

Hillsborough County Public Schools

# Sickles High School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Sickles High School

7950 GUNN HWY, Tampa, FL 33626

[ no web address on file ]

## Demographics

Principal: Krista Luloff

Start Date for this Principal: 7/11/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	41%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (65%) 2018-19: A (67%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Sickles High School

7950 GUNN HWY, Tampa, FL 33626

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

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

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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 provide an education and the supports that enable each student to excel as a successful and responsible citizen.

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

To prepare students for life.

### 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
Luloff, Krista	Principal	Directs and coordinates educational, administrative, and counseling activities of a public High School site. Demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards
Bielitz, Samantha	Assistant Principal	Assists with the provision of instructional, administrative, and operational leadership.
Lewandowski, Gregory	Assistant Principal	Assists with the provision of instructional, administrative, and operational leadership.
Stonaker, Robin	Teacher, K-12	Uses data to determine needed professional development; provides coaches with strategies to use in training.
David, Shane	Assistant Principal	Assists with the provision of instructional, administrative, and operational leadership.

### Demographic Information

#### Principal start date

Monday 7/11/2022, Krista Luloff

**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.*

4

**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.*

18

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

93

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

2,316

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

2

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

2

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	578	596	553	589	2316
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	56	59	106	114	335
One or more suspensions	0	0	0	0	0	0	0	0	0	59	43	56	42	200
Course failure in ELA	0	0	0	0	0	0	0	0	0	129	111	94	0	334
Course failure in Math	0	0	0	0	0	0	0	0	0	65	103	98	0	266
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	114	80	74	35	303
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	46	85	49	1	181
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	114	80	74	35	303

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	25	26	44	37	132



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 8/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	594	566	589	602	2351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	100	123	103	113	439
One or more suspensions	0	0	0	0	0	0	0	0	0	4	9	6	5	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	23	30	14	67
Course failure in Math	0	0	0	0	0	0	0	0	0	0	21	21	11	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	57	73	48	232
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	48	48	4	18	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	82	81	69	41	273

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	594	566	589	602	2351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	100	123	103	113	439
One or more suspensions	0	0	0	0	0	0	0	0	0	4	9	6	5	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	23	30	14	67
Course failure in Math	0	0	0	0	0	0	0	0	0	0	21	21	11	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	57	73	48	232
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	48	48	4	18	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	82	81	69	41	273

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	69%	52%	51%				73%	56%	56%
ELA Learning Gains	60%						64%	54%	51%
ELA Lowest 25th Percentile	46%						49%	41%	42%
Math Achievement	58%	39%	38%				64%	49%	51%
Math Learning Gains	51%						57%	48%	48%
Math Lowest 25th Percentile	44%						39%	45%	45%
Science Achievement	76%	46%	40%				84%	69%	68%
Social Studies Achievement	84%	49%	48%				86%	75%	73%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	66%	16%	67%	15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	73%	11%	70%	14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	63%	-11%	61%	-9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	57%	10%	57%	10%

## 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	24	30	22	35	56	57	42	60		98	25
ELL	38	50	41	47	51	48	52	62		97	47
ASN	80	67	45	75	59		80	94		100	76
BLK	55	50	35	41	48	45	67	88		100	42
HSP	57	57	37	45	45	43	67	74		98	55
MUL	77	57		72	59		86	96		95	52
WHT	77	62	63	71	55	43	82	87		98	69
FRL	52	52	37	42	51	50	58	75		98	50
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	29	50	48	36	28	32	43	67		94	26
ELL	34	46	43	32	29	32	39	62		97	53
ASN	80	62		72	43		85	93		100	83
BLK	51	48	33	37	57	75	54	67		91	45
HSP	55	52	46	40	31	39	54	78		97	52
MUL	68	63	40	58	41		92	83		96	67
WHT	74	60	52	63	36	33	74	93		96	67
FRL	52	51	45	39	32	41	57	75		94	49
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	35	46	29	33	40	31	46	70		76	24
ELL	34	53	47	45	49	39	57	55		95	49
ASN	83	69		88	73		95	91		91	87
BLK	46	50	45	38	44	27	53	68		97	43
HSP	61	58	46	53	53	41	76	78		94	48
MUL	81	58		69	50		96	87		86	63
WHT	82	70	58	75	61	43	88	93		97	63
FRL	54	57	46	49	53	35	74	78		93	46

## 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	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	706
Total Components for the Federal Index	11
Percent Tested	98%
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	54
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	75
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	57
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	58
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	71
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	56
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?

Gains were made overall, some significant, in most areas. A single point was lost in bottom quartile gains as well as social studies achievement.

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

College and Career Acceleration is our greatest need for improvement, as we lag behind schools with similar demographics.

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

Contributing factors include limited sections of First Year Experience dual enrollment course as well as limited stakeholder knowledge of certification options.

New actions will include: adding one additional section of First Year Experience to second semester, informing parents of Career and Technical Education certification options, ensuring that CTE teachers

with certifiable programs are trained to teach students the skills required to certify, recruiting early for CTE, Advanced Placement, and Dual Enrollment.

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

Biology EOC scores improved by nine points.

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

All students received face-to-face instruction and maximized instructional time. Members of the Biology Professional Learning Community met twice per month, each time providing data that was used to modify, accelerate, or reteach.

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

A continued focus on psychological safety in the classroom; students must feel safe in the classroom in order to move forward and make-up for unfinished learning.

Continued use of collaborative teaching strategies in order to move curriculum forward while making up for lost content from the 2020 - 2021 school year..

**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.**

Mental health training for all teachers

Using data to plan instruction

Progress monitoring through BEST standards

Collaborative Learning Strategies

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

Increased support for PLCs

Targeted professional development

**Areas of Focus**

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

:

## #1. Positive Culture and Environment specifically relating to College and Career Acceleration

### Area of Focus Description and

#### Rationale:

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

Our College and Career Acceleration rate increased by a single point and remains lower than schools with similar demographics.

#### Measurable Outcome:

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

Increase College and Career Acceleration from a 62 to a 66 by the end of the next cycle (2023 - 2024 data report).

#### Monitoring:

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

Guidance will monitor enrollment numbers in CTE, AP, and DE courses and identify students who may be candidates for these and other college prep programs.

CTE teachers will monitor student certification progress.

APC will identify training opportunities for additional certification options.

#### Person responsible for monitoring outcome:

Shane David (shane.david@hcps.net)

#### Evidence-based Strategy:

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

Course selection data will inform ILT and guidance about which programs will require further recruitment efforts.

CTE teachers will identify and counsel students who are not progressing with certification efforts.

AVID will use standardize test and grade data to identify students in the middle who may be successful in CTE, AP, and DE with additional support.

#### Rationale for Evidence-based Strategy:

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

These strategies target specific students who are capable of success in CTE, AP, and DE courses but may be unaware of their availability. Each use methods of progress monitoring (grades, standardized test data, etc.) to identify qualified students.

### 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.

November - Students currently enrolled in CTE, AP, DE, and AVID courses will recruit students for the 2023 - 2024 school year via presentations in elective courses.

#### Person Responsible

Robin Stonaker (robin.stonaker@hcps.net)

January - Guidance and volunteer faculty members will host parent nights for each grade level to make stakeholders aware of course offerings and certification options.

#### Person Responsible

Shane David (shane.david@hcps.net)

March - APC will use course selection data to identify CTE, AP, DE, and college prep courses in need of additional recruitment.

#### Person Responsible

Shane David (shane.david@hcps.net)



## #2. -- Select below -- specifically relating to

### Area of Focus Description and Rationale:

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

### Measurable Outcome:

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

### Monitoring:

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

### Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Strategy:

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

### Rationale for Evidence-based Strategy:

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

### 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.

Insight survey indicated that teachers would appreciate more specific feedback from evaluations, particularly tools that can directly improve their areas of focus.

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

Trainings will be offered during the third week of school to review the new observation tool; trainings will focus on feedback.

Teachers will be provided with a mini-flip chart that will include the new rubric and Sickles specific feedback language for each specific rating.

Administration and the ILT will create a "Teacher Toolbox" of strategies to provide teachers along with the feedback from evaluations. "Teacher Tools" will focus on one strategy so as not to overwhelm the teacher

with information. The overall goal is to help teachers find value in observations by providing them with strategies they can immediately implement in the classroom.