

Hillsborough County Public Schools

# Strawberry Crest High School



2022-23 Schoolwide Improvement Plan

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# Strawberry Crest High School

4691 GALLAGHER RD, Dover, FL 33527

[ no web address on file ]

## Demographics

**Principal: Christina Raburn**

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (58%) 2018-19: A (65%) 2017-18: A (66%)
<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>Budget to Support Goals</b>	<b>0</b>

# Strawberry Crest High School

4691 GALLAGHER RD, Dover, FL 33527

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">78%</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="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">65%</p>

## School Grades History

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

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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.**

To become the district's leader in developing successful students.

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

To Create Responsible Empowered Scholars for Tomorrow (CREST)

### 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
Raburn, Christina	Principal	Oversee the implementation of the SIP and support PD opportunities.
Hobbs, Trent	Assistant Principal	Oversee the implementation of the SIP and reflection of progression toward our goals
HimelfarbCustard, Genna	Assistant Principal	Principal Designee; oversee SIP and it's implementation
Parker, Angela	Teacher, Adult	Working collaboratively with the Principal and HCTA teacher representative to organize and oversee the voting process.

### Demographic Information

**Principal start date**

Thursday 7/29/2021, Christina Raburn

**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.*

1

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

13

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

116

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

2,550

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

16

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

18

**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	0	0	0	0	0	0	0	0	0	686	681	615	521	2503
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	112	134	153	564
One or more suspensions	0	0	0	0	0	0	0	0	0	107	99	76	38	320
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	73	0	73
Course failure in Math	0	0	0	0	0	0	0	0	0	1	35	64	0	100
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	157	153	0	0	310
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	57	76	3	0	136
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	157	153	0	0	310

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	52	36	52	61	201

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	23	0	0	0	23
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

Tuesday 8/16/2022

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	0	0	0	0	0	0	0	0	0	0	724	664	556	492	2436
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	124	153	145	96	518
One or more suspensions	0	0	0	0	0	0	0	0	0	0	48	36	15	8	107
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	0	0	0	99	3	0	0	0	102	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	99	3	0	0	0	102	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	99	3	0	0	0	102	

**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	0	0	0	0	0	14	17	6	2	39

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	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	0	0	0	0	0	0	0	0	0	0	724	664	556	492	2436
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	124	153	145	96	518
One or more suspensions	0	0	0	0	0	0	0	0	0	0	48	36	15	8	107
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	0	0	0	99	3	0	0	0	102	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	99	3	0	0	0	102	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	99	3	0	0	0	102	

**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	0	0	0	0	14	17	6	2	39

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	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	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	54%	52%	51%				59%	56%	56%
ELA Learning Gains	53%						57%	54%	51%
ELA Lowest 25th Percentile	35%						38%	41%	42%
Math Achievement	49%	39%	38%				59%	49%	51%
Math Learning Gains	47%						60%	48%	48%
Math Lowest 25th Percentile	42%						60%	45%	45%
Science Achievement	65%	46%	40%				82%	69%	68%
Social Studies Achievement	71%	49%	48%				73%	75%	73%

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	79%	66%	13%	67%	12%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	74%	73%	1%	70%	4%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	50%	63%	-13%	61%	-11%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	65%	57%	8%	57%	8%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	16	37	30	29	44	37	33	35		92	40
ELL	12	35	33	33	48	40	25	35		94	34
ASN	97	79		94	71		99	98		100	94
BLK	51	46	45	28	58		62	67		100	79
HSP	34	42	34	40	44	36	46	60		96	54
MUL	68	59					80	89		100	86
WHT	61	56	34	57	50	41	77	75		98	68
FRL	37	43	34	39	44	37	49	58		96	50
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	14	30	30	25	37	42	20	11		91	33
ELL	14	36	34	27	44	48	33	31		96	30

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
ASN	97	74		80	61		99	96		100	93
BLK	51	48	36	32	25		54	75		100	62
HSP	39	46	35	42	47	55	59	50		98	49
MUL	75	72		77	55		87	75		100	71
WHT	64	56	40	56	42	35	73	73		98	64
FRL	38	45	33	42	45	50	56	50		97	44

  

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	16	38	32	24	47	46	8	23		95	22
ELL	12	38	35	39	52	71	41	32		89	34
ASN	96	76		88	92		100	100		100	89
BLK	59	46	15	45	41		68	76		92	58
HSP	43	50	34	52	58	62	71	59		96	51
MUL	86	65		65	75		83	72			
WHT	66	60	50	65	63	65	88	77		95	66
FRL	42	51	36	51	57	56	71	62		93	50

**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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	11
Percent Tested	98%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	62
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	48
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?

Although Students with Disabilities made gains in every Subgroup, they still performed below the federal index. English Language Learners made gains in Math achievement, however, they dropped in all other subgroups which resulted in performing below the federal index. All other subgroups made gains.

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

English Language Learners demonstrated the greatest need for improvement in our sub-categories as they were 3% below the Federal Index.

Students with Disabilities demonstrated the second greatest need for improvement in our sub-categories as they were also 3% below the Federal Index.

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

The contributing factor to the need for improvement to English Language Learners students is English Language Arts, Science and Social Science Achievements.

New actions that need to take place is an increase in rigor and differentiation in instruction by embedding writing, inquiry, collaboration organization and reading into every lesson.

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

Students with Disabilities showed the most improvement making gains in all subgroups except for one. The lower 25% of Students with Disabilities remained the same in English Language Arts. in which they remained the same.

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

Best teaching practices are embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards. Conference with teachers of Students with Disabilities regularly to reflect on progress and student data. Literacy and AVID professional development/best teaching practices implementation through monthly Professional Development opportunities.

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

An increase in rigor and differentiation in instruction by embedding writing, inquiry, collaboration organization and reading into every lesson.

Students need to be exposed to rigorous core instruction that is aligned to standards with measurable outcomes.

(Deep Engagement)

Students need to be provided with numerous opportunities to actively engage in the learning process.

(High Expectations, Strong Instruction, Standards Based 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.**

Professional Development will be offered weekly and monthly with a focus on embedding writing, inquiry, collaboration, organization and reading into every lesson, using data to drive more intentional professional learning communities and increasing engagement in the classroom with a focus on technology.

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

Action Teams will focus on how they can drive the continuous improvement cycle by problem-solving issues that affect the school goals. Action Teams include the School Culture/Climate, Professional Development, Family/Community, Curriculum/Instruction, Data Analysis, Technology and Discipline/Safety.

### **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 English Language Learners**

**Area of Focus Description and Rationale:**

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

Instructional Practice specifically related to ELL student achievement. There was a drop in scores in every subgroup except Math.

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

The Federal Index for ELL student achievement will increase from 38% to 41% when best teaching practices are embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards.

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

Reading and English class grades, State Progress Monitoring Assessments

**Person responsible for monitoring outcome:**

Trent Hobbs (trent.hobbs@hcps.net)

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

Utilization of Action Teams to advocate and encourage community support, and WICOR based professional development/best teaching practices implementation through weekly and monthly PD opportunities offered by the AVID Site Team and Action Teams.

The integration of WICOR in lesson plans enhances the student learning due to the deeper cognition and processing opportunities that these strategies provide. It is not a specific strategy, but rather the ability to plan strategies that fit the need and may overlap in WICOR.

**Rationale for Evidence-based Strategy:**

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

ELL PD trains teachers to successfully implement reading and writing strategies for ELL students that will impact all subject areas. This helps students with success in all areas of school and for post-secondary readiness.

AVID (Advancement Via Individual Determination) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach.

**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. WICOR based professional development weekly with more in depth monthly with ELL strategies
2. Review of PM1, PM2 and PM3 assessments to determine area of need within ELL students population
3. Review of grades after every nine weeks to determine area of need within ELL students population
4. Classroom visits to monitor and support the implementation and effectiveness of WICOR strategies and ELL strategies
5. Communication between ELL students' stakeholders utilizing Spanish speakers.
6. Post-Secondary Readiness: enrichment activities, internships, community service, and service learning to explore careers and colleges to ensure student readiness for the public postsecondary level.
7. Use the Continuous Improvement Cycle to guide discussions about implementation, identify roadblocks and solutions, set SMART goals, and celebrate successes specifically with regards to ELL students.

**Person Responsible**

Trent Hobbs (trent.hobbs@hcps.net)



## #2. 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.**

Instructional Practice specifically related to SWD Student Achievement. Although students with disabilities made gains in every subgroup except in regards to the lower 25% of ELA, in which they stayed the same, they are still below the federal index by 2%.

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

The Federal Index of SWD student achievement will increase from 39% to 41% when best teaching practices are embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards.

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

Conference with teachers of SWD regularly to reflect on progress and student data.

**Person responsible for monitoring outcome:**

Trent Hobbs (trent.hobbs@hcps.net)

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

Utilization of Action Teams to advocate and encourage community support, and WICOR based professional development/best teaching practices implementation through weekly and monthly PD opportunities offered by the AVID Site Team and Action Teams.

The integration of WICOR in lesson plans enhances the student learning due to the deeper cognition and processing opportunities that these strategies provide. It is not a specific strategy, but rather the ability to plan strategies that fit the need and may overlap in WICOR.

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

ELL PD trains teachers to successfully implement reading and writing strategies for ELL students that will impact all subject areas. This helps students with success in all areas of school and for post-secondary readiness.

AVID (Advancement Via Individual Determination) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach.

### 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. WICOR based professional development weekly with more in depth trainings monthly providing specific support differentiating for the SWD student
2. Review of PM1, PM2 and PM3 assessments to determine area of need for SWD students
3. Review of grades after every nine weeks to determine area of need for SWD students
4. Classroom visits to monitor and support the implementation and effectiveness of WICOR strategies and the use of differentiation for SWD students
5. Communication between stakeholders utilizing Spanish speakers, when necessary
6. Post-Secondary Readiness: enrichment activities, internships, community service, and service learning to explore careers and colleges, training centers, Intermediate Care Facilities (ICFs), group homes, Transitional & Supported Living to ensure SWD student readiness for the public postsecondary level
7. Use the Continuous Improvement Cycle to guide discussions about implementation, identify roadblocks and solutions, set SMART goals, and celebrate successes with specific regards to the SWD student

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**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**

N/A

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

N/A

**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)**

N/A

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

N/A

**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.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

N/A

**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?

N/A

**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**

N/A

**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 systems of Action Teams have been created with teacher leaders and teacher involvement. The Family and Community Action Team responsibilities will help identify and support effective ways for parents to support student learning and capacity for self-discipline, to help parents build their own networks and find ways to use community organizations and business to support school goals. The School Culture and Climate Action Team will be concerned with factors affecting the health, safety, belonging and esteem of students, faculty and staff of the school.

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

Dafnelis Fumero is the Family and Community Action Team Leader with team members Barbara Lawton, Kirsten Whittaker, Elijah Goodrich, Jennifer Moore, Susan Mayo, Brianne Walburn, Racquel Sturgis and David Jackson.

Tracy Morales is the Climate and Culture Action Team Leader with team members Zandra Trull, Cody Richless, Emme Moore, Collin Johnson, Joseph Borreca, Leah Beveard, Jesse Tyler, Deena Hendrix, Karen Hinnen, Jodie Peace, Jill McEwen, Brandi Bronleben, John Ingraham, Patricia Gissendanner, Blake Olson, Gina Giunta Hunter, Stefanie Gaboriault, Tyler Gray, John Kelly, Paul Bonanno and Nicole Carlton.

All team members are responsible for working toward common goal of improving students' learning and well-being through collaboration and shared leadership, become an expert in the team's topic, communicate goals, objectives and accomplishments to the entire school community, developing and executing plans and sharing problems as they emerge.