# Riverhills Elementary Magnet School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Riverhills Elementary Magnet School

405 S RIVERHILLS DR, Temple Terrace, FL 33617

http://riverhills.mysdhc.org

## Demographics

**Principal: Crystal Brown**                    Start Date for this Principal: 5/30/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>KG-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 90% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (69%)<br><br>2018-19: C (45%)<br><br>2017-18: C (49%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | [Lucinda Thompson](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| * 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.

## Table of Contents

# Riverhills Elementary Magnet School

## 405 S RIVERHILLS DR, Temple Terrace, FL 33617

## http://riverhills.mysdhc.org

## 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 KG-5 | No | 90% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 76% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

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

To guide all learners by providing meaningful opportunities which inspires life long innovators to be caring, responsible, and successful. Students will develop into globally minded citizens through collaboration, reflection, action, and inquiry.

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

Empowering children to create a better future.

## 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 |
|---|---|---|
| Brown, Crystal | Principal | The Principal's job duties and responsibilities include the following: oversee the instructional program, PSLT process, Student data and Progress Monitoring, Student Behavior management, maintain facilities, and any other duty that arises. |
| Bryant, LaKeyshea | Assistant Principal | The Assistant Principal's job duties and responsibilities include the following: oversee the instructional program, PSLT process, Student data and Progress Monitoring, Student Behavior management, maintain facilities, and any other duty that arises. |

## Demographic Information

**Principal start date**
Monday 5/30/2022, Crystal Brown

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

**Total number of teacher positions allocated to the school**
25

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

499

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

11

**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 | 65 | 88 | 80 | 84 | 81 | 78 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 476 |
| Attendance below 90 percent | 0 | 20 | 9 | 7 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| One or more suspensions | 0 | 2 | 2 | 1 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

**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**

Tuesday 8/30/2022

**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 | 74 | 84 | 78 | 79 | 84 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 468 |
| Attendance below 90 percent | 6 | 7 | 4 | 5 | 11 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 20 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 25 | 25 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**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 | 1 | 0 | 1 | 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 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**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 | 74 | 84 | 78 | 79 | 84 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 468 |
| Attendance below 90 percent | 6 | 7 | 4 | 5 | 11 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 20 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 25 | 25 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**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 | 1 | 0 | 1 | 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 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

# 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 | 69% | 53% | 56% | | | | 58% | 52% | 57% |
| ELA Learning Gains | 77% | | | | | | 44% | 55% | 58% |
| ELA Lowest 25th Percentile | 66% | | | | | | 33% | 50% | 53% |
| Math Achievement | 61% | 50% | 50% | | | | 56% | 54% | 63% |
| Math Learning Gains | 81% | | | | | | 40% | 57% | 62% |
| Math Lowest 25th Percentile | 79% | | | | | | 23% | 46% | 51% |
| Science Achievement | 53% | 59% | 59% | | | | 61% | 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 | 67% | 52% | 15% | 58% | 9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 58% | 55% | 3% | 58% | 0% |
| Cohort Comparison | | -67% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 50% | 54% | -4% | 56% | -6% |
| Cohort Comparison | | -58% | | | | |

| 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 | 56% | 54% | 2% | 62% | -6% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 52% | 57% | -5% | 64% | -12% |
| Cohort Comparison | | -56% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 59% | 54% | 5% | 60% | -1% |
| Cohort Comparison | | -52% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 51% | 10% | 53% | 8% |
| 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 | 39 | 67 | 60 | 26 | 56 | | 20 | | | | |
| ELL | 72 | 79 | | 50 | 79 | | | | | | |
| ASN | 100 | | | 100 | | | | | | | |
| BLK | 51 | 61 | 52 | 45 | 78 | 76 | 20 | | | | |
| HSP | 64 | 83 | | 46 | 74 | 70 | 41 | | | | |
| MUL | 75 | 73 | | 70 | 91 | | | | | | |
| WHT | 89 | 90 | | 84 | 83 | | 94 | | | | |
| FRL | 56 | 70 | 61 | 46 | 77 | 77 | 29 | | | | |

| 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 | 32 | 33 | | 29 | 17 | | 20 | | | | |
| ELL | 41 | | | 27 | | | | | | | |
| ASN | 83 | | | 92 | | | | | | | |
| BLK | 41 | 41 | 27 | 34 | 36 | 17 | 35 | | | | |
| HSP | 58 | 57 | | 43 | 36 | | 36 | | | | |
| MUL | 68 | | | 58 | | | | | | | |
| WHT | 82 | 58 | | 71 | 60 | | 74 | | | | |
| FRL | 46 | 38 | 19 | 34 | 27 | 7 | 31 | | | | |

| 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 | 26 | 50 | | 33 | 47 | | | | | | |
| ELL | 47 | 50 | | 53 | 75 | | | | | | |
| ASN | 80 | 67 | | 90 | 80 | | 75 | | | | |
| BLK | 45 | 30 | 22 | 46 | 28 | 22 | 52 | | | | |
| HSP | 45 | 42 | | 45 | 32 | | 71 | | | | |
| MUL | 65 | 38 | | 48 | 23 | | | | | | |
| WHT | 73 | 56 | | 66 | 50 | 20 | 75 | | | | |
| FRL | 43 | 32 | 28 | 39 | 26 | 21 | 58 | | | | |

## 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) | N/A |
| OVERALL Federal Index – All Students | 69 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 67 |
| Total Points Earned for the Federal Index | 553 |

| ESSA Federal Index | |
|---|---|
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 45 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 69 |
| 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 | 100 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 55 |
| 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 | 63 |
| 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 | 77 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|---|---|
| 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 | 88 |
| 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 | 60 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

# Part III: Planning for Improvement

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

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

Although all areas showed improvement, all three areas of proficiency made minimal improvement, from 1-9 points only, compared to 25-62 points in the other areas.

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

ELA, math and science proficiency require the most 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?**

Lack of enrichment for already proficient students.

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

Both ELA and Math BQ gains showed the most improvement, with 40 and 62 points respectively.

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

Identification of BQ students with intensive, focused instruction based on need.

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

Common planning where small group instruction is also planned out and identification of students that could for proficiency, gains and BQ gains in all academic areas.

**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.**

Checks for Understanding, BEST standards, Reading Strategies, Writing Strategies, STEM scopes

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

A refined MTSS process, ILT and feedback system to continuously look at individual student data and instructional practices.

## 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 Differentiation

| | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Teachers will use current student data including formative assessment and daily checks for understanding to design, reteach, and enrich student learning. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Our F.A.S.T. Proficiency goals are as follows: ELA 75% Math: 71% Science: 63% |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | This will be monitored through classroom walkthroughs with feedback, teacher and student data chats, student assessment data, and common planning. |
| **Person responsible for monitoring outcome:** | Crystal Brown (crystal.brown@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Teachers will utilize collaborative planning to plan instruction from student data. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | Teachers will utilize the curriculum resources provided, such as Wonders, STEM Scopes and HMH Science to plan. |

### 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.

*No action steps were entered for this area of focus*

| #2. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Teachers will plan lessons that align the level of rigor between standards and tasks to increase student engagement of active thinking. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Our F.A.S.T. Proficiency goals are as follows: ELA 75% Math: 71% Science: 63% |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | This will be monitored through classroom walkthroughs with feedback, teacher and student data chats, student assessment data, and common planning. |
| **Person responsible for monitoring outcome:** | Crystal Brown (crystal.brown@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Teachers will collaboratively plan to design instruction. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | Teachers will utilize the Reading Strategies Book by Jennifer Serravallo, The Writing Strategy Book by Jennifer Serravallo and STEM Scopes to plan instruction. |

**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.

*No action steps were entered for this area of focus*

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

A school-wide behavior management plan has been designed with Positive Behavior Intervention Supports in place to include school-wide expectations, opportunities to earn 10 SPARK points per day for following the school-wide expectations, SPARK parties every two months for students who earn a designated percentage of SPARK points. In addition, a Student of the Month program will begin based on our IB Learner Profiles where students will be recognized at monthly programs with parents invited. Various school-wide programs and events will be scheduled to increase staff, student, family and community engagement.

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

All staff, students, parents, business partners and community members