

Hillsborough County Public Schools

Ippolito Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

Ippolito Elementary School

6874 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

Demographics

Principal: Eleise Medina

Start Date for this Principal: 6/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (36%) 2018-19: C (44%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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

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

Ippolito Elementary School

6874 S FALKENBURG RD, Riverview, FL 33578

[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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement

All stakeholders will contribute to the academic success of all children while supporting their social-emotional development, thus preparing them as positive contributors to America's future.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Vision Statement

Student performance will exceed state averages through innovative, data-driven instruction grounded in best practices.

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
Medina, Eleise	Principal	

Demographic Information

Principal start date

Monday 6/13/2022, Eleise Medina

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.*

1

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.*

0

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

455

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

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	73	82	80	79	72	67	0	0	0	0	0	0	0	453
Attendance below 90 percent	0	50	44	40	30	22	0	0	0	0	0	0	0	186
One or more suspensions	0	2	4	0	4	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	40	36	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	40	36	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	2	0	0	30	9	4	0	0	0	0	0	0	0	45

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	3	10	10	3	0	0	0	0	0	0	0	27

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	2	0	0	16	1	0	0	0	0	0	0	0	0	19
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

Monday 8/15/2022

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	90	92	70	105	70	105	0	0	0	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	14	12	20	20	0	0	0	0	0	0	0	80
Course failure in Math	0	14	14	12	20	20	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	38	49	25	0	0	0	0	0	0	0	112
Level 1 on 2019 statewide FSA Math assessment	0	0	0	41	51	22	0	0	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	41	51	22	0	0	0	0	0	0	0	114
	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	2	2	3	6	4	0	0	0	0	0	0	0	17

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	1	8	0	0	0	0	0	0	0	0	0	9
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	90	92	70	105	70	105	0	0	0	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	14	12	20	20	0	0	0	0	0	0	0	80
Course failure in Math	0	14	14	12	20	20	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	38	49	25	0	0	0	0	0	0	0	112
Level 1 on 2019 statewide FSA Math assessment	0	0	0	41	51	22	0	0	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	41	51	22	0	0	0	0	0	0	0	114
	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	2	2	3	6	4	0	0	0	0	0	0	0	17

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	1	8	0	0	0	0	0	0	0	0	0	9
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	27%	53%	56%				38%	52%	57%
ELA Learning Gains	40%						45%	55%	58%
ELA Lowest 25th Percentile	37%						38%	50%	53%
Math Achievement	34%	50%	50%				44%	54%	63%
Math Learning Gains	48%						54%	57%	62%
Math Lowest 25th Percentile	49%						49%	46%	51%
Science Achievement	19%	59%	59%				41%	50%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	28%	55%	-27%	58%	-30%
Cohort Comparison		-33%				
05	2022					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-28%				

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	29%	54%	-25%	62%	-33%
Cohort Comparison		0%				
04	2022					
	2019	32%	57%	-25%	64%	-32%
Cohort Comparison		-29%				
05	2022					
	2019	56%	54%	2%	60%	-4%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	51%	-10%	53%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	19	26	19	18	34	39	5				
ELL	17	37	58	31	57	58	8				
BLK	20	34	39	24	45	61	18				
HSP	26	47	43	40	55	47	13				
MUL	15	25		30	38						
WHT	67	64		52	43						
FRL	24	38	37	30	49	50	18				
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	28	31		30	25		19				
ELL	32	58		33	36		10				
BLK	27	37		23	30						
HSP	39	46		41	42		28				
MUL	35			53							
WHT	47			50							
FRL	32	39	40	33	47	27	26				
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	28	34	27	35	43	45	31				
ELL	27	46		39	62		36				
BLK	30	38	33	40	47	46	24				
HSP	40	44	30	48	58	45	58				
MUL	62			46							
WHT	52	53		44	73						
FRL	36	45	38	40	51	47	35				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
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Federal Index - English Language Learners	42
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	
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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	
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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	
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Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	41
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	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	57
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on 21-22 FSA data, White student demonstrated a higher level of proficiency than all other subgroups. This data is consistent across the previous 3 school years.

Multi race and student with disabilities demonstrated scores significantly lower than any other subgroup. Students with disabilities also demonstrated well below average scores during the previous school years.

In reviewing the 2021 to 2022 FSA data comparison, it is observed that from 2020 to 2022 there is a decline in ELA proficiency, learning gains as well as within the bottom quartile of performers.

Since the 2018-2019 school year, science proficiency scores have dropped each year.

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

Based upon the most recent FSA data, the greatest need for improvement exists in ELA and Science. This data is also consistent with iReady diagnostic data. While reviewing longitudinal data for student

proficiency, the iReady data shows a decline in the number of students demonstrating proficiency from one year to the next.

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

Based upon the observation data as well as insight data from the 21-22 school year, one of the greatest contributing factors is tied to a lack of grade level standards based instruction as well as a lack of authentic student engagement.

Ippolito Elementary faced a staffing shortage that impacted the quality of instruction. In 3rd grade specifically, Reading instruction was delivered to 2 groups of students throughout the year a full time substitute employee.

In addition to overall staff shortages, several staff took leave throughout the year as a result of either personal injury or family emergencies, which then resulted in a variety of substitute personnel inconsistently filling instructional positions.

The unit allocated to the school for the Reading Coach position was unfilled throughout the school year, resulting in a lack of support for common planning in ELA.

Actions being taken to address these needs for improvement include

-extending hiring to international candidates to fill ongoing vacancies.

-All students will be taught by either a licensed educator or a consistent substitute employee.

-All grade level teams will receive planning support from building content coaches.

-Formative student data will be utilized to facilitate conversations, instructional planning, and small group instruction to target students strengths and areas of opportunity.

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

According to the 21-22 FSA data, the greatest improvement was observed in Math, specifically among students in the bottom quartile. The data also demonstrated minimal gains in proficiency across the board from the 2021 assessment to the 2022 assessment.

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

Several identified factors contributed to the gains observed in Math. 5th grade Math was taught full time by the school based Math coach after the leave of the homeroom teacher. Also, Ippolito Elementary received additional district level coaching support for common planning consistently across 4th grade. Monthly district Math assessment data was used to target small group instruction to ensure individual students' needs were met, contributing to the overall gains in proficiency and within the bottom quartile.

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

Teachers will participate in effective professional development that will be focused on grade level B.E.S.T. standards.

Teachers will participate in coaching sessions focused on grade level B.E.S.T. standard aligned instruction, standards internalization, and data conversations for the purpose of instructional planning.

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.

Teachers will participate in professional development that is focused on Standards based instruction and assessment which will be facilitated by coaches, district personnel and contracted experts on best practices.

Professional development opportunities will be provided on a minimal monthly basis.

Opportunities for common planning and data conversations will occur on a weekly basis and will be facilitated by a member of the administrative team and/or a coach/professional trainer.

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

The long term goal of coaching and pd opportunities, is to build capacity in teachers in the areas of common planning, content knowledge and standards based instruction/assessment so that teachers become facilitators experts of effective data conversations, standards aligned instructional planning and assessment.

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 Standards-aligned Instruction

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

While reviewing 21-22 FSA data, it was observed that Ippolito students' level of proficiency was significantly lower than the district average. The data also reveals a decline in proficiency from the 21-22 school year as compared to the previous school year (20-21). Specifically, in ELA, 27% of students in grades 3-5 demonstrated proficiency according to FSA and in MATH, 34% of students in grades 3-5 demonstrated proficiency according to FSA. In addition, the data collected from observations of instructional practice throughout the 21-22 school year indicate that a lack of standards aligned instruction contributed to the decline in proficiency.

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

By the end of the 22-23 school year, 80% of teachers will demonstrate an effective use of grade level, standards aligned instruction and tasks. as evidenced by weekly walkthroughs and increased student achievement.

By the 2022-2023 EOY state assessments, 40% of students will score at or above the 50th percentile in reading.

By the 2022-2023 EOY state assessments, 45% of students will score at or above the 50th percentile in math.

Administration will conduct weekly classroom walkthroughs with look-fors focused on standards aligned instruction in the classroom and provide immediate feedback to teachers.

In ELA 40%, and in Math 45% of students participating in the assessment will demonstrate grade level mastery using the following assessment tools:

Grades 3-5 -

*Achieve 3000 (Reading Only) students will complete and pass 2 articles with a 78 or higher each week.

*iReady Diagnostics (Fall, Winter, Spring)

*iReady Daily Lessons Assessments

*Standards aligned classroom assessments

Grades K-2

*Star360 Renaissance - The students will show growth between each assessment.

*iReady Diagnostics (Fall, Winter, Spring) - Students will show growth between each diagnostic and will meet their annual growth goal.

*iReady Daily Lessons - Students will complete 45 minutes per week and pass two lessons with 75% or higher.

*Standards based classroom assessment

Teachers and admin will monitor student data weekly to determine students who are trending towards proficiency of grade level standards.

Administration, coaches and teachers will participate in grade level meetings to facilitate, review and discuss student data. Data chats will occur after each assessment.

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

Person responsible for

Eleise Medina (eleise.medina@hcps.net)

monitoring outcome:

Evidence-based Strategy:

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

Weekly common planning/Professional Learning time will be facilitated by content coaches, with a focus on instructional tasks, lessons and assessments that are aligned with the grade level B.E.S.T. standards. Student work protocols and data will drive conversations and common planning.

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

1. Routine classroom visits and observations allow consistent observation and feedback of instructional practices throughout the school year. Feedback provided from visits will address instructional concerns as well as celebrate instructional practices that result in an increase student achievement.
2. Common planning time (focused on B.E.S.T. standards) allows teachers opportunity to create common instruction and assessment to support conversations in professional learning communities and create consistency across grade level teams. Time dedicated to discussing student performance and effectiveness of instructional strategies allows for a targeted approach to addressing deficits and facilitating student achievement. Coaches will provide a combination of supports (coaching cycles, side by side teaching, and facilitating planning of standards aligned instruction, etc.) to instructional staff that are new to the field and/or to the building.

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.

Strategy 1: Classroom Observations

Administration will create a document to track weekly visits. Document will include areas observed, feedback and next steps to observed teachers. Administration will follow up for implementation of next steps.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Strategy 1: Classroom observations:

Administration will conduct weekly classroom visits, utilizing the tracking document. Feedback will be shared with classroom teachers.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Strategy 1:

Administration will share weekly classroom observation tracker with other members of observation team.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Strategy 2: Common planning/Professional Learning time

Grade level teams will determine a weekly common planning schedule. Each team will meet for a minimum of 30 minutes, with a recommendation of meeting for at least one hour.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Strategy 2: Common planning/Professional Learning time

Weekly meetings will be held and facilitated by either team lead, content coach or administration to develop tasks, lessons, and assessment that are aligned to the B.E.S.T. grade level standards and utilize the achievement leveled descriptors to ensure the lessons are rigorous.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Strategy 2: Common planning/Professional Learning time

Teams will complete and keep record of meeting agendas/minutes for review by administrative team.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Student work protocols will be identified and utilized to collect student performance data and drive data conversations, instructional planning to meet the needs of individual students.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

According to 21-22 Insight data, 82% of teachers felt as though the professional development opportunities were not well planned or facilitated. 64% of teachers felt that the professional development did not help improve their instructional practice. Additionally, 55% of core instructional staff are either new to the Ippolito, the district, the state, the country and/or the teaching profession. The state has adopted new core standards in grades 3-5, and the district has adopted new curriculum in Reading and Math for grades 3-5. As a result, Ippolito will create a year long professional development plan to improve teachers' practice, that will result in increased student achievement.

As a result of this data, all teachers in grades K-5, will participate in monthly professional development sessions, monthly standards internalization facilitated by a content area coaches, and planning sessions to increase teacher knowledge of standards, instructional planning and standards aligned tasks.

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

Based on the 2023 Insight data, 50% of staff will indicate that professional development opportunities were well planned and facilitated.

Additionally, 55% of staff will express that they will have had access to relevant and effective professional development that improved their instructional practice.

80% of teachers who participated in professional development sessions will demonstrate implementation of instructional practices shared in professional development sessions, as measured by observation data collected through classroom walkthroughs and observations.

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

Staff will participate in feedback surveys at the conclusion of each professional development opportunity. The administration team will analyze the results and plan for next steps.

Inclusion of strategies and practices related to professional development will be observed during weekly classroom visits/observations which will be documented and tracked using the Classroom Walk-through form.

A classroom walkthrough form, which is made of essential look-fors that align to standards based instruction, evidence based instructional practices and student tasks, will be used to monitor teacher effective practices.

Person responsible for monitoring outcome:

Eleise Medina (eleise.medina@hcps.net)

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

The administrative team will embed monthly professional development based upon walkthrough data, student performance data and teacher need.

Teachers will be required to participate in monthly professional development sessions and standards internalization that aligns to the B.E.S.T. standards.

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.

According to previous year Insight data, the majority of teachers expressed a need for improved professional development planning and facilitation. Additionally, 55% of core instructional staff are new to the building. The state has adopted new core standards in grades 3-5, and the district has adopted new curriculum in Reading and Math for grades 3-5.

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.

Instructional Leadership Team (ILT) will be formed with team members representing each grade level/ content area of instructional staff. The team will meet monthly at a designated time.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

ILT will evaluate professional development needs of staff at each grade level/content area based on classroom observations/walk throughs, staff feedback, and needs assessments.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

ILT will develop and share a schedule and topics of annual PD with instructional staff members.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Professional development will be planned and delivered to teachers by qualified personnel.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

At the conclusion of each professional development opportunity, staff will participate in a brief survey to assess the effectiveness and relevance of the session.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

Implementation of presented strategies and practices will be monitored by classroom walk throughs, conducted by administration. Teachers will be provided with immediate feedback, consisting of celebrations and next steps, based on the information gathered.

Person Responsible Eleise Medina (eleise.medina@hcps.net)

ILT will identify resources necessary for Professional development training opportunities:

- Time
- Presenters
- Locations

-Topics

-Etc.

Person Responsible [no one identified]

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

1. Classroom Observation conducted weekly by administration with a focus on tasks aligned to the B.E.S.T standards
2. Common planning/Professional Learning time with a focus on instructional tasks, lessons and assessments that are aligned with the grade level B.E.S.T. standards.

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

1. Classroom Observation conducted weekly by administration with a focus on tasks aligned to the B.E.S.T standards
2. Common planning/Professional Learning time with a focus on instructional tasks, lessons and assessments that are aligned with the grade level B.E.S.T. standards.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the 2022 Spring iReady Diagnostic assessment scores, 45% of students in grades K-2 scored 1 year or more below grade level. By focusing on ELA, the instructional improvement will include instruction and assessment that is aligned to the B.E.S.T. standards, resulting in an improvement in student proficiency on the 2022-2023 spring Star 360 Assessments. By the 2023 spring assessment, 60% of students participating in the Star 360 assessment, will score at or above the 50th percentile.

Grades 3-5: Measureable Outcome(s)

Based on the 2022 ELA FSA scores, 73% of students in grades 3-5 scored below level 3. By focusing on ELA, the instructional improvement will include instruction and assessment that is aligned to the B.E.S.T. standards, resulting in an improvement in student proficiency on the 2022-2023 F.A.S.T. Assessments. By the 2023 spring assessment, 40% of students participating in the assessment, will score at or above the 50th percentile.

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.

Tools used to monitor and track student progress towards proficiency goals.

Grades K-2

*Star360 Renaissance - The students will take the assessment 3 times per year. The data will be analyzed after each assessment to determine students who are performing at the 50th percentile.

*iReady Diagnostics (Fall, Winter, Spring) - The students who are participating in the assessment will complete the diagnostic test 3 times per school year. The data will be used to pull small groups to provide individualized instruction.

*iReady Daily Lessons - Participating students will complete 45 minutes per week and complete two lessons per week with a minimum score of 75%. Students will be celebrated for their accomplishments.

*Standards based classroom assessment

Grades 3-5 -

*Achieve 3000 (Reading Only)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

Increase the use of higher order questioning that leads to productive student conversation and provides a window into student misconceptions and understandings.

Develop checks for understanding and utilize student artifacts that serve as data.

Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

Increase teacher and student clarity around the alignment of instruction, learning targets, daily tasks, and end of unit performance tasks.

We will continue to utilize district adopted and approved programs including Achieve 3000, iReady and wonders.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

The programs in place have been approved and adopted by the district.

The programs in place show student growth over time.

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
Conduct coaching cycles with teachers around the implementation of higher order questions and discussions among students. Support teachers in the development of anchor charts to promote discussions, selecting an appropriate collaborative structure and/or modeling for students how to use accountable talk stems.	Ali, Angel, angel.ali@hcps.net
Monitor the implementation of the use of higher order questions and discussions amongst students. Provide feedback to teachers	Medina, Eleise, eleise.medina@hcps.net
Monitor the implementation of the use of the checks for understanding in the classrooms. Provide feedback to teachers on the overall effectiveness of this strategy on student learning	Medina, Eleise, eleise.medina@hcps.net
Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement.	Medina, Eleise, eleise.medina@hcps.net

Positive Culture & Environment

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

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

A school wide behavior management plan will be identified and implemented across the building, consisting of:

- Clear expectations for each common area
- Posted expectations for each common area
- Building wide accountability for common area expectations

A flowchart for managing and addressing various behaviors is developed, presented to all staff, and assists in determining how a behavior is managed and by who.

Individual grade levels/classrooms will develop behavior management systems at their grade levels to encourage appropriate classroom behaviors.

Each classroom teacher will complete and provide a classroom management plan addressing:

- Classroom rules
- Classroom expectations for
- transitions
- various types of instructional opportunities, etc.

- Communication with families
- Managing disruptive behaviors in the classroom

Administrative team will review, analyze and discuss Insight data to determine areas of strength and opportunity. The data will be shared with teachers with embedded opportunities for questions and discussions, A plan will be developed with all staff members to improve the weaker areas.

Team building activities will be embedded in monthly team meetings.

Students will be celebrated for positive behaviors and academic achievement.

Student of the month will be celebrated during the morning show at the beginning of each month as well as outside of individual classrooms.

Admin will share out weekly highlights of effective practices observed during class walkthroughs.

Student services team will provide wrap around services to students at tier 2 and tier 3 for academic and behavioral functioning.

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

Classroom staff will implement classroom level behavior management plans.

Administration will oversee, monitor and assess the effectiveness of plans and provide feedback.

Climate and Culture Team will

- Develop school wide behavior management/incentives
- Disaggregate discipline data to identify areas of strength and opportunity in specific behaviors, areas, times of day, etc.
- participate in assessing the effectiveness of plans, provide feedback, and making necessary adjustments.

Families and community members will be provided opportunities to volunteer in the instructional setting, participate on the SAC Committee, as well as to provide input on procedures in place at the school level.