

Hillsborough County Public Schools

Sulphur Springs K 8 School



2022-23 Schoolwide Improvement Plan

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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Marc Gaillard

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (46%) 2018-19: D (32%) 2017-18: F (30%)
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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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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SIP Authority

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<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.

Vision Statement
Building a Community for Success

Mission Statement
Sulphur Springs K-8 Community School will provide a Nurturing Learning Environment for Academic Excellence.

Provide the school's vision statement.

Sulphur Springs K-8 Community School is committed to the success of every child, every day.

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
		Responsible for the overall instruction and operations of the campus as well as overseeing the leadership team.
Gaillard, Marc	Principal	Ayana Etienne, Reading coach Daphney Wong- Reading coach Lakisha Day- Reading Coach Lissette Perdomo- Literacy Resource Laura Goldwire- Literacy Resource Sean Miles- Math Coach
Edwards, Yvette	Assistant Principal	Supporting the principal with overseeing the instruction and overall instructions of the K-5 side of the campus.
Vega, Cristina	Assistant Principal	Supporting the principal with overseeing the instruction and overall instructions of the 6-8 side of the campus.

Demographic Information

Principal start date

Wednesday 7/13/2022, Marc Gaillard

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

3

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

14

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

590

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

12

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

8

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	52	70	71	69	45	74	63	60	55	0	0	0	0	559
Attendance below 90 percent	0	25	39	47	17	14	26	21	34	0	0	0	0	223
One or more suspensions	0	0	1	3	3	4	4	9	24	0	0	0	0	48
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 2022 statewide FSA ELA assessment	0	0	0	38	25	36	36	34	41	0	0	0	0	210
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	17	21	20	39	0	0	0	0	124
Number of students with a substantial reading deficiency	18	46	53	39	35	43	20	18	20	0	0	0	0	292

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	1	11	9	3	2	8	16	0	0	0	0	50

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	15	2	0	0	0	0	0	0	0	0	17
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

Thursday 8/25/2022

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	63	76	73	75	48	79	66	60	57	0	0	0	0	597
Attendance below 90 percent	28	32	33	37	13	22	33	23	18	0	0	0	0	239
One or more suspensions	0	2	0	4	1	4	16	9	16	0	0	0	0	52
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	8	25	38	28	36	35	0	0	0	0	170
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	21	39	33	42	36	0	0	0	0	176
Number of students with a substantial reading deficiency	14	39	34	34	18	36	20	18	19	0	0	0	0	232

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	1	2	13	8	10	0	0	0	0	35

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	1	1	3	9	4	2	4	8	6	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

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	63	76	73	75	48	79	66	60	57	0	0	0	0	597
Attendance below 90 percent	28	32	33	37	13	22	33	23	18	0	0	0	0	239
One or more suspensions	0	2	0	4	1	4	16	9	16	0	0	0	0	52
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	8	25	38	28	36	35	0	0	0	0	170
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	21	39	33	42	36	0	0	0	0	176
Number of students with a substantial reading deficiency	14	39	34	34	18	36	20	18	19	0	0	0	0	232

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	1	2	13	8	10	0	0	0	0	35

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	1	1	3	9	4	2	4	8	6	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

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	18%	51%	55%				17%	57%	61%
ELA Learning Gains	45%						38%	56%	59%
ELA Lowest 25th Percentile	58%						48%	52%	54%
Math Achievement	30%	41%	42%				17%	55%	62%
Math Learning Gains	59%						38%	57%	59%
Math Lowest 25th Percentile	74%						37%	49%	52%
Science Achievement	13%	48%	54%				22%	50%	56%
Social Studies Achievement	70%	57%	59%				48%	77%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	14%	52%	-38%	58%	-44%
Cohort Comparison		0%				
04	2022					
	2019	18%	55%	-37%	58%	-40%
Cohort Comparison		-14%				
05	2022					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-18%				
06	2022					
	2019	7%	53%	-46%	54%	-47%
Cohort Comparison		-26%				
07	2022					
	2019	14%	54%	-40%	52%	-38%
Cohort Comparison		-7%				
08	2022					
	2019	15%	53%	-38%	56%	-41%
Cohort Comparison		-14%				

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	17%	54%	-37%	62%	-45%
Cohort Comparison		0%				
04	2022					
	2019	24%	57%	-33%	64%	-40%
Cohort Comparison		-17%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	19%	54%	-35%	60%	-41%
Cohort Comparison		-24%				
06	2022					
	2019	13%	49%	-36%	55%	-42%
Cohort Comparison		-19%				
07	2022					
	2019	18%	62%	-44%	54%	-36%
Cohort Comparison		-13%				
08	2022					
	2019	2%	31%	-29%	46%	-44%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	51%	-26%	53%	-28%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-25%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	13%	47%	-34%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	67%	-20%	71%	-24%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	63%	-40%	61%	-38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	5	46	57	23	56	72					
ELL	7	40	47	26	55	67	18				
BLK	18	48	64	31	60	76	11	72			
HSP	15	38	53	29	60	69	18				
WHT	20	25		25	46						
FRL	18	45	59	30	59	75	11	70			
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	7	30	39	5	42	57		8			
ELL	8	30	29	13	40	58	8	27			
BLK	16	35	43	20	36	56	5	26			
HSP	21	32	26	21	44	67	10	31			
MUL				17							
WHT	17			25							
FRL	17	34	37	20	38	60	9	27	33		
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	8	33	40	3	20	16	5				
ELL	9	32	30	6	34	45	16				
BLK	14	39	54	14	33	31	21	43			
HSP	23	37	43	21	44	55	24	60			
MUL	23			23							
WHT	15	19		26	47						

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
FRL	17	38	49	17	38	37	21	48	23		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	9
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
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
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	43
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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Our white, ELL, and SWD students are performing below 41% on state assessments.

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

Based on progress monitoring data in grades K-8 for reading are in need of improvement. Based on progress monitoring data in grades K-8 math with the exception of grades 4 and 5 show a need for 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?

In reading, students have gaps which makes student success of grade level standards a will be trained challenge. Teachers understanding of the depth of the standards and ability to scaffold properly is in need of improvement. Teachers will be trained on new standards along with supports for scaffolding.

In math, the Assistant Principal for elementary supported math instruction alongside the math coach; and the math coach in middle had to return to the classroom because of a teacher transfer. There will be a district math coach available support the middle school.

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

When comparing the state data and progress monitoring data, our 4th and 5th grade math showed the most improvement.

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

Both of the 4th and 5th grade teachers had support from our math resource on a regular basis. The improved knowledge of content as well as reteaching of content.

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

Strategic tutoring will be done with students to begin as early as possible to close the gaps. Small group instruction will be a focus to assist with closing the gap. Reading teachers will be trained on the new standards and scaffolding when necessary. This will also be applied with math 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.

ELA internalization; math internalization; collaborative planning to build and support on the new standards; data dives; planning sessions with coaches with interventions included: job-embedded professional development with coaching support. Monthly content PD based on walkthrough trends

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

Maintaining coaches for both the MS and K5 is vital to build capacity. The admin team maintaining communication and support of teachers with behaviors and instruction.

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 B.E.S.T. Standards

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Our Instructional Priority:</p> <p>Teachers will leverage student data to provide ongoing feedback and appropriate scaffolding to accelerate learning on grade level (BEST) standards aligned to content.</p> <p>Based on progress monitoring data in grades K-8 for reading , all grades show a need for improvement in reading. Based on progress monitoring data in grades K-8 math all grades except for 4 and 5. BEST Standards are new for all teachers in each grade level and content area.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Teacher outcomes:</p> <ol style="list-style-type: none"> 1.By October 2022, during instruction, 90% of teachers will use standards-aligned tasks. 2. By December 2022, during instruction, 90% of teachers will provide opportunities for students to work with and practice grade-level tasks. 3.By December 2022, 90% of the teachers will implement appropriate scaffolding strategies to support all learners in reaching grade-level expectations. 4. By December 2022, 90% of teachers provide ongoing target aligned academic feedback through the monitoring of student learning. 5. By December 2022, 95% of teachers will conduct small group instruction daily with fidelity <p>Student outcomes:</p> <ol style="list-style-type: none"> 6. By December, 2022, 45% of students at SSK8, as measured by common assessments in ELA, Math, Science, Civics, will score in the proficient range.
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<ol style="list-style-type: none"> 1. The Reading (Civics)/Math coach and Regional Science Coach will facilitate subject-area planning with all ELA, Civics, Math, and Science teachers during weekly common planning periods focusing on improving target/task alignment during the first grading period. 2. The Leadership Team will measure target/task alignment using classroom walkthrough tool aligned to the Instructional Priority and components of the Four Principles of Excellent Instruction. 3. The Leadership Team members will use a Look-For data-gathering tool to monitor implementation appropriate scaffolding strategies. 4. The Leadership Team members will use Look-For data-gathering tool to monitor the implementation of teachers providing target aligned academic feedback through monitoring. 5. Following monthly common and/or 3-6 week cycle unit assessments, the leadership team members will facilitate monthly data chats to identify and address the most pressing problems to monitor teacher effectiveness and student outcomes. Coaches will review lesson data points in planning sessions with teams.
<p>Person responsible for monitoring outcome:</p>	<p>Marc Gaillard (marc.gaillard@hcps.net)</p>
<p>Evidence-based</p>	<p>Teacher clarity Monitor student data</p>

Strategy: Observation and feedback

Describe the evidence-based strategy being implemented for this Area of Focus. Instructional Teams refine instructional units that are standards-aligned with a focus on what grade-appropriate questions can be asked as well as the misconceptions that students might have when answering those questions, and how the teachers can scaffold in the moment those misconceptions arise. Our Standards-aligned units of instruction include objectives and criteria for mastery as well as how to scaffold in the moment as opposed to starting with the scaffolding. Instructional plans will include formal and informal assessments to gauge student mastery. Instruction will include a variety of differentiated learning activities and materials that are well planned/developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.

Rationale for Evidence-based

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

There is a need for ongoing authentic instruction and assessment which is aligned with the standards, as evidenced by walkthroughs, student data, and teacher observation. Students are more likely to learn when instruction is focused, clearly communicated, and students are assessed on what they have learned. School-wide progress monitoring data shows improvement is needed in these areas.

Action Steps to Implement

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

The K-5 Reading Coaches will focus on coaching, modeling, lesson planning, data analysis, and student intervention, focused on ELA grade-level standards, with teachers and students. The Reading Coaches and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2022-June 2023)

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Middle school reading coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the ELA grade-level standards, with teachers and students. The Reading Coach and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2022-June 2023)

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

The Reading Resource teacher will focus on student progress and monitor data of her targeted small groups. The resource teacher will attend planning sessions and collaborate with the teachers and reading coaches to drive her small group instruction. The reading resource and the administration team will meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of small group and the impact on teacher practice and student achievement. (August 2022-June 2023)

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

The Grade 6-8 Middle Writing Coach focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the grade-level standards, with teachers and students in ELA. The Writing Resource Teacher and meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. (August 2022-June 2023)

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

K-5 Math Coach focuses on coaching, modeling, lesson planning, data analysis, and strategic student intervention, focused on the grade-level standards, with teachers and students. The Math Coach and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. Middle school will be supported by district math coach(August 2022-June 2023)

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Teachers have a common planning time for math and ELA in which there is a focus on Math being taught conceptually using the CRA continuum with connections made to procedural fluency, application, and with a strategic focus on questioning and scaffolding. ELA planning time will be used to internalize instructional guides, develop teacher clarity of BEST benchmarks, and develop small group lessons for small group instruction.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

The Teacher Assistant focuses on implementing intervention resources with our ESE, ELL, and Economically Disadvantaged subgroups, such as, Rise (Jan Richardson), I-Ready, Magnetic (formally READY LAFS) and Phonics for Reading. The Reading Coach will work with the Teacher Assistant to create strategic groups. Student data will be utilized to monitor the progress of these students. (August 2022-June 2023).

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

After School Tutoring and Saturday School will provide students with extra time for intervention instruction needed. Progress monitored using common assessments.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

The following purchases will support and enhance standards-aligned instruction and allow for scaffolding and differentiation:

- USA Test Prep and Penda Learning to support Civics and Science instruction.
- Classroom supplies to support teachers with instruction in the classroom.
- Magnetic to support Core Reading Instruction in the classroom.
- Scholastic Time for Kids & Storyworks - additional reading materials to support content learning
- Really Great Reading materials - phonics instructional materials (letter tile boards)

Monitoring will occur through planning notes, walkthroughs, and student data.

- Study sync spotlight lessons
- I-Ready small group lessons
- Achieve 3000 selected articles
- Newsela
- Scholastic Scope and News

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

#2. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although our discipline data has improved from the prior year, behavior continues to impact instruction. Students are missing instructional time due to disruptive behaviors and discipline. Teachers are losing instructional time handling behaviors in the classroom. Teachers need support in the effective implementation of SEL instruction. Effective implementation will allow for a more positive impact on classroom management. SEL instruction done effectively will create deeper relationships with teachers and students as well as stronger relationships between the students.

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

By October 2022, 100% of staff will be implementing SEL lessons with fidelity.
 By October 2022, 100% of staff will be awarding students PBIS points
 Student Outcome:
 By December 2022, only 4% of the student population will have one or more suspensions.

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

The administration and SEL champion will conduct walkthroughs to monitor the fidelity of SEL instruction. The use of PBIS points will be monitored by a teacher leader and trends shared with admin. Monthly student services meetings will be held to monitor suspension data and assess whether or not percentages are trending towards our goals.

Person responsible for monitoring outcome:

Marc Gaillard (marc.gaillard@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Implementation of Second Step: SEL lessons, coupled with a structured MTSS process for behavior intervention and PBIS House Systems to promote positive, appropriate behaviors. MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address behavioral concerns as well as academic issues in subgroups performing under 41% (white/black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged).

implemented for this Area of Focus.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Second step lessons are used to teach students appropriate social-emotional skills and how to be successful in the classroom and community. MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address school attendance, behavioral concerns, as well as academic issues in subgroups performing under 41% (white/black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged). The goal of MTSS is to intervene early so students have the ability to perform as well as their peers within national norms. Our PBIS/House system is a proactive approach used to promote positive behavior and create a safe learning and work environment. The focus of PBIS is prevention, not punishment. PBIS/House system recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses common language to talk about it, K-8. Throughout the school day students understand what is expected of them.

Action Steps to Implement

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

The third guidance counselor supports individual student behavior plans with check-in and check-out systems, small group guidance sessions, with identified students, classroom guidance lessons with all classrooms, support admin when threat assessments, etc need to be completed, support teachers with classroom management strategies etc, train and support teachers in using Second Step lessons within the classroom. Admin will meet with the student services team monthly to monitor the progress students are making. Effectiveness will be monitored by the progress of students on behavior plans as well as the number of suspensions.

Person

Responsible

Marc Gaillard (marc.gaillard@hcps.net)

Implementation of common School-Wide Expectations. Expectations of student culture and climate are shared with parents and students to ensure common understanding of the expectations. Purchase the PBIS app to support student culture/climate, and communicate with stakeholders. Teachers share the protocols used for earning points through the PBIS app with students and parents. School staff uses the PBIS app to give students points based on their meeting or exceeding the schoolwide expectations. Students will have the opportunity to use PBIS points to "purchase" incentives. In August and September it will be every other week, after that it will be once a month. Admin will add the use of PBIS app to admin meeting agenda twice a month. Progress monitored through a number of suspensions and number of students eligible.

Person

Responsible

Marc Gaillard (marc.gaillard@hcps.net)

Professional Development delivered to all staff related to Second Step Implementation, teaching students with trauma, and MTSS, etc. and classroom management strategies. Staff meets with the student services team PLCs as needed to discuss interventions being used for students. Monitored through walkthroughs and student suspensions data.

Person

Responsible

Marc Gaillard (marc.gaillard@hcps.net)

Implementation of Common Responses to Student Behavior
-Master Schedule includes time for explicit SEL instruction

- All teachers implement Second Step SEL lessons with fidelity
- Bi-Monthly scheduled progress monitoring of tier 2 and tier 3 behavior students with a focus on White/Black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged subgroups
- Monthly student services team meetings to discuss behavior within the building-What is working? What's not working? Student needs?
- Monitor and complete RTI packets for Tier 2 and 3 behavior students.
- Restorative Practices room will be used to teach students better ways to respond in given situations. Monitored through fidelity walks as well as student suspension numbers and the office and restorative practice room logs.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

- House systems implemented and led by a team of teachers.
- all staff and students belong to a house (staff house leader for each house)
 - Weekly House meetings
 - House Pep Rally quarterly
 - PBIS app used to give house points and determine house of the month and year
 - House Presidents and ambassadors will be elected and asked to become a part of school decisions

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Parent Liaison contacts parents about student behaviors, attendance, and other needs to help students be more successful in school. This Liaison supports the social worker with family contact and support as well. This person develops rapport with students that need some extra mentoring regarding behavior and social skills. This person will also work with the student services team to try to attend IEP meetings, facilitate sessions with parents about behavior, and social-emotional learning.

Person Responsible Marc Gaillard (marc.gaillard@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

Guided Reading and literacy work stations are the identified practices that will increase our student achievement in grades K - 2. Students will receive targeted instruction based on individual student data. Students will also engage in differentiated targeted activities that will meet their specific needs.

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

Guided Reading is our instructional practice identified to increase student achievement in grades 3 - 5. Students will receive targeted instruction based on individual student data. Targeted students are identified through a triangulation process that will place them in a specific level for the intended program. Ongoing progress monitoring will take place to ensure student success.

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)

Based on 2021-2022 school year data, we currently have 60% of our students who fall one or more grade levels below in reading and 40% of our students reading at or above grade level based on the Spring i-Ready Diagnostic assessment-AP3

Our goal is to decrease the percentage of below level students by 10%. That would equate to 50% of our students who fall one or more grade levels below in reading based on the FAST STAR assessment AP3 data point - spring 2023.

Grades 3-5: Measureable Outcome(s)

Based on the 2021-2022 school year data, we currently have 19% of students scoring a level three or higher, exhibiting proficiency in reading on the ELA FSA.

Our goal is to increase our proficiency percentage by 6%. That would equate to a total of 25% of students in grades 3 - 5 demonstrating proficiency on our Grade 3 - 5 FAST Reading assessment AP3 data point - spring 2023.

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- Grade 2 FAST Star Assessments: Early Literacy & Reading
Grades 3 - 5 FAST

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Edwards, Yvette, yvette.edwards@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?

Grades K - 2: The FCRR activities are research based instructional tasks and strategies that are designed for students to practice, demonstrate, and extend their learning of what has already been explicitly taught by the teacher. The variety of instructional activities include components which address phonological awareness, phonics, fluency, vocabulary, and comprehension.

Grades 3 - 5: The Leveled Literacy Intervention is an intensive small group supplementary literacy intervention for students whom demonstrate below grade level expectations in reading. The systems are designed to advance the literacy learning of students not meeting grade level expectations in reading, and deepen and expand comprehension with close reading. The program integrates engaging authentic literacy that builds content knowledge.

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 evidence based programs include a variety of activities and strategic routines that address the identified needs of the students. The identified programs and practices have a proven record of effectiveness for elementary school-age students.

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
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Professional Development-teachers received a face-to-face professional development training on an overview and getting started with guided reading in their classrooms facilitated by the reading coach. Teachers will continue to receive ongoing guided reading trainings that target specific areas such as assessment, lesson planning, lesson structure, hands on activities, increased discussion, and extension activities during guided reading.

Literacy Coaching-Teachers will engage in formal and informal coaching cycles to improve their guided reading instruction and support the targeted activities and lessons in place for their students. Teachers will observe modeled lessons with their students, and coaches will collect data during lesson observations to share and discuss with teachers. They will use this data to improve student outcomes and teacher effectiveness.

Gaillard, Marc,
marc.gaillard@hcps.net

Assessment-Teachers will administer ongoing assessments such as regular progress monitoring tools, Leveled Literacy Intervention assessments, and running records,& engage in data PLCs to discuss student progress and measurable goals for their students.

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.

The school addresses building a positive school culture and environment by inviting and allowing various organizations to partner with the school to provide resources meeting the needs of students and families.

The Tampa YMCA is also the lead nonprofit in the SSK8 Community Partnership School, employing three full time staff to work with the school administration to bring funding, program providers and resources to families. Programs and services are divided into three categories, though not limited to these categories: Family and Community Engagement, Expanded Learning, and Health and Wellness. Through these efforts the school builds positive culture and environment by meeting families where they are, for example being present at community events, and inviting the community to participate in school resource events, i.e. the Pop-up FREE Flea market. the Sulphur Springs YMCA, embedded into the school, provides subsidized care for working families, academic support aligned with the school. Staff dedicated to family engagement and positive behavior support work closely with families to cultivate meaningful relationships, address the needs of students, and act as advocates for students in Y programs as well as the school.

The school utilizes students and parent leadership groups and surveys to collect feedback about the needs of the families, and includes representatives from student and parent stakeholder groups in the school planning meetings. The school hosts monthly Leadership Cabinet meetings to strategically plan and progress monitor major school concerns and opportunities, a monthly Operations meetings including teachers, staff, and partners to ensure quality programs and services, and monthly Community Leadership Council meetings comprised of residents, business owners to constantly identify community needs and solutions. These meeting groups promote inclusivity of family members and residents, and ensure fidelity of student services to provide the best experience for families.

The parent liaison assists with parent events and engage with parents to address pressing issues concerning their children.

The school has a House system in which students belong to a House and work together to earn points for achievement in character development, academics and other school goals, to try to become the House of the month. This builds morale and encourages appropriate behavior. Student leaders are a part of each house as teachers release responsibility for them to lead the House meetings.

SEL instruction is done in classrooms as well as group and individual guidance lessons to promote positive interactions amongst all stakeholders.

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

1. YMCA on-site staff support the school with health and wellness initiatives; parent involvement; after school activities; build relationships with parents, staff, community member, and students
2. Teachers build relationships with parents and students.
3. Parent liason-maintains parent relationships; facilitates events for parents at the school
4. Student services-support social and emotional learning through classroom guidance lessons; individual and small group sessions; referrals to outside organizations for services when needed
5. Administration builds relationships with all stakeholders; organizes meetings to discuss needs and come to solutions.
6. Parents and community members attend events and support students as needed.