Trapnell Elementary School

2022-23 Schoolwide Improvement Plan

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Trapnell Elementary School

1605 W TRAPNELL RD, Plant City, FL 33566

[no web address on file]

Demographics

Principal: Krissy Perkins

Start Date for this Principal: 12/4/2017

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (49%) 2017-18: C (51%)
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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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	83%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

District Mission: To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Trapnell Mission: To create successful learners by teaching students to be safe and responsible, be respectful, focus on learning, be a problem solver, and talk it out.

Provide the school's vision statement.

District Vision: Preparing students for life.

Trapnell Vision: Students first.

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
Perkins, Krissy	Principal	Leadership team meetings can include the following: Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers ELL team PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County. HCPS' vision for instructional improvement is to have a highly

Name	Position Title	Job Duties and Responsibilities
		effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement. Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development. Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.
Patino, Olga	Assistant Principal	Leadership team meetings can include the following: Principal Assistant Principal / ELP Coordinator

Name	Position Title	Job Duties and Responsibilities
		Guidance Counselor
		SAC Chairs
		School Psychologist/ Behavior team Representative
		School Social Worker/ Attendance Committee Representative
		Academic Coaches (Reading, Math, etc. and other specialists on an ad
		hoc basis)
		ESE teachers
		ELL team
		PLC Liaisons for each grade level and/or content area
		District support (including Area Superintendents, Support Specialist, District Coaches)
		The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:
		1. Collaborate and problem solve to ensure the implementation of high
		quality instructional practices utilizing the RtI/MTSS process: at the core
		(Tier 1) and intervention/enrichment (Tiers 2/3) levels.
		2. Support the implementation of high quality instructional practices at
		the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
		3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
		4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
		A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.
		Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a
		school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above,
		The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader.
		Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality,
		which will result in improved outcomes and higher long-term success
		rates for students in Hillsborough County.
		HCPS' vision for instructional improvement is to have a highly effective
		teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that

Name	Position Title	Job Duties and Responsibilities
		teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement. Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development. Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Demographic Information

Principal start date

Monday 12/4/2017, Krissy Perkins

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.*

2

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.*

6

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

488

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

5

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

4

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	69	79	75	81	84	85	0	0	0	0	0	0	0	473
Attendance below 90 percent	27	23	22	18	12	17	0	0	0	0	0	0	0	119
One or more suspensions	2	1	0	0	1	1	0	0	0	0	0	0	0	5
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	28	42	29	0	0	0	0	0	0	0	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	29	17	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Friday 7/8/2022

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	76	75	80	84	85	0	0	0	0	0	0	0	468
Attendance below 90 percent	26	21	19	15	12	18	0	0	0	0	0	0	0	111
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	16	8	21	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	18	12	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	27	0	0	0	0	0	0	0	0	0	27

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	4	1	0	0	0	0	0	0	0	0	0	11
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	76	75	80	84	85	0	0	0	0	0	0	0	468
Attendance below 90 percent	26	21	19	15	12	18	0	0	0	0	0	0	0	111
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	16	8	21	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	18	12	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	27	0	0	0	0	0	0	0	0	0	27

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	4	1	0	0	0	0	0	0	0	0	0	11
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	35%	53%	56%				42%	52%	57%
ELA Learning Gains	44%						48%	55%	58%
ELA Lowest 25th Percentile	34%						42%	50%	53%
Math Achievement	55%	50%	50%				55%	54%	63%
Math Learning Gains	65%						63%	57%	62%
Math Lowest 25th Percentile	49%						54%	46%	51%
Science Achievement	38%	59%	59%				41%	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	46%	52%	-6%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	42%	55%	-13%	58%	-16%
Cohort Comparison		-46%				
05	2022					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-42%				

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	51%	54%	-3%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-51%				
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	40%	51%	-11%	53%	-13%
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	17	32	31	39	54	36	23				
ELL	32	45	36	53	64	45	25				
BLK	8	14		35	46		10				
HSP	36	48	40	57	71	48	36				
WHT	40	39		50	50						
FRL	32	46	38	53	67	56	35				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	40	62	26	29		24				
ELL	25	44	85	36	29	29	24				
BLK	36	50		28	21		33				
HSP	31	53	87	40	35	33	27				
WHT	52	47		52	33		47				
FRL	34	49	65	39	30	32	30				

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	33	35	31	53	53	22				
ELL	32	48	48	53	68	61	24				
BLK	40	44		38	50		45				
HSP	37	53	46	53	65	56	31				
WHT	48	23		64	63		60				
FRL	38	48	40	51	63	54	35				

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	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	44
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	49
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	45
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?

Reading Proficiency and learning gains are low and have been over the years.
Math Proficiency and learning gains are acceptable.

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

Reading Proficiency and learning gains for all students.

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

Systematic Phonics & vocabulary instruction is lacking in all grade levels. A consistent, schoolwide program needs to be used so that students experience an easier transition from one grade level to the next.

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

Math Learning Gains- from 33% to 65%.

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

Departmentalization in the intermediate grades, district support, focus on manipulatives for students.

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

Systematic, consistent phonics and vocabulary instruction in all ELA classrooms.

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.

Online access to Really Great Reading lessons and PD, Reading Resource Teacher modeling and support with the phonics program, district support with vocabulary instruction.

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

Continuation of the use of Really Great Reading phonics and word study program; focus on student attendance; fidelity of program use.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Systematic, consistent phonics & word study program use by all ELA teachers in grades K-5.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percentage of K-5 students scoring on or above grade level in Phonics according to the Spring iReady Reading Diagnostic from 67% to 75% by Spring 2023. Increase the percentage of K-5 students scoring on or above grade level in Vocabulary according to the Spring iReady Reading Diagnostic from 39% to 50% by Spring 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin walkthroughs monthly. Team planning session observations monthly. Lesson plans.
Person responsible for monitoring outcome:	Krissy Perkins (krissy.perkins@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementation of the Really Great Reading Phonics & Word Study Program in grades K-5.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Phonics Instruction has an effect size of .70 and Vocabulary Instruction has an effect size of .62 according to Hattie's meta-analysis.

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.

Purchase & implement HD Word Really Great Reading kits for grade 2-5 ELA teachers to use in their classrooms as needed in order to address student phonics deficiencies.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Purchase & implement the online subscriptions that accompany Blast, Countdown, and HD Word kits for ELA teachers in grades K-5.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Purchase/order Scholastic News/Story Works subscriptions for Grades 1 and 3 to enhance their ability to teach words in context.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Purchase and implement Scholastic Reading Counts for students in Grades 1-5 in order to motivate students to read independently, practicing their newly acquired phonics and word study skills.

Person Responsible	[no one identified]

Purchase a course for some ELA teachers to take regarding the Science of Reading to enhance their knowledge of the latest research concerning how students learn to read.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Purchase & employ a Primary Reading Resource Teacher and an Intermediate Reading Resource Teacher to service students with reading gaps and to assist teachers in planning for reading instruction.

Person Responsible   Krissy Perkins (krissy.perkins@hcps.net)

Purchase and implement the Heggerty Phonics/Phonemic Awareness program for ELA teachers in grades 1 and 2.

Person Responsible   Krissy Perkins (krissy.perkins@hcps.net)

Purchase and implement a variety of classroom library books for ELA classrooms.

Person Responsible   [no one identified]

Closely monitor our Black students as well as students with disabilities (our 2 lowest-performing subgroups) to ensure they receive appropriate academic support/intervention (and possibly behavioral/ counseling support if there is a need) in order to make gains.

Person Responsible   Krissy Perkins (krissy.perkins@hcps.net)

Closely monitor our Black students as well as students with disabilities (our 2 lowest-performing subgroups) to ensure they receive appropriate academic support/intervention (and possibly behavioral/ counseling support if there is a need) in order to make gains.

Person Responsible   Krissy Perkins (krissy.perkins@hcps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Some students, especially ESE students, are struggling with basic math facts that inhibit their ability to learn more complicated math skills and content.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percentage of K-5 students scoring on or above grade level in Number Sense according to the Spring iReady Math Diagnostic from 57% to 70% by Spring 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin walkthroughs monthly. Team planning session observations monthly. Lesson plans.
Person responsible for monitoring outcome:	Krissy Perkins (krissy.perkins@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement hands-on learning such as Touch Math for ESE students in grades K-5 and the use of manipulatives for all students in K-5 as appropriate to master conceptual understanding and simple fact fluency programs, routines, and procedures daily so that students can master basic math facts.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Deliberate Practice has an effect size of .79 and Rehearsal and Memorization has an effect size of .73 according to Hattie's meta-analysis.

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.

Purchase and implement Touch Math in the ESE department for any student, K-5, who would benefit from its use.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Purchase and implement Touch Math kits for use by Math teachers in grades K-5 and for intensive intervention (including support for students with disabilities) as appropriate.

Person Responsible	Krissy Perkins (krissy.perkins@hcps.net)

Inventory and purchase math manipulatives and materials for K-5 math classrooms needed for instruction.

Person Responsible	Krissy Perkins (krissy.perkins@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

Implementation and use of Heggerty Phonemic Awareness Program and Really Great Reading Phonics/Word Study program.

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

Implementation and use of Really Great Reading Phonics/Word Study program.

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)

Increase the percentage of K-5 students scoring on or above grade level in Phonics according to the Spring iReady Reading Diagnostic from 67% to 75% by Spring 2023.

Increase the percentage of K-5 students scoring on or above grade level in Vocabulary according to the Spring iReady Reading Diagnostic from 39% to 50% by Spring 2023.

Grades 3-5: Measureable Outcome(s)

The iReady Reading Projected Proficiency report from the Spring iReady Reading Diagnostic was 36%. Our actual percent proficient was 38%, which is very close. So, the Spring 2023 iReady Reading Diagnostic Projected Proficienct report will be at least 50%.

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.

Monthly administrative walkthroughs with feedback.
Teacher data chats after the first and second diagnostic assessments to review Phonics/Vocab student progress.
Beginning of the Year chats to design ELA blocks to meet the needs of each classroom of students.

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

Perkins, Krissy, krissy.perkins@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. §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?

Link to the research behind Really Great Reading Phonics Program:
https://www.reallygreatreading.com/sites/default/files/
rgr_white_paper_decoding_strategies_for_success_2016.pdf

According to the research report, the program meets Florida's definition of evidence-based and is aligned with the K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The Really Great Reading Blast kits address students who have phonics deficits in Kindergarten Reading. The Really Great Reading Countdown kits address students who have phonics deficits in First/Second Grade Reading.

The Really Great Reading HD Word kits address students who have phonics/word study skill deficits in Second-Fifth Grade Reading.

We have previously used the kits in Kindergarten and First grade and have found success. For example, an average of 64% of our Kindergarten students and 61% of our First Grade students scored on grade level in Phonics on the Spring iReady Reading Diagnostic. They have been the only grade levels using the program to date.

For comparison, only 41% of our Second Grade students scored on grade level in Phonics on the Spring Diagnostic.

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
Purchase and implement online subscriptions that accompany the Blast and Countdown kits for grade K & 1 classrooms.	Perkins, Krissy, krissy.perkins@hcps.net
Purchase and implement HD Word kits (and online subscriptions) for ELA classrooms in grades 2-5.	Perkins, Krissy, krissy.perkins@hcps.net
Primary and Intermediate Reading Resource Teachers will provide training and support for all ELA teachers utilizing the Really Great Reading Phonics program.	Patino, Olga, olga.patino@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.

Below are a list of activities and events that will occur this school year. These activities and events are created,
scheduled, and conducted in an effort to promote a positive school culture and environment.

* PTO Spring Talent & Art Show: once per year, this event brings all of our students, staff,
and community members together.
* Parent Nights: Curriculum Nights, Chorus Programs, Book Fairs, etc. These events are open to all of our
students and families and seek to promote academic achievement and parent/community involvement.
* Great American Teach-In: The event opens the doors to community members and parents
and encourages our students to consider various jobs and careers.
* Clothes Closet: Occurs twice per year; through this event, we are able to offer parents and
community members the opportunity to acquire life's necessities such as clothing and other
household items they may need.
* Parent Breakfast and Grandparents' Breakfast: twice during the year
* Sanford Harmony SEL Program: components of this program are taught daily by K-5
teachers. The program addresses various social-emotional needs of students.

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

* School Advisory Committee (SAC): meets monthly and is composed of staff members,
community members, and parents. The goal for SAC is to bring stakeholders together to make
decisions that are in the best interest of our students.
* Migrant Parent Advisory Council (MPAC) & ELL Parent Advisory Council: meets twice per year and is
composed of our Migrant Advocate, ESOL Resource Teacher, and parents of Migrant students. The purpose of
this council is to offer information and support to parents as well as listen to their valuable
input.
* Local High Schools (Durant and Plant City): Local high school students volunteer their time
through translating during parent conference nights and assisting with other events as
needed.
* Community Organizations: (Plant City Church of God, Transforming Life Church, First Baptist
of Plant City, etc.) These organizations donate backpacks, school supplies, money, clothing,
holiday gifts, meals, etc. to our families.
* Parent-Teacher Organization (PTO): meets monthly and is composed of staff members and parents. The
goal for PTO is to bring stakeholders together to build a culture of community with a united purpose- to put
students first.