

Hillsborough County Public Schools

Lamb Elementary



2022-23 Schoolwide Improvement Plan

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Lamb Elementary

6274 S 78TH ST, Tampa, FL 33619

<http://lamb.mysdhc.org/>

Demographics

Principal: Shawnette Singleton

Start Date for this Principal: 6/27/2022

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: D (32%) 2018-19: C (41%) 2017-18: C (42%)
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.

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Lamb Elementary

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	94%

School Grades History

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

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SIP Authority

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<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.

Lamb Elementary School will provide the highest quality educational experience where students will build relationships in a positive culture, while engaging in standards-based instruction to achieve academic excellence.

Provide the school's vision statement.

Our students will become leaders in their classrooms to enhance the school and the community at large.

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
Singleton, Shawnette	Principal	<ul style="list-style-type: none"> ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned. ? Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Garcia, Nino	Attendance/ Social Work	<ul style="list-style-type: none"> ? Conducts home visits and provide outreach services to students, parents, and families. ? Serves as liaison between the school, family, and community agencies. ? Consults with classroom teachers, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's needs) behavior. ? Completes a comprehensive, diagnostic assessment of the child's social, emotional, and interpersonal relationships within the school, home, and community. ? Serves on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems. ? Participates in staffings with local school personnel parents, and appropriate community agency staff to provide coordinated evaluation and planning. ? Advocates for children ensuring student's and families' rights are observed. ? Provides and participates in training programs.
Williams, Veronica	Reading Coach	<ul style="list-style-type: none"> ? Assists in the oversight and daily operation of elementary K-5 Reading Coaches at elementary

Name	Position Title	Job Duties and Responsibilities
		<p>schools and works with area directors, principals, assistant principals, and teachers.</p> <p>? Demonstrates a strong working knowledge of best practices in specified content area</p> <p>? Develops and conducts professional development for targeted audience in specific content areas regarding instructional strategies, best practices, and specific instructional topics.</p> <p>? Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources.</p> <p>? Conducts data conferences with classroom teachers to interpret data and plan instruction.</p> <p>? Models effective teaching techniques when presenting to groups and other professionals.</p> <p>? Assists specified content supervisors in developing model lesson plans and curriculum development.</p> <p>? Meets regularly with building administrators regarding classroom practices and provides on</p> <p>?going feedback with specified content supervisor.</p>
Letcher, Joy	Other	<p>? Coaches teachers, paraprofessionals, behavior technicians, and other professionals in the use of behavior interventions; assists with implementation and modeling of behavior strategies within the classroom.</p> <p>? Designs and delivers behavior management training, attends required and non-required training related to job skills, and provides follow-up to district-level training.</p> <p>? Assists with data collection and implementation of Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) processes, including training, modeling, and coaching those who will deliver the intervention, monitoring student behavior changes and intervention integrity, and supporting data-based decisions throughout the implementation of Positive Behavior Intervention Plans (PBIP).</p> <p>? Coordinates activities with supervisors and administrators to develop systems to prevent behaviors that lead to restraints and suspensions.</p> <p>? Assists with individual behavior contracts and social skills group planning.</p> <p>? Possess a high-level understanding of behavior management strategies and methodologies, including de-escalation skills. Creates effective management systems and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>determines appropriate positive behavior supports.</p> <p>? Communicates effectively with parents, peers, and administration, including both verbal and nonverbal communication.</p> <p>? Supports the Problem-Solving Leadership Team (PSLT) in implementation of Problem-Solving Response to Intervention (PSRtI) and schoolwide Positive Behavior Systems (PBS).</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district</p>
Ferguson, Michelle	Assistant Principal	<p>? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable</p>
Turnbull, Diane	School Counselor	<p>? Provides an ongoing program of individual, small group, and large group counseling services in the areas of social/personal development, academic advisement, and career</p>

Name	Position Title	Job Duties and Responsibilities
		<p>awareness per the national standards established by the American School Counselor Association.</p> <p>? Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of elementary school students, including schoolwide needs.</p> <p>? Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts.</p> <p>? Addresses individual student needs and refers students to appropriate school and community resources as necessary.</p> <p>? Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate.</p> <p>? Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences.</p>
Derosier, Cassandra	Other	<p>? Participates in the planning, implementation, and evaluation of instructional programs related to ELL students.</p> <p>? Analyzes and utilizes assessment data to improve the performance of ELL students.</p> <p>? Facilitates the development, implementation, and evaluation of professional development activities to support teachers and other school personnel with research-based and innovative strategies for implementing successful instructional programs for ELL students.</p> <p>? Provides coaching to teachers and other school personnel to improve instruction and outcomes for ELL students.</p> <p>? Utilizes appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, delivery of services, and evaluation of services.</p> <p>? Monitors ELL program improvement initiatives and makes recommendations for changes needed to ensure highest student achievement.</p> <p>? Disseminates information and current research to appropriate personnel.</p>
Porter, Megan	Math Coach	<p>? Demonstrates a strong working knowledge of best practices in specified content area</p> <p>? Develops and conducts professional development for targeted audience in</p>

Name	Position Title	Job Duties and Responsibilities
		<p>specific content areas regarding instructional strategies, best practices, and specific instructional topics.</p> <p>? Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources.</p> <p>? Conducts data conferences with classroom teachers to interpret data and plan instruction.</p> <p>? Models effective teaching techniques when presenting to groups and other professionals.</p> <p>? Assists specified content supervisors in developing model lesson plans and curriculum development.</p> <p>? Meets regularly with building administrators regarding classroom practices and provides on going feedback with specified content supervisor.</p>

Wilson,
Alida Psychologist

Demographic Information

Principal start date

Monday 6/27/2022, Shawnette Singleton

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

0

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

4

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

515

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.

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	71	93	74	91	67	74	0	0	0	0	0	0	0	470
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	3	0	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Monday 8/29/2022

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	71	91	86	112	78	109	0	0	0	0	0	0	0	547
Attendance below 90 percent	1	27	28	34	24	28	0	0	0	0	0	0	0	142
One or more suspensions	0	4	0	7	2	1	0	0	0	0	0	0	0	14
Course failure in ELA	1	5	0	10	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	5	0	10	1	3	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	9	21	24	43	17	15	0	0	0	0	0	0	0	129
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	9	21	38	0	0	0	0	0	0	0	68
Level 1 on 2021 statewide FSA Math assessment	0	0	0	8	38	46	0	0	0	0	0	0	0	92

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	21	24	43	17	15	0	0	0	0	0	0	0	120

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	1	4	3	19	10	22	0	0	0	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	91	86	112	78	109	0	0	0	0	0	0	0	547
Attendance below 90 percent	1	27	28	34	24	28	0	0	0	0	0	0	0	142
One or more suspensions	0	4	0	7	2	1	0	0	0	0	0	0	0	14
Course failure in ELA	1	5	0	10	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	5	0	10	1	3	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	9	21	24	43	17	15	0	0	0	0	0	0	0	129
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	9	21	38	0	0	0	0	0	0	0	68
Level 1 on 2021 statewide FSA Math assessment	0	0	0	8	38	46	0	0	0	0	0	0	0	92

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	21	24	43	17	15	0	0	0	0	0	0	0	120

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	1	4	3	19	10	22	0	0	0	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	26%	53%	56%				37%	52%	57%
ELA Learning Gains	46%						38%	55%	58%
ELA Lowest 25th Percentile	36%						36%	50%	53%
Math Achievement	21%	50%	50%				39%	54%	63%
Math Learning Gains	34%						47%	57%	62%
Math Lowest 25th Percentile	38%						49%	46%	51%
Science Achievement	22%	59%	59%				38%	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	32%	52%	-20%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		-32%				
05	2022					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-39%				

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	31%	54%	-23%	62%	-31%
Cohort Comparison		0%				
04	2022					
	2019	45%	57%	-12%	64%	-19%
Cohort Comparison		-31%				
05	2022					
	2019	38%	54%	-16%	60%	-22%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%

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	21	22	17	14	26	18	27				
ELL	29	38	20	16	30		25				
BLK	19	51	59	14	32	53	17				
HSP	29	40	13	22	38	17	21				
WHT	41			47							
FRL	26	45	38	19	35	39	23				
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	19	21	15	17	21	23	13				
ELL	22	32		25	20		17				
BLK	16	29	38	15	26	27	10				
HSP	25	24		27	21		18				
MUL	27			27							
WHT	39			50							
FRL	20	26	38	21	21	23	14				
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	26	25	20	33	31	21				
ELL	14	33	42	35	61	55	20				
ASN	50			90							
BLK	31	37	30	29	37	52	29				
HSP	36	38	50	42	48	43	45				
MUL	43			21							
WHT	63	40		63	78						
FRL	35	39	36	36	45	47	37				

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	34

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	35
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	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

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	44
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	34
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?

In 2019, student math proficiency was 39% and in 2022 student proficiency was 21% which is a 18% decrease.

In 2019, student ELA proficiency was 37%, in 2022 student ELA proficiency was 26% which is a decrease of 11%.

In 2019, student science proficiency was 38% and in 2022 science proficiency was 22% which is a 16% decrease.

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

When analyzing school comparison data, the data component showing the greatest area of need is our levels of proficiency in ELA, Math, and Science.

The ELA BQ gains were 46% and the Math BQ gains were 38%.

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

Resources specific to each grade level may have contributed to the lack of progress. The progress monitoring process was not adequately monitored and inconsistently analyzed.

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

Overall ELA gains showed the most improvement increasing from 38% in 2019 to 46% in 2022.

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

Grades 3-5 were comprised of effective and highly effective teacher who stayed in ELA for the duration of the school year and had over 1 year of teaching experience in Hillsborough county.

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

Weekly PLC planning meetings that analyze data with fidelity. Small group tutoring/intervention for students.

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.

Book Study - Driven by Data 2.0
Teach Me Tuesdays - With fidelity checks of implementation
Our reading coach will attend all PLC planning meetings.

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

Non-evaluative walkthroughs by coaches and administration.
Weekly PLC planning meetings to analyze data with fidelity.
Bi-weekly grade level team meetings with coaches and administration focusing on current data trends.

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.

Lamb's 2022 FSA data shows low academic performance in all content areas. 59% of the instructional staff have 0-3 years of experience, therefore we are focused on strengthening core instruction in all content areas (ELA , Math, and Science). To engage all students in rigorous, grade level core instruction with appropriate pacing and intentional scaffolded supports

Measurable Outcome:

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

Standards based assessments will be used to show mastery of grade level benchmarks.

Monitoring:

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

Common planning discussions of data.
Weekly walkthroughs with feedback.

Person responsible for monitoring outcome:

Shawnette Singleton (shawnette.singleton@hcps.net)

Evidence-based Strategy:

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

Data teams will meet weekly for aggressive monitoring of students' performance outcomes.
Weekly planning sessions will be focused on standards with an emphasis on teacher clarity.
The teachers will develop a progress monitoring tool to ensure student mastery of the standards.
Administration will analyze walkthrough data to help determine coaching next steps for teachers.

Rationale for Evidence-based Strategy:

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

ELA teachers will aggressively monitor standards-based tasks for students within each lesson with frequent checks for understanding while using this information to determine data driven small group instruction.

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Small Group Instruction

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

Use formative assessment methods to design, re-engage, and enrich student learning of grade level standards through small group instruction.

Measurable Outcome:

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

Target small groups based on data.

Monitoring:

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

Evidence of small group planning.
Walk- throughs with feedback.

Person responsible for monitoring outcome:

Michelle Ferguson (michelle.ferguson@hcps.net)

Evidence-based Strategy:

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

Small group explicit instruction based on data.

Rationale for Evidence-based Strategy:

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

Teachers will focus on individual student needs as well as maximize instructional time to ensure that every student receives high quality instruction.

Action Steps to Implement

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

Common Planning specifically for small group.

Modeling of explicit instruction during planning

Identifying and/or creating common assessments aligned to grade level standards

Walkthroughs with feedback

Coaching cycles when needed

Person Responsible

Veronica Williams (veronica.williams1@hcps.net)

#3. Positive Culture and Environment specifically relating to goal setting

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>To foster a positive school culture through individual goal setting for teachers and students.</p> <p>Although data folders were used in 2022, based on student and teacher input it was determined that there was a need to ensure that each student knows their individual goals and the specific steps needed to meet or exceed those goals. These goals can be academic, behavioral, or social-emotional.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Student data folders with steps to reach their goals will be used revisited quarterly to check student goals.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Each lead teacher will be in charge of checking to ensure that students data folders are being used with fidelity.</p> <p>Derosier - Kindergarten Stephenson - 1st Letcher - ESE Jones - 2nd Sanders - 3rd Porter - 4th Ferguson - 5th</p>
Person responsible for monitoring outcome:	<p>Shawnette Singleton (shawnette.singleton@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Creation of individual student goal setting to promote a growth mindset as well as a positive school environment.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>It was determined that students were struggling with negative behaviors and accountability using data folders as well as visuals and PBIS within the school.</p>
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.	
Common planning to access data Student data conferences Schoolwide celebrations of students meeting academic, behavioral, and social-emotional goals PBIS rewards Morning show visuals	
Person Responsible	<p>Shawnette Singleton (shawnette.singleton@hcps.net)</p>

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

56% of K-2 students are one or more grade levels below in vocabulary according to the iReady Spring 2022 Diagnostic.

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

70% of students in grades 3-5 are one or more grade levels below in vocabulary according to the iReady Spring 2022 Diagnostic.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

Increase the level of students performing on or above grade level by 10%.

Grades 3-5: Measureable Outcome(s)

Increase the level of students performing on or above grade level by 10%.

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.

Administration will be conducting weekly feedback walkthroughs specifically focused on vocabulary. Coaching support to ensure that teachers are effectively using vocabulary strategies.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Singleton, Shawnette, shawnette.singleton@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?

*Vocabulary - Reading wonders Critchlow verbal language scales

*FCRR for tier 2 and tier 3.

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?

Reading wonders is a research based program that is recommended by HCPS.

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
<p>Literacy Leadership</p> <p>Facilitating PLCs and planning sessions</p> <p>Conducting walkthroughs to ensure grade level appropriate vocabulary instruction</p>	
<p>Literacy Coaching</p> <p>Facilitate planning to address common vocabulary strategies and misconceptions</p> <p>Model vocabulary lessons/strategies</p>	
<p>Assessment</p> <p>Use common assessments from the research based program, Reading Wonders</p> <p>Use data from common assessments to form targeted small groups for vocabulary instruction</p>	<p>Singleton, Shawnette, shawnette.singleton@hcps.net</p>
<p>Professional Learning</p> <p>Teach Me Tuesdays focused on vocabulary strategies</p> <p>Professional Development on Wonders Vocabulary</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.

Lamb Elementary takes a proactive approach to building a positive school culture. As part of our Tier 1 systems, we use a PBIS system. Throughout the day, students can earn Bolt Bucks for appropriately following our schoolwide expectations. Students can spend these bucks at the school store or to attend a special monthly event. The fidelity and implementation of our PBIS system is monitored by the PBIS team. The team will meet monthly to review Tier 1 PBIS data including the behavior tracker and attendance.

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

Teachers and staff will reward the students with Bolt Bucks. Administration will establish high expectations and support teachers, staff, families, and students in meeting those expectations. Our Instructional Coaches and Student Services Team will support teachers and students. Parents will support the students and have open lines of communication with teachers and administration. Our community partners will provide the supports needed.