

Hillsborough County Public Schools

Shore Elementary Magnet School



2022-23 Schoolwide Improvement Plan

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Shore Elementary Magnet School

1908 E 2ND AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Cheri Bollinger

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (52%) 2018-19: C (49%) 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.

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Shore Elementary Magnet School

1908 E 2ND AVE, Tampa, FL 33605

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">88%</p>

School Grades History

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

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SIP Authority

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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.

Shore Elementary Magnet school students will use the arts to shine academically in reading and math to be successful leaders within the community.

Provide the school's vision statement.

Shore's ARTS star students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

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
Bollinger, Cheri	Principal	<p>Sets the vision, mission and expectations for the school</p> <ul style="list-style-type: none"> • Leading school to meet or exceed state academic standards, including benchmark scores in standardized testing • Budgeting and managing school expenses • Conducting teacher and staff evaluations • Planning school events such as open houses, back-to-school nights, fairs • Assigning teaching schedules • Supervising custodial workers, guidance counselors, teachers, school nurse, bookkeepers, school nutrition staff and students. • Disciplining delinquent students • Setting up systems to identify students with special needs • Supporting faculty with training, feedback, enrichment and goal setting to build capacity in meeting student needs • Maintaining accurate academic records • Building relationships with the parents, community and business partners to support all Shore initiatives • Hiring faculty and other support staff • Preparing for the upcoming school year during the summer • Meeting with superintendents and school board members
Druga, Brian	Magnet Coordinator	<p>Facilitates the vision, mission and expectations for the school</p> <p>Participates in the recruitment and retention of potential and current students to the magnet program, including marketing the magnet program to families and the community. These activities include attending district- and school-based day, evening, and weekend magnet marketing events.</p> <p>Seeks professional development opportunities to strengthen classroom practice and theme integration.</p> <p>Disseminates curricular and instructional information from the district and other sources, as appropriate.</p> <p>Serves as a liaison between staff, administration, families, the Magnet Office, the community, and professional organizations that partner with the magnet program. Completes and submits applications for grants, awards, and certifications to enhance the standing of the program and demonstrate each program's commitment to excellence.</p> <p>Collaborates with on-site staff on the use of available school technology and resources to increase student achievement</p>

Name	Position Title	Job Duties and Responsibilities
Smith, Christine	SAC Member	<p>Facilitates the vision, mission and expectations for the school</p> <p>Maintain a school-wide perspective on issues, Regularly participate/ facilitate school meetings, Participate in information and training programs, Act as a link between the school and the community, Encourage the participation of parents and others within the school community</p> <p>Work to improve student achievement and performance.</p>
Escamilla, Melissa	Math Coach	<p>Facilitates the vision, mission and expectations for the school</p> <p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.</p> <p>Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <p>Demonstrates a strong working knowledge of the Mathematics Florida Standards and best practices in mathematics instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.</p> <p>Assists teachers in implementing standards across the STEM (Science, Technology, Engineering, and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for mathematics instruction.</p> <p>Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematics instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources.</p> <p>Conducts classroom walk-throughs and provides feedback to teachers.</p> <p>Trains and assists teachers in selection and use of a variety of assessment instruments. Models</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction. Provides small group instruction for selected students. Assists with competitions. Assists with textbook implementation. Regularly collaborates with building administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor. Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. Promotes parent and community outreach and involvement in the mathematics instructional program at the school. Performs any other duties as assigned</p>

Isenegger, Jannica	Reading Coach	<p>Facilitates the vision, mission and expectations for the school Assists with the implementation of district initiatives in the area of English Language Arts. Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for strategies and materials to increase English Language Arts achievement. Assists teachers in implementing the Language Arts Florida Standards. Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction. Assists with professional development opportunities. Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training. Conducts classroom walk-throughs and provides follow-up with teachers. Creates assessments for targeted standards, and trains and assists</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Assists with implementation and administration of district tests.</p> <p>Conferences with teachers to assist in interpreting assessment data and planning instruction.</p> <p>Provides small group instruction for selected students.</p> <p>Assists with English Language Arts competitions.</p> <p>Assists with textbook implementation.</p> <p>Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction.</p> <p>Performs any other duties as assigned</p>
VanDuyne, Emilia	Administrative Support	<p>Facilitates the vision, mission and expectations for the school</p> <ul style="list-style-type: none"> • Leading school to meet or exceed state academic standards, including benchmark scores in standardized testing • Conducting teacher and staff evaluations • Planning school events such as open houses, back-to-school nights, fairs • Assigning teaching schedules • Assist in supervising custodial workers, guidance counselors, teachers, school nurse, bookkeepers, school nutrition staff and students. • Disciplining delinquent students • Setting up systems to identify students with special needs • Supporting faculty with training, feedback, enrichment and goal setting to build capacity in meeting student needs • Maintaining accurate academic records • Building relationships with the parents, community and business partners to support all Shore initiatives • Hiring faculty and other support staff • Preparing for the upcoming school year during the summer • Meeting with superintendents and school board members

Demographic Information

Principal start date

Friday 7/1/2016, Cheri Bollinger

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.*

2

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

380

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

8

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

9

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	26	49	51	77	70	70	0	0	0	0	0	0	0	343
Attendance below 90 percent	0	20	12	30	18	23	0	0	0	0	0	0	0	103
One or more suspensions	0	3	1	4	4	4	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	19	0	0	0	0	0	0	0	0	0	19
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	3	13	19	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	20	18	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	5	7	17	13	13	10	0	0	0	0	0	0	0	65

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	2	2	8	9	2	0	0	0	0	0	0	0	24

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	7	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/26/2022

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	64	71	69	63	73	0	0	0	0	0	0	0	403
Attendance below 90 percent	4	3	1	5	6	4	0	0	0	0	0	0	0	23
One or more suspensions	1	1	4	1	3	0	0	0	0	0	0	0	0	10
Course failure in ELA	5	29	17	14	11	1	0	0	0	0	0	0	0	77
Course failure in Math	19	37	46	21	36	41	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	14	14	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	14	28	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	64	71	69	63	73	0	0	0	0	0	0	0	403
Attendance below 90 percent	4	3	1	5	6	4	0	0	0	0	0	0	0	23
One or more suspensions	1	1	4	1	3	0	0	0	0	0	0	0	0	10
Course failure in ELA	5	29	17	14	11	1	0	0	0	0	0	0	0	77
Course failure in Math	19	37	46	21	36	41	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	14	14	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	14	28	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	53%	56%				53%	52%	57%
ELA Learning Gains	62%						54%	55%	58%
ELA Lowest 25th Percentile	57%						49%	50%	53%
Math Achievement	50%	50%	50%				50%	54%	63%
Math Learning Gains	55%						51%	57%	62%
Math Lowest 25th Percentile	52%						31%	46%	51%
Science Achievement	35%	59%	59%				53%	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	50%	52%	-2%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	52%	55%	-3%	58%	-6%
Cohort Comparison		-50%				
05	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-52%				

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	60%	57%	3%	64%	-4%
Cohort Comparison		-56%				
05	2022					
	2019	36%	54%	-18%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	51%	2%	53%	0%
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	59	58	22	57	50					
ELL	39	50		44	77						
BLK	51	58	56	47	47	48	37				
HSP	38	55	50	43	67		23				
WHT	73	82		70	65						
FRL	46	60	57	46	53	56	25				
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	6	31		4							
ELL	22			11							
BLK	45	45	50	30	15		20				
HSP	38	36		28	20		8				
WHT	46			50							
FRL	39	43	47	27	20	17	20				
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	23	42	54	35	42						
ELL	25	80		33	70						
BLK	50	45	26	48	47	27	51				
HSP	50	72	80	52	59		50				
MUL	63	58		44	50						
WHT	67	73		57	64						
FRL	51	56	54	49	50	33	59				

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	48
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	24
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	44
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	47
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	49
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	44
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	73
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	46
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 lowest performing areas were in the bottom 25% in reading and math. School data trends show that Math has been consistently low over the last few years for kindergarten through fifth grade.

Some of the contributing factors of the low performance in math are due to the complexity level of the math test, lack of manipulatives during exploration, and large deficits in reading for many of our 3rd through 5th grade students, primarily our students with disabilities. Students struggle with reading across all grade levels due to phonics and vocabulary deficits.

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

The biggest gap when compared to the state average on FSA is ELA and Math (lowest 25%) learning gains. Our school's math data lags behind both district and state data. Students in K- 5 grade lack math procedural fluency and application. In ELA (lowest 25%) learning gains, students lack fluency and vocabulary proficiency needed to to read and write grade level grade level.

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

When developing plans this year, we must be more intentional and strategic when moving this group of students. Our intentional planning and utilization of robust resources will close the gap of unfinished learning within every subgroup, especially SWD's ELA and Math. Our emphasis in the area of reading will ensure proficiency in this focus area. We will focus on small group instruction to ensure we address all unfinished learning across core content areas. Through regular review of student work, learning acceleration expectations will be implemented. We will closely monitor phonics and vocabulary data through the use of i-Ready and SIPPS (K-2) to create targeted learning groups for instruction.

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

Our ELA Lowest 25 Percentile showed the most improvement from 42% to 62%. The analyzing of the mid-year formative data for Grades 3 -5 in January 2022 allowed us to divide students in groups for differentiated instruction. Small groups were consistently held and supported by our classroom teachers, ELP teachers, ELL teacher, and Content Area coaches.

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

Facilitated weekly standards-based planning/PLCs/ ILTs for ELA & Math

Coaching cycles from content area coaches

Leverage Leadership

Customized professional development for teachers

Teachers analyzed data through monthly analysis of district assessments & unit tests, looking for trends and misconceptions. We used the data to support their lessons that included differentiation for students.

Closely monitored i-Ready and Achieve usage through fidelity checks

Goal Setting with students and celebrated students success on assessments

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

Continue having Teachers analyze data through monthly analysis of district assessments & unit tests, looking for trends and misconceptions and use the data to support their lessons that include differentiation for students.

Closely monitored i-Ready, Achieve & SIPPS usage with fidelity checks

Goal Setting with students and celebrate students success on assessments

Individual teacher support

Collaborative planning

Core Instruction walk throughs with look fors

Bottom quartile push ins

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.

Need to continue to progress monitor student learning, having Teachers analyze data through monthly analysis of district assessments, unit tests, looking for trends and misconceptions and use the data to support their lessons that include differentiation for students.

Teachers will work with students to set goals and progress monitoring, creating systems where students take ownership for their learning.

Coaching cycles

Data tracking

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

Continue to provide opportunities to understand the whole child. Design student driven learning experiences where students are actively involved in the decision making process and take ownership over the outcomes. Regularly review student work and assessments making instructional adjustments to meet the needs of the students.

Teachers will set student goals and progress monitor these goals Fall, Winter and Spring and celebrate with students their successes.

Areas of Focus

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

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#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.

Our lowest performance were in the ESSA SWD and bottom 25% categories in ELA. School data trends show that ELA for SWD and bottom 25% has been consistently low over the last few years. Some of the contributing factors of the low performance in ELA is the large deficits in vocabulary and phonics. Another contributing factor is that too many students are reading below grade level expectations, which negatively impacts them on a test in which most of the questions are written at or above grade level. Our children have difficulty decoding words, comprehension, fluency, etc...., all of these major components of reading are not utilized during the reading process, hence have flat lined or have decreased scores at every grade level. We do believe that the implementation of intentional strategic planning using assessments to guide instruction will develop stronger readers in grades KG - 2nd (SIPPS), which will positively impact our 3rd - 5th grade. The strategies needed to meet the needs of the students at Shore include a deep understanding of the content, the ability to teach conceptually not procedurally, the ability to look at the data and plan effective lessons to fill the many learning gaps and conceptual misunderstandings, along with the ability to deescalate behaviors and stay focused on learning. Teachers need to have the knowledge to be able to fill foundational gaps in learning while still building on level standard knowledge to effectively prepare students for academic success.

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

We will develop and implement intentionally focused student success criteria, student goals with accountability and feedback practices in order to increase student ownership of work and active engagement to increase the percentage of proficiency on grade level standards in grade 3 (51% to 70%), grade 4 (57%to 70%) and grade 5 (46% to 70%) for reading on the Florida state assessment.

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

Our school will stay focused on the priorities and monitor progress through weekly classroom walkthrough fidelity checks, teacher PD, PLC discussions and formative assessments. The subgroup SWD will be monitored closely. Teachers and students will create, implement and monitor goals to maximize achievement. In addition to our curriculum goals, we are also focusing on the Social and Emotional Learning environment of our school. Throughout this plan's implementation an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations to meet the needs of every child that enable all students to reach their highest potential.

Person responsible for monitoring outcome:

Cheri Bollinger (cheri.bollinger@hcps.net)

Evidence-based Strategy: Describe the

Content area resource teachers will plan individually with teachers to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices

evidence-based strategy being implemented for this Area of Focus.

and evidence based strategies
Develop and implement student success criteria that describe what students are expected to do and the level of success, accountability, and feedback practices in order to increase student ownership of work and active engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

This is the most direct avenue to provide support to our teachers which then provides a direct link to student learning. Students need to know what it is they are learning and how they will know when they learned it . Having a success criteria that is directly linked to the learning intention with on level instruction allows for unfinished learning to rise naturally when dealing with new content allowing for just in time instruction and reengagement of students in the context of grade level work.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement. ·

Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria.

Develop equitable practices around providing students feedback across the ELA block, as learned in PD, utilizing the success criteria and exemplars as a guide. ·

Conduct focused walk throughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.

Conduct data dives using student work, formative assessments to progress monitor student learning.

Analyze BQ and SWD monthly to ensure that they are receiving additional support with the action team that assist in creating actions plans to increase learning in the classroom.

Person Responsible

Cheri Bollinger (cheri.bollinger@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.

Our lowest performing were in the categories of the bottom 25% in math. School data trends show that Math has been consistently low over the last few years. Some of the contributing factors of the low performance in math is due to the complexity level of the math test, not enough concrete experiences, and large deficits in reading for many of our 3rd through 5th grade students, primarily our students with disabilities. Intentional and Strategic plans must be implemented at every grade level. Teachers need to understand the points needed to improve - moving buckets and/or the higher performing students must either increase proficiency levels or increase total number of scale score points within levels 3 and 4 to increase math outcomes.

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

Teachers will learn to analyze data through monthly analysis of district math tests, unit tests and look for trends. Teachers will use the data to support their lessons and differentiation for students. The teachers will work with math resource teacher for support for students to receive lessons based on their monthly assessments and I-Ready data. Math proficiency in grade 3 will increase (65% to 75%), grade 4 (50% to 70%) and grade 5 (37 % to 60%) on the Florida State assessment.

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

Our school will stay focused on the priorities and monitor progress through weekly classroom walkthrough fidelity checks, teacher PD, PLC discussions and formative assessments. The subgroup SWD and BQ will be monitored closely. Teachers and students will create, implement and monitor goals to maximize student achievement. .i-Ready usage will be monitored. Teachers will use manipulatives for concrete representations and use precise mathematical vocabulary..

Person responsible for monitoring outcome:

Cheri Bollinger (cheri.bollinger@hcps.net)

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

Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

When teachers use conversational or informal language instead of mathematical language, students may get confused. Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instruction. Developing students' mathematical language is critical for their success in mathematics

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

Action Steps to Implement

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

Teachers and Math content resource will teach and model mathematical vocabulary to build students understating of the mathematics learning.

Use concrete representation to build student understanding the mathematical concept before moving to abstract representation

Teacher leads an instructional activity to broaden students' understanding

Students use mathematically precise language during their verbal and written explanations of their problem solving.

Person

Cheri Bollinger (cheri.bollinger@hcps.net)

Responsible

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

During the 2021/2022 school year, 15% of Kindergarten, 33% grade 1 and 48% grade 2 students were not on grade level in according to Spring iReady Reading Diagnostic. This data shows a significant number of

students at Shore are working below grade level in reading.

Teachers will implement the following strategies:

- provide explicit instruction for important words.

- provide instruction in word-learning strategies.
- instruct students to use text to support answers.
- provide intensive reading interventions to students with reading problems.

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

During the 2021/2022 school year, 49% of grade 3, 43% grade 4 and 54% grade 5 students did not score a level three or higher on the state FSA ELA assessment. This data shows a significant number of students at Shore are working below grade level in reading.

Teachers will implement the following strategies:

- provide explicit instruction for important words.
- provide instruction in word-learning strategies.
- instruct students to use text to support answers.
- maximize opportunities for students to read and connect a range of texts.

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)

In the 2022/2023 school year, 95% kindergarten, 80 % of grade 1 and 70% of grade 2 students will be able to:

- decode words, analyze word parts, and write and recognize words.
- increase reading accuracy, fluency, and comprehension in literature and informational text. according to the Star K-2 assessment.

Grades 3-5: Measureable Outcome(s)

In the 2022/2023 school year, 70% grade 3, 70 % of grade 4 and 70% of grade 5 students will be able to

- read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features according to the Grade 3-5 FAST assement.

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.

Student performance will be monitored with Star K2, 3-5 FAST assessments Fall, Winter and Spring, I-Ready in the Fall, Winter, and Spring, SIPPS (k-2) and Wonders Unit Assessments. These measures will be used to accurately identify students and their area of need.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bollinger, Cheri, cheri.bollinger@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?

Teachers will:

- will give students direct instruction in decoding and comprehension strategies that promote independent reading.
- will balance direct instruction, guided instruction, and independent learning.
- use a variety of assessment techniques to inform instruction

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?

Upon disaggregating achievement data (Star K2, FAST 3-5, I-Ready, District Baseline assessments, SIPPS & Wonders Screener) identified students will be paired with additional supports in student's area of need to increase achievement.

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
<ol style="list-style-type: none"> 1. Grade level weekly planning sessions with content specialist. 2. The reading resource teachers will work with k-5 grade teams to provide strategy lessons for students to demonstrate mastery. They will individually work with students based on reading diagnostic data to increase student achievement. In addition they will support all grade levels utilizing the district frameworks. 3. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement. 4. Develop checks for understanding and utilize student artifacts that serve as data. 5. Approved volunteers that consist of retired educators and community members will support the SWD students in Reading to close the achievement. 	<p>Bollinger, Cheri, cheri.bollinger@hcps.net</p>

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.

We will continue utilize data provided in EdConnect to develop rigorous, differentiated opportunities for All students. Teacher's will conduct a comprehensive analysis of number of incidents by reporting category and participate in PD to support SEL within the classroom and whole school . Teachers will teach students how to be a part of a community that is kind, cooperative, intelligent and emotionally healthy. Teachers will conduct morning meetings with students using the Peace of Mind or Second Step curriculum. Teachers will conduct one on one goal setting and data review with each student during the 4 grading periods. Students will be able recognize mindfulness and apply strategies to help focus their attention, resolve conflicts and build positive relationships. Students will hold themselves to high expectations and work to improve their own learning and mindfulness through our Art Star PBIS plan. School wide communication folders to help communicate with parents weekly on student progress. Administration uses parent link to communicate with parents about school and district events. PTA provides opportunities for meaningful parent involvement

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

Administration Monitoring the implementation of SEL/ PBIS (Art Stars)
 Action Teams facilitating and coordinating SEL/ PBIS Art Star trainings, implementation of schoolwide procedures

PBIS (Art Star)

PTA collaborating with site based employees and parents to plan community involvement events

Teachers and school services team implementing morning meetings and SEL curriculum