BLK	30	47		44	53						
HSP	31	57	59	43	58	57	30				
WHT	52	75		67	57		45				
FRL	30	56	59	43	56	55	28				

**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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
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	64
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	55
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?**

Students with disabilities, ELL students, Hispanic and Black students continue to lag behind their white counterparts. Although the gap is closing, it is still substantial.

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

ELA proficiency is the area that needs greatest 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?**

1. We have high population of ELL students at various levels of English proficiency. The school will continue to improve MTSS/RTI to support the needs of these students through small group instruction and other tailored interventions.
2. Although teachers improved engagement through questioning and discussion, students are inconsistently held responsible for thinking and inconsistently demonstrate knowledge through reading, writing and speaking about text.

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

Math learning gains showed the most improvement.

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

Monthly assessments were given. Teachers and coaches analyzed data through regular PLCs. Teachers identified new goals based on standards mastery and tailored small group instruction to the individual needs of students.

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

Targeted Small Group Instruction  
Aggressive Monitoring  
Coaching and Feedback  
3 Week Intervention Cycles  
Regular family engagement opportunities

**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.**

Data Driven Instruction, Exemplars and Aggressive Monitoring  
Student Ownership of Learning  
Tier I Behavior Plan

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

Global data available to all staff electronically  
Coaching and Feedback Documented in OneNote  
Admin data chats held bi-weekly with teachers

**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.**

Class observations revealed that although teacher questions have improved, students need increased opportunities to talk, practice academic vocabulary and demonstrate their thinking and learning. Improvement is desired in making students responsible for defending their thinking and in questioning the thinking of others.  
These actions will add clarity and improve understanding.

**Measurable Outcome:**

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

Currently teacher explanation and talk comprises 40-60% of the lesson, with students speaking approximately 30% of the lesson. Student talk/conversation/discussion will increase to 60-80% of the lesson while teacher talk will decrease to approximately 20-40%, with the student discussion piece to include high-level questioning opportunities.

**Monitoring:**

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

This area of focus will be monitored by the Principal, Assistant Principal, content coaches weekly during academic leadership team meetings.

**Person responsible for monitoring outcome:**

Jennifer Dames (jennifer.dames@hcps.net)

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

1. Teachers and administrators will engage in PD designed to improve student ownership.
2. During planning sessions, teachers and coaches will create exemplar tasks with quality questions and discussion techniques for that task.
3. Teachers will provide immediate feedback to students.

**Rationale for Evidence-based Strategy:**

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

Classroom Discussion, student discourse and student feedback and teacher clarity are all practices that extend student learning by encouraging deep thinking and ownership. According to Hattie, classroom discussion has an effect size of .82, teacher clarity .75 and feedback, .70.

**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.

1. Engage in PD related to academic ownership and discussion with admin and coaches.

**Person Responsible**

Jennifer Dames (jennifer.dames@hcps.net)

2. During planning, teachers and coaches will create exemplar tasks with quality questions and student discourse for that task.

**Person Responsible**

Sydney Benton (sydney.benton@hcps.net)

3. In class teachers will instruct students on best practices for engaging in discourse opportunities with time to practice.

**Person Responsible**

Jennifer Dames (jennifer.dames@hcps.net)

4. Through data collected from coaching cycles and walk-throughs, teachers we will determine next steps and area(s) of focus

**Person Responsible** Jennifer Dames (jennifer.dames@hcps.net)

Retain existing reading coach, math coach and science coach to support K-5 teachers in ELA, math and science. This strategy will improve planning sessions by focusing on questioning and academic engagement. All coaches will provide coaching and feedback and model best practices during planning weekly.

**Person Responsible** [no one identified]

5. Monitor the engagement of students with disabilities and support teachers in practices that enhance engagement including explicit instruction, small group instruction, chunking and repetition.

**Person Responsible** Sydney Benton (sydney.benton@hcps.net)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus**  
**Description and Rationale:** K-2 teachers have had to learn new standards and curriculum. 25% of teachers in K-2 are new to the profession Inconsistent focus on instructional methodology and pedagogy in grades 3-5 Students participate in small group instruction, but the fidelity of the interventions and teacher instructional practices are of concern in some ELA classes Teacher transfers/turnover during the school year Vacancies in ESE department.  
**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.** At least 54% of students at Reddick will be proficient in ELA, Math and science.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Teachers and coaches will record common assessment data on electronic data walls. Following the assessments, data will be unpacked in content PLCs and teachers will determine procedures for re-teaching standards and accelerating or remediating based on student need. Data walls will be monitored by content coaches and admin.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** Aggressive monitoring of instruction  
 Teacher Feedback  
 Interventions for Students with learning needs

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** According to Hattie, Mastery of Learning has an effect size of .57 and immediate student feedback has an effect size of .48. Offering tailored interventions for students to support their understanding has an effect size of 1.29.

**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.

ILT will collect baseline data on the implementation of aggressive monitoring in the classrooms. This data will be analyzed to identify trends and PD needs

**Person Responsible** Jennifer Dames (jennifer.dames@hcps.net)

Provide teachers PD on Data Driven Instruction: Aggressive Monitoring

**Person Responsible** Jennifer Dames (jennifer.dames@hcps.net)

Create teacher exemplars during planning sessions and lead teachers in the practice of identifying the gap between teacher exemplar and student work.

**Person Responsible** Sydney Benton (sydney.benton@hcps.net)

Provide coaching and feedback on aggressive monitoring prior to collecting additional walkthrough data and ultimately re-evaluating PD needs.

**Person Responsible** Sydney Benton (sydney.benton@hcps.net)

Monitor the performance of students with disabilities. ESE specialist will support teachers in providing small group instruction support in addition to what is prescribed in the IEP. ESE students will have priority for inclusion in the extended learning program (ELP) before and after school designed to close gaps in standards mastery.

**Person Responsible** Aliya Norman (aliya.norman@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**

Our K-2 instructional practice to grow in ELA is Foundational Skills.

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

Our 3-5 instructional practice to grow in ELA is vocabulary and informational text.



**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)**

Grades K-2 will increase their K-2 foundational skills screener overall scores by 10% during the 2022-2023 school year.

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

Grades 3-5 will increase the amount of students proficient as measured by the FAST during the 2022-2023 school year.

**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.

K-2 students will be monitored by using the beginning, middle and end-of-the-year K-2 Foundational Skills screener. We will use this data to determine small group instructional groups and interventions using Phonemic Awareness by Heggerty, Making Sense of Phonics, SIPPS and BrainSpring (for ESE students)

3-5 students will be monitored by their beginning of the year, middle of the year and end-of-the-year diagnostic assessments. This will help us determine specific groups of students who will be working in sight word groups for remediation, and vocabulary, Greek and Latin Root groups.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Benton, Sydney, sydney.benton@hcps.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence based programs being used for K-2 include:

- Phonological Awareness by Heggerty- This is a highly engaging program for pre-reading skills.
- Phonemic Awareness by Heggerty
- Wonders
- SIPPS
- Making Sense of Phonics
- Literacy Footprints/Next Step Forward in Guided Reading.
- BrainSpring (ESE)
- FCRR supports
- iReady
- iReady Teacher Toolbox

These are all research based, aligned the districts reading plan and aligns to the B.E.S.T. standards.

The evidence based programs being used for 3-5 include:

- Achieve/NewsELA
- Wonders
- SIPPS
- BrainSpring (ESE)
- FCRR supports
- iReady
- iReady Teacher Toolbox

These are all research based, aligned the districts reading plan and aligns to the B.E.S.T. standards.

#### **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 rationale behind these specific practices and programs because they each address a piece of a need within the focus area and are proven to be effective.

#### **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 Coaching: Teachers in grades K-2 will participate in a fishbowl style coaching session with the Literacy Coach, Sydney Benton modeling a foundational skills lesson using one or more of these resources, with our District Resource Teacher, Francine Lawson collaborating with them, walking them through each step of the model lesson.</p>	<p>Benton, Sydney, sydney.benton@hcps.net</p>
<p>Professional Learning: Teachers in grades 3-5 will do a refresh of the Districts recent vocabulary strategies training and create a list of best-practices using the training and the listed resources above to refer back to and implement in each planning</p>	<p>Benton, Sydney, sydney.benton@hcps.net</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.

Our school will continue to implement our Tier 1 PBIS plan, through a House System. Using this system, we will foster a positive school culture by building a sense of community and helping students discover that they are an essential part of something bigger than themselves. This will occur through direct instruction of our character traits, SEL instruction, core values, and school wide expectations.

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

Administration- Overseer and implementers of the PBIS plan. Essential part of modeling the house system traits.  
 PBIS/Culture and Climate Committee- Leaders to create, train, and roll out plan.  
 Parents- Support school culture with reinforcing the understanding of the character traits at home, and discussions and implementation of traits in home life as well as the school setting.  
 Business Partners and Community Members-support the culture by being a part of the house system and support financially to brand our school with these house colors and traits.  
 RAYS Of Sunshine (Volunteers)- support the culture by being an active member in the the house system and incorporating key attributes of our system in volunteer work .  
 Students- participate as active members by becoming champions of their house character trait. Modeling the traits for their classmates. Building a community within their families school wide and working towards exemplifying the school wide expectations daily. Remain excited to attend school daily and participate in our school family.