

Leon County Schools

Hawks Rise Elementary School



2022-23 Schoolwide Improvement Plan

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Hawks Rise Elementary School

205 MEADOW RIDGE DR, Tallahassee, FL 32312

<https://www.leonschools.net/hawksrise>

Demographics

Principal: Beth Jackson

Start Date for this Principal: 8/1/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (76%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Leon 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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Hawks Rise Elementary School

205 MEADOW RIDGE DR, Tallahassee, FL 32312

<https://www.leonschools.net/hawksrise>

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	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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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.

Our mission at Hawks Rise Elementary School is to help each student develop into a lifelong learner who is inspired with productive creativity, equipped with the skills of a critical thinker, problem solver and decision maker, and prepared to be a responsible citizen. This will be accomplished through the cooperative efforts of the entire community (students, parents, school and partners) as we work together to provide a nurturing, safe, secure learning environment where respect for others is celebrated, and our students achieve success through their diverse and individual talents.

Provide the school's vision statement.

Our vision at Hawks Rise is to guide students to realize their full potential, academically, emotionally, and socially.

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
Jackson, Beth	Principal	
Van Hise, Meghann	Reading Coach	
Franklin, Amy	Teacher, ESE	Supports enrichment of students; Local teacher union representative

Demographic Information

Principal start date

Monday 8/1/2022, Beth Jackson

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.*

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.*

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

805

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

4

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

5

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	95	149	118	118	130	159	0	0	0	0	0	0	0	769
Attendance below 90 percent	0	0	1	1	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	3	0	0	0	0	0	0	0	0	0	0	0	3
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	5	9	8	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	12	13	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	6	5	4	3	8	4	0	0	0	0	0	0	0	30

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	1	2	3	0	0	0	0	0	0	0	6

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	1	0	0	0	0	0	0	0	0	0	0	0	1
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

Wednesday 8/10/2022

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	131	115	117	119	155	129	0	0	0	0	0	0	0	766
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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 2019 statewide FSA ELA assessment	0	0	0	9	12	4	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	18	8	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	3	2	5	1	3	3	0	0	0	0	0	0	0	17

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	131	115	117	119	155	129	0	0	0	0	0	0	0	766
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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 2019 statewide FSA ELA assessment	0	0	0	9	12	4	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	18	8	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	3	2	5	1	3	3	0	0	0	0	0	0	0	17

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	81%	57%	56%				87%	57%	57%
ELA Learning Gains	69%						71%	54%	58%
ELA Lowest 25th Percentile	53%						61%	47%	53%
Math Achievement	79%	47%	50%				88%	64%	63%
Math Learning Gains	68%						76%	63%	62%
Math Lowest 25th Percentile	51%						61%	45%	51%
Science Achievement	75%	57%	59%				88%	52%	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	86%	61%	25%	58%	28%
Cohort Comparison		0%				
04	2022					
	2019	85%	57%	28%	58%	27%
Cohort Comparison		-86%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	89%	56%	33%	56%	33%
Cohort Comparison		-85%				

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	92%	63%	29%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	84%	66%	18%	64%	20%
Cohort Comparison		-92%				
05	2022					
	2019	90%	61%	29%	60%	30%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	89%	54%	35%	53%	36%
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	41	40	28	42	43	39	39				
ELL	76	100		82	92						
ASN	92	86		95	97		100				
BLK	59	52	38	52	56	44	31				
HSP	75	67		63	60		70				
MUL	68	47		76	59						
WHT	85	71	57	82	65	43	78				
FRL	58	63	47	52	40	32	42				

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	49	47		59	40		59				
ELL	67			87							
ASN	90	53		97	76		83				
BLK	63	60		51	33		47				
HSP	73			82							
MUL	81			85							
WHT	85	76	76	86	73	59	87				
FRL	53	60		61	50		50				
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	50	51	32	53	47	35	38				
ELL	50	60		75	70						
ASN	88	73		98	83		95				
BLK	67	50	44	64	53	48	57				
HSP	91	85		77	77						
MUL	91	86		87	100						
WHT	89	73	67	90	76	68	90				
FRL	64	50	43	64	55	45	62				

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)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	88
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

4th grade saw an increase in scores. There were decreases in other grades.

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

The lowest performing subgroup was the learning gains in students with disabilities.

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

Covid related impacts on instruction and student behavior.

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

4th grade ELA scores went from 76% proficient in 2021-2022 to 86% proficient in 2022.

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

4th grade teachers moved to novel studies to teach the state standards.

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

We will continue to use novel studies in ELA and expand novel studies to additional grade levels.

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.

Planning days for teams to create and share plans.

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

Novels are purchased for novel studies. The monthly principal's book chat and first chapter Fridays are schoolwide initiatives that support student exposure to various genres.

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 ELA**Area of Focus Description and Rationale:**

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

There is a need for differentiated instruction for struggling readers as well as to motivate and challenge students who understand and master benchmarks in lessons taught (particularly for informational text).

Measurable Outcome:

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

The school plans to achieve 83% (3rd Grade), 87% (4th Grade), and 85% (5th Grade) of our students will score a level 3 or above in reading as measured by the FAST Assessment.

Monitoring:

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

Progress monitoring will occur with state progress monitoring, STAR, Lexia, and IReady.

Person responsible for monitoring outcome:

Meghann Van Hise (vanhisem@leonschools.net)

Evidence-based Strategy:

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

Tier 2 and 3 targeted students will receive appropriate interventions.

Differentiated instruction with ongoing progress monitoring will be offered in reading classes to ensure student needs are being met.

Teachers that consistently and adequately differentiate instruction coupled with ongoing progress monitoring.

Rationale for Evidence-based Strategy:

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

1. Acknowledge student diversity,
2. Design lessons around patterns of student need,
3. Create whole-group, small group, and individual tasks based on content and student needs.
4. Enhance, by formal and informal assessments that measure impact of teacher decisions, meaningful, data driven 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 Math**Area of Focus Description and****Rationale:**

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

3rd and 5th grade ELA and Math proficiency levels decreased from the 2020-2021 school year. ELA proficiency levels decreased by 9% in 5th grade and 1% in 3rd grade, and Math proficiency levels decreased 14% in 5th grade and 4% in 3rd grade.

Measurable Outcome:

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

Our focus is to increase proficiency levels. Our goal in the 2022-2023 school year is for 86% of 3rd grade students, 83% of 4th grade students, and 80% of 5th grade students to score a level 3 or higher as measured by the FAST Progress Monitoring assessment.

Monitoring:

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

This goal will be monitored by administering FAST Progress Monitoring throughout the year and ongoing progress monitoring meetings with administration.

Person responsible for monitoring outcome:

Beth Jackson (jacksonb4@leonschools.net)

Evidence-based Strategy:

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

Standards based instruction and students performing below grade level will receive targeted, evidence-based interventions.

Rationale for Evidence-based Strategy:

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

Targeted, evidenced-based interventions will allow teachers to track student progress towards standards mastery.

Action Steps to Implement

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

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

Many activities implemented to build positive relationships with families are as follows:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- Communicate classroom and school news to parents.
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Create the formats for inviting parent participation in the cultural education process.
- Positive notes, letters, phone calls home.
- Beginning of the Year academic and behavioral expectations are clearly taught by teachers.

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

The school utilizes its guidance counselors and Multi-Tiered System of Support (MTSS) team to ensure that all students' social-emotional needs are being met, and work with teachers to implement strategies to provide an appropriate learning environment. The school also recruits several mentors who serve throughout the year to provide students with extra assistance with the academics and social interactions.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs horizontally and vertically among grade levels, content areas, and feeder schools.