Riverview Elementary School

2022-23 Schoolwide Improvement Plan

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Riverview Elementary School

10809 HANNAWAY RD, Riverview, FL 33578

[no web address on file]

Demographics

Principal: Teri Madill

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: C (48%) 2017-18: B (54%)
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.

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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10809 HANNAWAY RD, Riverview, FL 33578

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

School Board Approval

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SIP Authority

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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.

In a safe, nurturing and inclusive school community ALL students will be empowered to become life-long learners and productive citizens.

Provide the school's vision statement.

Riverview Elementary promotes a high achieving environment for ALL learners.

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
Madill, Teri	Principal	Principal will monitor all systems, support all personnel with professional development and foster a community of student academic excellence
Groves, Kelsy	Assistant Principal	Assistant Principal will monitor all systems, support all personnel with professional development, lead the School Coach Academic Leadership Team, and foster a community of student academic excellence.
Bailey, Rebecca	Reading Coach	Facilitate planning and internalization sessions, using data collected and reviewed on a monthly basis. Report data to Principal, Assistant Principal, and stakeholders in regards to student achievement. Provide coaching support to all teachers.
Barker, Repersha	School Counselor	
Diaz, Judith	SAC Member	
Subianto, Sandra	Math Coach	Facilitate planning and internalization sessions, using data collected and reviewed on a monthly basis. Report data to Principal, Assistant Principal, and stakeholders in regards to student achievement. Provide coaching support to all teachers.

Demographic Information

Principal start date
Tuesday 8/2/2022, Teri Madill

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

0

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

7

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

543

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.

6

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	77	76	72	79	85	62	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	27	22	28	26	18	0	0	0	0	0	0	0	121
One or more suspensions	0	0	2	1	3	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	30	17	0	0	0	0	0	0	0	0	47
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	27	17	16	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	11	22	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	27	17	16	0	0	0	0	0	0	0	60

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

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

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

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

Date this data was collected or last updated

Monday 8/22/2022

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	68	88	79	81	87	72	0	0	0	0	0	0	0	475
Attendance below 90 percent	1	9	17	14	6	13	0	0	0	0	0	0	0	60
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	18	28	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	5	18	0	0	0	0	0	0	0	0	23

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	4	1	0	0	0	0	0	0	0	0	5

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	4	5	2	12	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	88	79	81	87	72	0	0	0	0	0	0	0	475
Attendance below 90 percent	1	9	17	14	6	13	0	0	0	0	0	0	0	60
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	18	28	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	5	18	0	0	0	0	0	0	0	0	23

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	4	1	0	0	0	0	0	0	0	0	5

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	4	5	2	12	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	53%	56%				49%	52%	57%
ELA Learning Gains	58%						46%	55%	58%
ELA Lowest 25th Percentile	42%						38%	50%	53%
Math Achievement	55%	50%	50%				50%	54%	63%
Math Learning Gains	67%						59%	57%	62%
Math Lowest 25th Percentile	53%						50%	46%	51%
Science Achievement	39%	59%	59%				45%	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	51%	52%	-1%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-51%				
05	2022					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-49%				

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	46%	54%	-8%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-46%				
05	2022					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%
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	22	42	36	29	57	52	21				
ELL	40	71		50	64						
BLK	48	54		42	79						
HSP	52	69	50	56	69		61				
MUL	31	40		56	60						
WHT	53	56	43	57	64	42	37				
FRL	49	60	45	51	68	63	42				

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	22	35	60	24	19	33	39				
ELL	31	36		42	45		46				
BLK	40			28							
HSP	38	40		35	25		40				
MUL	54			46							
WHT	49	28		44	10		32				
FRL	42	37	73	38	12	36	36				

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	25	29	26	30	46	43	13				
ELL	34	33		41	52						
BLK	32	35		33	50	55	36				
HSP	48	45	50	45	57	57	41				
MUL	58	55		53	55						
WHT	51	48	27	57	63		48				
FRL	45	47	35	41	54	44	41				

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
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	56
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	62
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	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Overall, RES (Riverview Elementary School) improved across all content areas. We showed our most significant gains in Math, with a 49% improvement over 2021. We are still struggling in the SWD (Students With Disabilities) subgroup in Reading. Though we showed improvement, we still only had 37% of our SWD students make proficiency in Reading. This is our third year below 41%.

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

In the past our SWD ELA learning gains had shown consistent drops. In 2022 our gains improved from 35% to 42% but our bottom quartile students still showed a drop of 24 points from 60% learning gains to 36%.

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

-2 Third Grade teachers that were new to our district. Those teachers are no longer with RES.
- Across all grade levels there were many instances of students and teachers being out due to COVID which contributed to their learning loss. Our Reading Coach has met with all grade levels to create a biweekly schedule for consistent team planning, ensuring areas of need are targeted. She will also push in to model best practices.
-We need to have an emphasis on comprehension during whole and small group instruction.

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

RES Math learning gains increased from 18% in 2021 to 67% in 2022 based on FSA, showing a 49% increase.

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

-Our area DRT (District Resource Teacher) worked with grade levels to ensure teachers were on pace with district instructional calendar.
- Our Gifted teacher also worked with Math teachers to assist with planning and modeling in areas of greatest weakness.
-ELP (Extended Learning Program)
Review of standards, tasks, and assessments prior to each unit

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

This year we purchased a full time Math Coach with our Title 1 funds. She has met with grade levels to create a biweekly schedule to ensure consistent team planning and to address areas of need. She will conduct coaching cycles with feedback to model appropriate lesson/standards delivery
Our Gifted teacher also remains available for additional support and modeling along with our Math Coach.
Consistent student data chats for students to show ownership of their learning.
We need to utilize the CRA (Concrete Representational Abstract) Model during Mathematics instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Biweekly planning and data analysis will take place every month on a specified Tuesday.
Will continue to implement aggressive monitoring strategies.
Reading Coach and VE Teacher will be offering on site PD for phonics and decoding to assist our bottom quartile students.
BEST Standards training
Math Content Development

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

Research shows that teacher training and support to implement new strategies has a higher return on student achievement. We have continued to purchase our Reading Coach and this year purchased a full time Math Coach and part time Science Coach to work with not only teachers but also pull small groups of tier 3 students to increase their achievement in 3rd through 5th grade. We have also hired a retired Reading Coach to work with targeted students in 1st and 2nd grade.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	RES SWD are in the F zone for ESSA. While we showed improvement from 31%, we still only had 37% of SWD made learning gains based on the 2022 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50% of RES SWD will show learning gains from PM1 to the PM3 FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	VE teachers are meeting weekly to identify specific needs of their struggling learners and providing targeted instruction. Our Reading Coach will also discuss learning progress each month during our MTSS Tuesday to assess next steps for each grade level.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We created specifically targeted rosters to allow for tiered instruction based on specific student need. VE teachers are meeting weekly to specifically monitor the needs of their students and plan for providing targeted instruction based on those needs. Reading Coach also addressing needs during data analysis meetings and planning sessions. In September, RES will be holding a Reading Night for our parents that will address strategies for comprehension, phonics, and fluency. These strategies will help parents with assisting their children at home.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Support for struggling students must be prescriptive. We must start with the skills/.strategies that are missing. (Gaps in learning/unfinished learning) and fix those areas to help students achieve success. Small group instruction and direct explicit instruction using a multisensory approach must happen daily and be consistent. Cultivating a positive school/home connection correlates with increased student achievement,

selecting this strategy.

Action Steps to Implement

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

VE teachers will implement specially designed instruction targeting identified gaps in learning with fidelity. Student growth will be monitored through formal and informal assessments on a biweekly basis.

Person Responsible   Teri Madill (teri.madill@hcps.net)

VE teachers will use reciprocal teaching strategies to help build on grade level comprehension skills in addition to the research based curriculum for exceptional student education.

Person Responsible   Teri Madill (teri.madill@hcps.net)

Teachers will ensure tier 2 and tier 3 students receive appropriate and consistent small group reading instruction determined by their level of need.

Person Responsible   Teri Madill (teri.madill@hcps.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While RES students showed an improvement in Science scores from 31% on the 2021 SSA, students only scored at 39% proficiency on 2022 SSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	RES will increase the number of percent of students scoring a 3 or higher achievement level on the SSA from 39% to 62%, for a 23% gain.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Biweekly meetings with our part time Science Coach and our District Science DRT to allow for teacher training and understanding along with reflection and analysis of assessments. They will also hold data chats to disaggregate assessments and guide further instruction. Science Coach will assist in planning and model best practices in Science.
Person responsible for monitoring outcome:	Kelsy Groves (kelsy.groves@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	RES has been given a Science DRT that will meet biweekly with Science teachers. I also utilized some of my Title 1 budget to purchase a part time Science Coach to meet biweekly with Science teachers to plan, implement and assess SSA standards and monitor student learning. She will train teachers to understand and teach Science in a meaningful and effective way. and offer coaching cycles with feedback to ensure proper implentation of the Standards. She will also work with teachers to ensure LTIs are done with fidelity, assisting students with the understanding and implementation of Nature of Science standards.RES will also be conducting a STEM Night in Spring to allow for parents to gain understanding

implemented for this Area of Focus.	of grade level standards and how the science process skills are critical in scientific thinking and assessment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Networks of teachers working together to understand and implement changes in their instruction can be p0owerful mechanisms for supporting and properly implementing Science Standards.

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.

Science Coach will lead biweekly planning and internalization sessions that will focus on implementing the FSSA Standards in alignment with the district instructional calendar for best instructional practice.

Person Responsible	Teri Madill (teri.madill@hcps.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 2021-2022 school year, RES Math proficiency increased by 15% in grades 3-5 and math gains increased by 49%. We showed a 5% gain in ELA proficiency and our gains increased by 23% in grades 3-5. This is a result of the deep knowledge and understanding of grade level standards. However, while we showed improvement , we still only had 37% of our SWD students make proficiency in Reading.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	According to the FAST assessment, 60 percent of our students in K-5 will be considered proficient in both Reading and Math by the Spring Administration. According to the FSSA, 62% of our students will score at a level 3 or higher.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	In Mathematics, 60 percent of our students will be considered proficient on unit/ district assessments. Biweekly quick-check assessments will be used to monitor progress by standards. In ELA, 60 percent of our students will be considered proficient and on track for college and career readiness. Wonders unit assessments and optional iReady assessments will be used to monitor student proficiency of BEST standards and benchmarks. In Science, the mini assessments will be used to track proficiency by standard. 80% of math lessons focus on course-specific strand(s) and/or benchmark(s). 80% of math lessons intentionally target the aspect(s) of conceptual understanding, procedural reliability, procedural fluency, automaticity, and application, called for by the benchmarks being addressed. 80% of ELA lessons provide opportunities for the students to engage in tasks and texts that are aligned to the grade-level benchmarks. 80% of lessons are intentionally planned with the ELA Expectations (EEs) in mind.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Bi-weekly common planning with a focus on standards, benchmarks, tasks, and discussion questions aligned with the B.E.S.T. These will be designed to provide teachers with an opportunity to utilize and implement the new curriculum, diving into tasks, texts, and benchmarks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	In the 2021-2022 school year, RES Math proficiency increased by 15% in grades 3-5 and math gains increased by 49%. We showed a 5% gain in ELA proficiency and our gains increased by 23% in grades 3-5. This is a result of the deep knowledge and understanding of grade level standards. However, while we showed improvement , we still only had 37% of our SWD students make proficiency in Reading. As we enter the 2022-2023 school year, it is true implementation of B.E.S.T. standards and new curricular resources.

**used for selecting this
strategy.**

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

Academic Coaches will lead bi-weekly planning and internalizations that will focus on learning/ implementing the new B.E.S.T. standards and correlating Achievement Level Descriptors.

Person Responsible   Teri Madill (teri.madill@hcps.net)

Common planning with grade levels and VE teachers will happen biweekly with a focus on standards-aligned tasks and discussion questions that will be used to help build understanding. Tasks and questions will align with Benchmarks and Achievement Level Descriptors.

Person Responsible   Teri Madill (teri.madill@hcps.net)

Using student results of standards and benchmark achievement, professional development will be planned in order to increase proficiency of our BQ students and to address the needs of Direct and Explicit Instruction and Foundational Phonics and Phonological Awareness . This piece of Professional Development will begin in October.

Person Responsible   Teri Madill (teri.madill@hcps.net)

The administrative team will conduct weekly walkthroughs to determine if teachers are aligning the instruction and student tasks to the benchmarks. Data will be gathered to determine the needs and next steps for teachers and will be discussed during weekly Academic Leadership meetings.

Person Responsible   Teri Madill (teri.madill@hcps.net)

#4. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Despite the growth in Grades 3-5 Reading for the 2021-2022 school year, our SWD students who are also our BQ only showed 37% proficiency and our ELA bottom quartile gains dropped 9%. Student achievement will increase through the use of the small group instructional model with a focus on targeted standards-based tasks, skills, and knowledge competencies in Reading.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 22-23 school year, RES learning gains for the bottom quartile and SWD ESSA subgroups will be 55% in Reading. During weekly walkthroughs,75% of teachers will implement small groups with fidelity.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and Reading coach will conduct separate weekly walkthroughs to observe small group instruction using the district approved materials. Data from the walkthrough will determine any areas of support. Student data from benchmark assessments will be sorted to determine the percentage of students making gains.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During bi-weekly planning, teachers and Reading coach will plan for and implement small group instruction using iReady, Wonders, and FCRR. The teachers and coach will use current data discussed during PLCs to plan for tasks that are targeted towards student needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These materials were chosen to support our reading curriculum, with Wonders being our new District curriculum. RES saw a decrease in our bottom quartile gains and the implementation of small group instruction using on grade level standards with these resources will be critical in bridging achievement gaps.

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.

Reading coach will facilitate planning session focused on small group instruction based on the data reviewed during PLCs. Differentiated tasks will be planned based on students needs using data collected at PLCs.

Person Responsible	Teri Madill (teri.madill@hcps.net)

Reading coach and other resource teaches will pull out/push in to provide interventions to Tier 2 and Tier 3 students during small group portions of Reading blocks. Research based materials will be used to support and enhance small group interventions.

Person Responsible	Teri Madill (teri.madill@hcps.net)

Teachers will facilitate data chats with students to set goals, monitor goals, monitor progress on benchmarks, and review expectations. Students will be responsible for updating their data tracking sheets during these chats.

Person Responsible	Teri Madill (teri.madill@hcps.net)

Fidelity of small group instruction will be determined through regular walk-throughs by administration as well as student's performance. Data will be reviewed and discussed during PLC meetings focusing on general classroom trends as well as ESSA subgroups.

Person Responsible   Teri Madill (teri.madill@hcps.net)

Extended Learning Program will be provided to students in grades K-5 identified as Tier 2 and to address critical skill gaps and provide additional time with grade level standards in ELA.

Person Responsible   Kelsy Groves (kelsy.groves@hcps.net)

Formal data chats with administration, content coaches and teachers will occur quarterly to monitor student's progress and to make adjustments to student's instructional path.

Person Responsible   Teri Madill (teri.madill@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

51% of RES First Grade students were not on track for level 3 proficiency based off of the final iReady Diagnostic of 2022. The affect this has on student literacy is according to iReady data, these are all tier 2 students that are in need of remediation of phonics/foundational skills, There were no tier 3 students based on this data.

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

RES 3rd Grade students only showed 42% proficiency on the 2022 FSA ELA assessment. The affect this has on student literacy is there are more tier 3 students that are in need of remediation of foundational skills necessary to comprehend complex grade level 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)

The current amount of prior year 1st grade students performing on or above grade level based on iReady is 49%.The goal is to increase the number of students at or above grade level from 49% to 55% using the approved state progress monitoring assessment, FAST-Star as a measure.

Grades 3-5: Measureable Outcome(s)

The current amount of prior year 3rd grade students performing on or above grade level based on FSA ELA is 42%.The goal is to increase the number of students at or above grade level from 42% to 60% using the approved state progress monitoring assessment, FAST PM3 as a measure.

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.

Grade level data chats with Reading Coach and Administration,
PLCs with Reading Coach to analyze data as well to dig into content and assist with planning. Teachers are also expected to participate in biweekly planning with Reading Coach and monthly MTSS grade level meetings as a Faculty. These grade level meetings will include admin, student services, VE teachers and staff.
Administration will conduct weekly walkthroughs, and District will conduct Impact Reviews.

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

Madill, Teri, teri.madill@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?

According to Hattie's Visible Learning Affect Sizes, Response to Intervention has a 1.29 affect size, and will be utilized to meet each child's needs at their appropriate learning tier. Phonics Instruction has a 0.7 affect size and will be used through SIPPS and the Wonders curriculum for students that are identified as having deficits in these particular areas. Problem Solving Method of Student Performance Analysis has a 0.68 effectiveness rating and will be used to identify individual student learning gaps. Once identified, specific student deficits will be remediated.

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?

RES is selecting these practices/programs based on the needs of the individual students. These programs are facilitated in small group, which will be utilized to target their direct and explicit instructional needs. According to Hattie's Visible Learning, these identified practices show proven effectiveness.

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
RtI/MTSS will be implemented with consistency and fidelity within each grade level. The effectiveness of this practice will be discussed during our monthly grade level RtI/MTSS meetings where every grade level will be meeting with instructional stakeholders to ensure accountability for planning RtI/MTSS lessons for targeted student needs. The ALT (Academic Leadership Team) will be given a grade level to monitor as an accountability piece. Assessment will be evaluated during the data chats with Reading Coach and administration.	Madill, Teri, teri.madill@hcps.net
Phonics Instruction will be implemented in K-2 classrooms with use of the Wonders curriculum and will be monitored by the Literacy Leadership in the biweekly planning sessions. The Reading Coach will also be involved in modeling lessons as well as provide feedback during coaching cycles as needed.	Bailey, Rebecca, rebecca.bailey@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.

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. RES consults with various stakeholders through a variety of means to ensure all aspects of our culture and environment are properly addressed for the betterment of all who step foot on campus. We gather information from our TELL data, Panorama data and hold individual feedback meetings with teachers and ILT to recognize our areas of strength and our areas which we need work on. This information is then reflected on and systems are put into place to ensure that all voices and concerns are heard. Giving all stakeholders a voice fosters a positive environment that is conducive to a positive school environment.

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

Stakeholder groups that are an integral part of the school include the teachers, students, families of the students, volunteers, and school board members. Broader stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key part in school performance and addressing equity. Our PTA is comprised of any parents and family members that work together to hold events that build a sense of community and belonging with our students and staff. They also work with our Parent Family Engagement Liaison to meet the needs of our parents to connect with and understand the curricular aspect of their children. Through our Parent Family Engagement we will be hosting a Reading Night, Spring into STEM night, and a Frameworks

training on Emotional Intelligence and Children and Social Media.

Our CEO of the Schools Shannon Keil with "The Regent of Riverview", partners with our school for Terrific Kids and other needs such as BizTown interviews for our 5th Graders and FreezePop Friday celebrations for students making monthly instructional goals.

Teachers utilize CHAMPS behavior for the school, and Character Education is taught monthly to every grade level by the School Counselor. She also teaches SEL to targeted small groups that have been identified through our Panorama data.

Students also have the opportunity to participate in activities such as Running Club, Art Club, Music Ensembles, Patrols, and Morning Show Crew, allowing them to build a sense of school belonging.

As for our adults on campus, our Social Sunshine Committee recognizes the need for teachers to enjoy their work environment by having mini monthly celebrations on as well as off campus to build a greater sense of team. Administration also support staff through random acts of kindness, treats, and special activities throughout the school year.

By working together, we create a safe, nurturing, and inclusive school community that allows for all students to become empowered to be lifelong learners and productive citizens.