Ruskin Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[no web address on file]

Demographics

Principal: Jeanine Saddler

Start Date for this Principal: 8/2/2022

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* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (35%) 2018-19: C (46%) 2017-18: C (45%)
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

Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[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	86%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Ruskin Elementary School Rockets: where positivity and academic excellence are out of this world!

Provide the school's vision statement.

Ruskin Elementary School staff, parents, and community are preparing 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.**:**

Part I: School Information

Name	Position Title	Job Duties and Responsibilities
Salgado, Rebecca	Principal	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. 2. 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. 3. 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. 4. 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. 5. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. 6. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. 7. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. 8. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. 9. Establishes systematic processes to receive and provide feedback about the progress of work being done. 10. Leads by example, setting goals that encourage self and others to reach higher standards. 11. Holds high and positive expectations for the growth and development of all stakeholders, including self. 12. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. 13. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. 14. Assists with oversight of and responsibility for the school's instructional program and its results. 15. Assists with oversight of and responsibility for the safety and discipline of school's students. 16. Assists with oversight of and responsibility for the school's human

Name	Position Title	Job Duties and Responsibilities
		resources selections, management, and development. 17. Assists with oversight of and responsibility for the school's business and research efforts. 18. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. 19. Assists with oversight of and responsibility for the school's administration and operation. 20. Assists with oversight of and responsibility for the school's property and physical plant. 21. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.
Vega, Joy	Reading Coach	1. Assists school administrators and teachers with analysis with school, class, and individual student data to determine needs in Reading and ELA. 2. Model and conduct focus with school personnel to collect and analyze data to plan for instruction and professional development. 3. Provide daily support to classroom teachers based on the analysis on student performance data. 4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring, and facilitating professional learning communities. 5. Supports teachers with planning instruction to meet students' needs through differentiated standards based instruction. 6. Works with teachers to ensure that research based reading programs and strategies are implemented with fidelity and adjusted to meet student needs. 7. Develops and delivers school-based professional development in reading content and instructional strategies based on targeted school needs and identified teacher needs. 8. Participates in the development and facilitation of learning communities for the purpose of professional study and collaborative work.
Welch, Eileen	Teacher, ESE	ESE Specialist- 1. Provides support and/or direct instruction to students with disabilities based upon site needs. Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP). 2. Assist with the organization, management, and coordination of supports and services provided to students with disabilities. 3. Demonstrates advanced knowledge and practices of instructional and behavioral strategies. Collaborates with the school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional

Name	Position Title	Job Duties and Responsibilities
		decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education and ESE settings. 4. Designs and delivers job-embedded professional development (curriculum, behavior, compliance etc.) in coordination with the General Director of ESE, Area Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices. 5. Assists administrators in ensuring implementation of ESE supports and services align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and full-time equivalency (FTE) accounting and reporting. 6. Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities. 7. Serves as a liaison between the school and parents, district staff, and community groups or agencies. 8. Collaborates with the principal and area ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation). 9. Demonstrates personal and professional growth and expertise by remaining current with state and national associations, certifications, and professional trends. Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification.
Hosea, Micheal	Assistant Principal	1. 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. 2. 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

Name	Position Title	Job Duties and Responsibilities
		the organization. 3. 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. 4. 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. 5. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. 6. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. 7. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. 8. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. 9. Establishes systematic processes to receive and provide feedback about the progress of work being done. 10. Leads by example, setting goals that encourage self and others to reach higher standards. 11. Holds high and positive expectations for the growth and development of all stakeholders, including self. 12. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. 13. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. 14. Assists with oversight of and responsibility for the school's instructional program and its results. 15. Assists with oversight of and responsibility for the safety and discipline of school's students. 16. Assists with oversight of and responsibility for the school's human resources selections, management, and development. 17. Assists with oversight of and responsibility for the school's business and research efforts. 18. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.

Name	Position Title	Job Duties and Responsibilities
		19. Assists with oversight of and responsibility for the school's administration and operation. 20. Assists with oversight of and responsibility for the school's property and physical plant. 21. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.
Mavis, Elizabeth	Instructional Coach	1. Assist school administrators and teachers with analysis of school, class and individual student data to determine needs in mathematics. 2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. 3. Assists mathematics teachers in planning for differentiated standards based instruction and assessment; use of pacing charts and instructional strategies and materials, and use of data from formative and district monthly assessment to improve instruction. 4. Provides classroom support by observing, modeling effective instructional strategies, co-teaching, coaching, and providing specific feedback to teachers. 5. Develops and delivers school and district based professional development in mathematics content and instructional strategies based on identified and targeted teacher, school and/or district needs. 6. Provides follow-up support for teachers at the school level for district professional development in mathematics. 7. Develops and facilitates professional learning communities for professional student and collaborative work.

Demographic Information

Principal start date
Tuesday 8/2/2022, Jeanine Saddler

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.*
2

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.*
8

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
769

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
16

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	113	125	100	139	91	114	0	0	0	0	0	0	0	682
Attendance below 90 percent	3	43	39	47	31	43	0	0	0	0	0	0	0	206
One or more suspensions	0	1	3	3	4	2	0	0	0	0	0	0	0	13
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	18	32	50	0	0	0	0	0	0	0	100
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	35	50	0	0	0	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	20	22	23	0	0	0	0	0	0	0	65

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

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

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	2	6	28	18	22	0	0	0	0	0	0	0	78
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/30/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	99	127	109	106	107	0	0	0	0	0	0	0	660
Attendance below 90 percent	1	32	43	22	32	38	0	0	0	0	0	0	0	168
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	51	0	0	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	30	35	0	0	0	0	0	0	0	116
Level 1 on 2019 statewide FSA Math assessment	0	0	0	44	40	31	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	63	58	43	88	91	0	0	0	0	0	0	0	0	343

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	10	1	0	0	0	0	0	0	0	11

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	1	5	8	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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	112	99	127	109	106	107	0	0	0	0	0	0	0	660
Attendance below 90 percent	1	32	43	22	32	38	0	0	0	0	0	0	0	168
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	51	0	0	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	30	35	0	0	0	0	0	0	0	116
Level 1 on 2019 statewide FSA Math assessment	0	0	0	44	40	31	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	63	58	43	88	91	0	0	0	0	0	0	0	0	343

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	10	1	0	0	0	0	0	0	0	11

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	1	5	8	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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	24%	53%	56%				33%	52%	57%
ELA Learning Gains	46%						48%	55%	58%
ELA Lowest 25th Percentile	47%						57%	50%	53%
Math Achievement	25%	50%	50%				44%	54%	63%
Math Learning Gains	43%						52%	57%	62%
Math Lowest 25th Percentile	45%						53%	46%	51%
Science Achievement	12%	59%	59%				32%	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	28%	52%	-24%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		-28%				
05	2022					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	31%	54%	-23%	56%	-25%
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	41%	54%	-13%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	64%	-24%
Cohort Comparison		-41%				
05	2022					
	2019	40%	54%	-14%	60%	-20%
Cohort Comparison		-40%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	30%	51%	-21%	53%	-23%
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	12	39	55	14	36	42	6				
ELL	20	40	45	21	33	40	8				
BLK	13	53		8	39	36					
HSP	23	43	46	26	38	43	12				
WHT	43	52		40	70						
FRL	25	49	52	27	42	41	12				

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	8	18	19	15	35	33	7				
ELL	18	33	32	28	48	52	18				
BLK	22	20		33	40		20				
HSP	21	33	34	30	42	48	18				
MUL	20			30							
WHT	44	18		44	59		44				
FRL	23	29	31	31	43	47	20				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	40	50	28	49	48	8				
ELL	27	46	51	41	56	56	25				
BLK	24	41		39	43	50	19				
HSP	30	49	52	44	56	54	32				
MUL	46			54							
WHT	50	56		43	34		54				
FRL	32	47	57	43	52	53	30				

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	35
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	39
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	
Federal Index - English Language Learners	31
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
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	36
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?

When comparing FSA data for 2017/18 (38) t0 2020/21 (12),students in 5th grade have continually show decrease on Science proficiency.
On iReady data from fall to spring, all grade levels made gains in both reading and math for all students as well as Students with Disabilities. Overall, the subgroups of ELL, SWD and African American are an area of concern based on FSA. The students are making gains at a lower rate than the other subgroups.

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

According to the FSA ,District Math monthly and Iready EOY data our math learning gains and proficiency had a decrease of 8%. This decline was due to resources that were available to the students and the level of rigor in the classroom.
Additionally, when comparing FSA data for 2017/18 (38) t0 2020/21 (12),students in 5th grade have continually show decrease on Science proficiency.

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

Math Achievement had the greatest gap when compared to the state average. Some contributing factors are exposure grade level content, students' background knowledge and rigor in the classroom. In addition, for the past three years, we've had a new Math Coach who is learning the role of the coach, the school and while building content knowledge. As well as 5/8 teachers in grades 3rd-5th were new to the grade level or content.
A strong math coach with extensive knowledge in content ,data analysis and aggressive monitoring. The math will facilitate coaching cycles, common planning and standards internalization to build deeper content knowledge and improving instructional delivery.

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

The data components that demonstrated the greatest gains at Ruskin were reading, specifically gains of students in the bottom quartile which increased by 16 percentage points to 47 percent.

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

Fidelity in common planning and real time data analysis through use of district and school based assessments resulted increase learning gains for bottom quartile students.
Targeted and strategic small group instruction provided by teachers, ensure bottom quartile students individual needs were met, resulting in learning gains.

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

Ruskin will continue focusing on using data to improve proficiency and accelerate learning. By utilizing district and school based assessments to determine effectiveness of
instruction and target specific areas of need and areas of acceleration. Planning will include time to analyze grade level performance expectation of standards and individual acceleration needs of students and sharing strategies to ensure all students reach proficiency in grade level. Scaffolding will occur both during whole group and small group instruction.
Teachers will increase the use of purposeful student discourse and academic vocabulary in all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in professional development to gain a deeper understanding of the B.E.S.T. standards. Professional development will be provided by state, district, and school based coaches.
The administrative team will work collaboratively with teachers to analyze data after all assessments, in order to develop lessons based on student needs.
Teachers will be provided with trainings and tools to aggressively monitor students understanding of independent task during whole and small group instruction.

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

During common planning, the content area coaches will begin to release the planning to some teachers and will take on the role of facilitator. This will be occurring in Kindergarten. Teachers in grades 1, 2,3,4 and 5 will still needing to build content knowledge. Content area
coaches will support tier 2 and tier 3 teachers with coaching cycles to improve practices in the classroom. Following each coaching cycle, the administrative team will conduct walkthroughs and provide immediate feedback. We expect to see improvements in teacher's short and
long term planning, lesson delivery, questioning and monitoring of students progress.

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 Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase purposeful student conversations around content. The proficiency rates of the students at Ruskin Elementary are below the district average in all areas. The School Improvement Team determined that if student conversations were purposeful and content related student proficiency will increase. According to Hattie's effect chart student discussion has and effect size of 0.82. During Walkthroughs in the 21-22 school year, the Leadership Team collected data on student discourse and participation. Overwhelmingly, the teacher was the one leading the learning in all classrooms with little participation from the students. Due the these observations and trend data, the quickest way to increase student achievement is to increase student participation in discourse.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	According to the FAST assessment 50 percent of our students in K-5 will be at the 50th percentile in both reading and math by the spring administration. According to the FSSA, 50% of our students will be at a level 3 or higher. During weekly walkthroughs 75 percent of teachers will increase the use purposeful discourse in all content areas. Data will be used to determine if additional training or support is needed.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will monitor the area of focus through data chats with academic coaches; learning walks utilizing our Look Fors protocol; summative and informative assessments; and student goal settings. Administration will be attend common planning to ensure cooperative strategies are embedded into the planned lessons.
Person responsible for monitoring outcome:	Rebecca Salgado (rebecca.salgado@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Common planning and professional development with a focus on tasks and discussion questions aligned with B.E.S.T. Coaching cycles and standards internalizations that provide teachers with an opportunity to have a deep dive into tasks, and benchmarks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Allowing student discussion has an effect size of 0.82 according to J. Hattie's visible learning.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

Teachers will participate in monthly professional development on strategies to increase student conversations during whole and small group instruction.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

During common planning, content coaches and teachers will create higher order questions to ask throughout the lesson to promote deeper student discussions and student thinking. There will be multiple opportunities for students to discuss and share with their peers throughout the lesson.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

The Administrative team and academic coaches will conduct weekly walkthroughs using look-for's protocol to gather data on student talk versus teacher talk.
The Administrative team and academic coaches will analyze walkthrough data to determine if additional professional development is needed.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

#2. 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.**	All teachers in grade K-5th will participate in weekly common planning, monthly professional development and standards internalization to increase teacher content knowledge and develop rigorous learning tasks. While reviewing 21-22 FSA data, it was observed that Ruskin 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). According to FSA data, 24% of students were proficient in ELA, 25% in MATH, 12% in Science. The ESSA subgroups (SWD,ELL, African American) students continued to perform significantly lower than all other subgroups. Based on the 21-22 walkthrough data lessons being taught were not rigorous and aligned to standard and grade level expectations,
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	According to the FAST assessment 50 percent of our students in K-5 will be at the 50th percentile in both reading and math by the spring administration. According to the FSSA, 50% of our students will be at a level 3 or higher. During weekly walkthroughs 75 percent of teachers will deliver lessons that are rigorous and aligned with B.E.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	80 percent of teachers will delivered lessons that were plan with content coaches that include all components. 80 percent of ELA, Math and Science lessons include rigorous tasks for students that are aligned with grade level B.E.S.T standards 100 percent of all teachers will adhere to master schedule to ensure equity in all content areas 100 percent of students will participate on district and school based assessments to track proficiency. During weekly administrative walkthroughs 80% of the students will be working on rigorous tasks that are aligned grade level B.E.S.T. standards. The administrative team will meet monthly with teachers to analyze data and determine students who are training towards proficiency.
Person responsible for monitoring outcome:	Rebecca Salgado (rebecca.salgado@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	All teachers in grade K-5th as well as VE and ERT will participate in weekly common planning, monthly professional development and standards internalization to increase teacher content knowledge and develop rigorous learning tasks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe**	The number of students who are demonstrating proficiency on state assessments had decreased since 2018-2019. Teacher planning has an effect size of 0.76 according to J. Hattie's visible learning.

**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.

All teachers will participate in an introduction to BEST standards for Elementary provided by State Regional Literacy Director. The training was delivered by grade level bands (K-2, 3-5) including VE.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

The content coaches and teachers work collaborative to develop guided questions and rigorous tasks aligned to B.E.S.T standards.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

During common planning academic coaches and teachers review individual student data to determine if additional instruction is needed.

Person Responsible   Micheal Hosea (michael.hosea@hcps.net)

The administrative team and coaches will conduct weekly walkthroughs to ensure teachers are providing rigorous instruction.
The administrative team and coaches will debrief following walkthroughs to identify trends and next steps for teachers.

Person Responsible   Rebecca Salgado (rebecca.salgado@hcps.net)

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

K-2 will participate in weekly common planning, monthly professional development and standards internalization to increase teacher content knowledge and develop rigorous learning tasks.

Tier 2 and tier 3 teachers will participate in ELA coaching cycles.
The administrative team will develop a calendar of coaching cycles based highest need.
The administrative team will conduct weekly walkthroughs with a focus of task alignment, student conversation and aggressive monitoring.
Using I-ready data teachers will pull small groups to provide skill and standard specific instruction.
Teachers will provide visual and auditory scaffolds that support the use of academic vocabulary in both oral and written work.

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

3-5 will participate in weekly common planning, monthly professional development and standards internalization to increase teacher content knowledge and develop rigorous learning tasks.
Tier 2 and tier 3 teachers will participate in ELA coaching cycles.
The administrative team will develop a calendar of coaching cycles based on highest need.
The administrative team will conduct weekly walkthroughs with a focus of task alignment, student conversation and aggressive monitoring.
Using I-ready data teachers will pull small groups to provide skill and standard specific instruction.
Using I-ready data teachers will pull small groups to provide skill and standard specific instruction.
Teachers will provide visual and auditory scaffolds that support the use of academic vocabulary in both oral and written work.

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, ??????% 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, 80% of students in 3rd grades,64% in 4th grade and 84% in 5th grade 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, 50% 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.

Students in grades K-2 will participate in Star360 Renaissance three times per year. Following each assessment the administrative will work collaboratively with teachers to identify students training towards proficiency. Small group lessons will be develop to support students who continue to struggle.

Students in grades K-2 will participate in IReady Diagnostic (Fall, Winter, Spring). Following each assessment the administrative will work collaboratively with teachers to identify students training towards proficiency. Small group lessons will be develop to support students who continue to struggle. Teachers will utilize the IReady instructional tool kit to provide scaffold lessons to students.

All student will be required to complete 45 minutes of I-Ready weekly with 80% pass rate.
The administrative team will pull weekly reports to celebrate students who have met their goal.

The administrative team and coaches will conduct weekly walkthroughs to ensure teachers are providing rigorous instruction.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Salgado, Rebecca, rebecca.salgado@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. §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?

Instructional staff PD "All Language Learners" will be conducted monthly, data chats with students and teachers, small groups within classrooms, individual goal setting and instruction through the MTSS process, and Core instruction will be on grade level utilizing the following resources: the use of Wonders for grades K-5th, Benchmark, Adelante (K-2 Dual Language)

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?

I-Ready is a district approved resource that provides interventions and individualize student instruction. Students instructional path is based on their initial diagnostic assessment, which is administer at the beginning of the school year.

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
Weekly Instructional Walks conducted by the leadership team with feedback to teachers. Academic Coaches (Reading Coach, Math Coach, and teacher leaders) supporting planning sessions and PLCs. Data chats by grade level every 4-6 weeks. Professional Development including trainings, materials and supplies (based on data and teacher input). During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans. Tier 2 and tier 3 teachers will participate in ELA coaching cycles. The administrative team will develop a calendar of coaching cycles based on highest need.	Salgado, Rebecca, rebecca.salgado@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.

Ruskin Elementary will continue to foster a sense of community amongst students and staff. This initiative of having a food pantry and uniform closet will allow us to continue engaging our parents and the community. We will also provided parents classroom activities to do at home, literacy and STEM programs/ events. All stakeholders will be invited to attend and participate in school meetings such as SAC, PTA and Academic Parent nights.
Students and staff members will be recognized for their accomplishments including responsibility, leadership, and service. All stakeholders will be invited to participate in the celebrations.
The administrative team will review, analyze and discuss the TNTP data to determine areas of strengths and areas of 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.

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

Rebecca Salgado/Principal- The principal creates a positive school culture by engaging in school activities, providing time for professional development, recognizing stakeholders for the contributions, setting high expectations for students and staff, and believing that everyone can succeed. Additionally, the principal creates a sense of belonging and provides a clear direction for students, teachers, parents and the community.
Michael Hosea /Assistant Principal- Same as the principal
Glenda Medina Sepulveda/Social Worker- Supports families to ensure success in school. She provides resources to the families as necessary.
Teachers- Provide many different opportunities for students to learn and the belief that all students can and will be successful.