

Pasco County Schools

New River Elementary School



2022-23 Schoolwide Improvement Plan

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New River Elementary School

4710 RIVER GLEN BLVD, Wesley Chapel, FL 33545

<https://nres.pasco.k12.fl.us>

Demographics

Principal: Colleen Wilkinson

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
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: C (45%) 2018-19: C (49%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Pasco 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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<https://nres.pasco.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>58%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>63%</p>

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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.

We are REPTILES.
Risk takers
Engaged
Positive
Tenacious
Independent thinkers
Lifelong learners
Empowered
Scholars

Provide the school's vision statement.

The vision of New River Elementary School is that all students achieve success in college, career, and life.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Furman, Jolene	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Lydon, Jamie	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Smith, Megan	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Giorgetti, Colleen	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Carlson, Laura	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Jenkins, Elizabeth	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Martin, Ellen	Instructional Coach	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Miltenberger, Kristen	Instructional Coach	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Leidy, Jessi	Other	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Robb, Sara	Other	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Leidy, Jon	Behavior Specialist	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Romano, Stella	Other	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Wilkinson, Colleen	Principal	Facilitator of the School Leadership Team
Ketterer, Katie	Assistant Principal	Facilitator of the School Leadership Team

Name	Position Title	Job Duties and Responsibilities
Loo, Michelle	Teacher, K-12	This member will collaborate in the school decision making process as a member of the School Leadership Team.
Mitchell, Holly	Other	This member will collaborate in the school decision making process as a member of the School Leadership Team.

Demographic Information

Principal start date

Wednesday 7/13/2022, Colleen Wilkinson

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

1

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

9

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

642

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

11

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

11

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	102	93	103	116	111	117	0	0	0	0	0	0	0	642
Attendance below 90 percent	28	25	17	22	14	20	0	0	0	0	0	0	0	126
One or more suspensions	0	0	1	3	2	2	0	0	0	0	0	0	0	8
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	23	35	28	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	41	37	43	0	0	0	0	0	0	0	121
Number of students with a substantial reading deficiency	3	1	8	9	2	4	0	0	0	0	0	0	0	27
Course failure ELA or Math	1	0	2	17	4	8	0	0	0	0	0	0	0	32

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	3	1	7	9	2	4	0	0	0	0	0	0	0	26

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	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/19/2022

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	88	92	109	117	115	117	0	0	0	0	0	0	0	638
Attendance below 90 percent	19	13	26	14	25	17	0	0	0	0	0	0	0	114
One or more suspensions	0	0	2	0	2	2	0	0	0	0	0	0	0	6
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 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	
Course failures	1	2	2	8	5	17	0	0	0	0	0	0	0	35
Level 1 of 2019 Statewide FSA	0	0	0	0	9	20	0	0	0	0	0	0	0	29

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	2	6	11	4	5	11	0	0	0	0	0	0	0	39

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	0	0	5	0	0	0	0	0	0	0	0	0	6
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	88	92	109	117	115	117	0	0	0	0	0	0	0	638
Attendance below 90 percent	19	13	26	14	25	17	0	0	0	0	0	0	0	114
One or more suspensions	0	0	2	0	2	2	0	0	0	0	0	0	0	6
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 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	
Course failures	1	2	2	8	5	17	0	0	0	0	0	0	0	35
Level 1 of 2019 Statewide FSA	0	0	0	0	9	20	0	0	0	0	0	0	0	29

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	2	6	11	4	5	11	0	0	0	0	0	0	0	39

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	0	0	5	0	0	0	0	0	0	0	0	0	6
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	47%	52%	56%				55%	58%	57%
ELA Learning Gains	53%						51%	56%	58%
ELA Lowest 25th Percentile	40%						42%	54%	53%
Math Achievement	44%	46%	50%				52%	60%	63%
Math Learning Gains	51%						50%	61%	62%
Math Lowest 25th Percentile	43%						40%	50%	51%
Science Achievement	35%	50%	59%				50%	53%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	53%	59%	-6%	58%	-5%
Cohort Comparison		-56%				
05	2022					
	2019	49%	55%	-6%	56%	-7%
Cohort Comparison		-53%				

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	50%	59%	-9%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	46%	62%	-16%	64%	-18%
Cohort Comparison		-50%				
05	2022					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%

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	13	34	30	17	41	35	11				
ELL	22	62		17	46						
ASN	50			70							
BLK	53	48		38	45	42	41				
HSP	44	50	36	38	53		19				
MUL	36	50		35	36						
WHT	48	54	38	48	53	45	36				
FRL	41	49	33	36	49	46	28				
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	15	15	13	16	35		19				
ELL	9	10		27	30		20				
ASN	42			50							
BLK	51	32		32	28		33				
HSP	36	22	15	25	39		36				
MUL	38			38			50				
WHT	43	41		45	46		50				
FRL	32	22	13	31	36	43	28				
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	17	40	47	24	45	48	43				
ELL	71	64		46	57						
BLK	53	53	50	54	43	38	48				
HSP	46	49	48	40	46	30	34				
MUL	39	29		39	47		33				
WHT	63	54	35	59	54	52	63				
FRL	44	49	46	45	53	43	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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	41
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	60
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	45
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	40
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?

The subgroups that were below 41% included Hispanic students, multi-racial students, students with disabilities, and economically disadvantaged students. We made increases in overall achievement, learning gains, and learning gains of our lowest 25% in both ELA and Math.

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

Our students with disabilities continue to show low proficiency data in our progress monitoring system and on the 2022 state assessment.

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

We have a large population of students with disabilities. Our support facilitators and teachers need more support in targeting interventions.

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

Our learning gains and learning gains amongst our lowest quartile showed the most improvement.

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

Our grade level teams worked hard to identify the essential standards in ELA. They tightened up their core instruction and allowed students to do the work of the lesson. Our tier III interventions in ELA were systematic and targeted on our students' greatest needs. We monitored our data frequently and made changes to students that were meeting their foundational needs.

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

Our instructional staff will need to determine our students' foundational gaps and fill in those gaps to allow students to access the standards being taught at the grade level. Our teachers will determine essential standards, monitor proficiency and intervene immediately in Tier II instruction so that students do not increase gaps.

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.

Our support facilitators and teachers will be trained in differentiated instruction and engagement strategies to provide additional layers of support in either a foundational skills, preview, or reteach of the grade level standards. Professional development will be in the area of differentiated instruction and student engagement.

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

Instructional staff will be provided time to plan tier I instruction. Grade level teams will unpack the module, identify essential standards, determine common formative assessments, and analyze data to determine learning. Monitoring around tier I outcomes will drive the professional development needs. Our grade level teams will use data from common formative assessments to determine tier II instruction for acceleration and intervention.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Hispanic

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

Only 40% of the Hispanic subgroup are meeting proficiency.

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

By the end of the 2022-2023 school year, 50% of Hispanic students will be meeting proficiency.

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

Our Hispanic students will be identified and data from FAST and DIBELS will be collected in the Fall, Winter, and Spring.

Person responsible for monitoring outcome:

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

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

For ELA and Math, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was selected because it aligns to our District Key Priorities of high impact instruction and data driven decisions.

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.

1. Essential standards are determined for ELA and Math by PLCs.
2. PLCs will determine common formative assessments to assess essential standards.
3. PLCs will analyze data and develop tier II interventions.
4. PLCs will monitor target interventions.
5. PLCs will monitor unit assessments to determine how students are transferring knowledge to summative assessments.

Person Responsible

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#2. ESSA Subgroup specifically relating to Multi-Racial

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

Only 39% of our Multiracial subgroup are meeting proficiency.

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

By the end of the 2022-2023 school year, 49% of Multiracial students will be meeting proficiency.

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

Our Multiracial students will be identified and data from FAST and DIBELS will be collected in the Fall, Winter, and Spring.

Person responsible for monitoring outcome:

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

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

For ELA and Math, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was selected because it aligns to our District Key Priorities of high impact instruction and data driven decisions.

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.

1. Essential standards are determined for ELA and Math by PLCs.
2. PLCs will determine common formative assessments to assess essential standards.
3. PLCs will analyze data and develop tier II interventions.
4. PLCs will monitor target interventions.
5. PLCs will monitor unit assessments to determine how students are transferring knowledge to summative assessments.

Person Responsible

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

Only 26% of the Students with disabilities subgroup are meeting proficiency.

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

By the end of the 2022-2023 school year, 41% of our students with disabilities will be meeting proficiency.

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

Our students with disabilities will be identified and data from FAST and DIBELS will be collected in the Fall, Winter, and Spring.

Person responsible for monitoring outcome:

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

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

For ELA and Math, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was selected because it aligns to our District Key Priorities of high impact instruction and data driven decisions.

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.

1. Essential standards are determined for ELA and Math by PLCs.
2. PLCs will determine common formative assessments to assess essential standards.
3. PLCs will analyze data and develop tier II interventions.
4. PLCs will monitor target interventions.
5. PLCs will monitor unit assessments to determine how students are transferring knowledge to summative assessments.

Person Responsible

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

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

Only 40% of the Economically disadvantaged subgroup are meeting proficiency.

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

By the end of the 2022-2023 school year, 50% of our economically disadvantaged students will be meeting proficiency.

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

Our economically disadvantaged students will be identified and data from FAST and DIBELs will be collected in the Fall, Winter, and Spring.

Person responsible for monitoring outcome:

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

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

For ELA and Math, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was selected because it aligns to our District Key Priorities of high impact instruction and data driven decisions.

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.

1. Essential standards are determined for ELA and Math by PLCs.
2. PLCs will determine common formative assessments to assess essential standards.
3. PLCs will analyze data and develop tier II interventions.
4. PLCs will monitor target interventions.
5. PLCs will monitor unit assessments to determine how students are transferring knowledge to summative assessments.

Person Responsible Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#5. 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.

Only 47% of our students are meeting ELA proficiency.

Measurable Outcome:

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

By the end of the 2022-2023 school year, 57% of our students will be meeting proficiency in ELA.

Monitoring:

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

Our students not meeting proficiency in the area of ELA will be identified and data from FAST, DIBELs, and module assessments will be collected and analyzed.

Person responsible for monitoring outcome:

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

Evidence-based Strategy:

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

In the area of ELA, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored. PALS, Heggerty, SIPP, HMM comprehension, and fluency will be used for interventions.

Rationale for Evidence-based Strategy:

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

This strategy was selected because it aligns to our District Key Priorities of high impact instruction and data driven decisions.

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.

1. Essential standards are determined for ELA and Math by PLCs.
2. PLCs will determine common formative assessments to assess essential standards.
3. PLCs will analyze data and develop tier II interventions.
4. PLCs will monitor target interventions.
5. PLCs will monitor unit assessments to determine how students are transferring knowledge to summative assessments.

Person Responsible

Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

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

67% of our students are meeting the composite score in DIBELs at the end of the year. 64% of our students were proficient on MAPs End of year assessment.

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

Only 47% of our 3-5 grade students are meeting ELA proficiency as measured on the FSA assessment.

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)

n/a

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, 57% of our 3-5 grade students will be meeting proficiency in ELA.

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.

Our students not meeting proficiency in the area of ELA will be identified and data from FAST, DIBELs, and module assessments will be collected and analyzed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilkinson, Colleen, cgwilkin@pasco.k12.fl.us

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?

In the area of ELA, essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored. PALS, Heggerty, SIPPs, HMH comprehension, and fluency will be used for interventions.

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?

Using data from multiple assessments, our teacher teams triangulate the data to determine the targeted remediation need for each students. Through the use of these programs, we have seen evidence that they are closing the gaps of our students foundationally in the area of ELA. Our students in the lowest quartile, that are receiving targeted and systematic remediation using the programs listed above grew by 18 points from the 2021 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
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<p>Literacy Leadership</p> <ul style="list-style-type: none"> -Our Schoolwide Leadership Team meets monthly and will review schoolwide literacy data. -Administrators participate in weekly grade level PLC meetings and will conduct weekly walkthroughs to monitor core ELA instruction, Tier II interventions, and Tier III remediations. 	<p>Wilkinson, Colleen, cgwilkin@pasco.k12.fl.us</p>
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<p>Literacy Coaching</p> <ul style="list-style-type: none"> -Instructional coaches and administrators meet weekly to discuss academic and walkthrough data and develop planning supports for grade levels teams. -This year, instructional coaches and administrators will tier teachers to determine the level of support needed for each individual teacher. Instructional coaches will complete coaching cycles with targeted staff members, and will monitor walkthrough data to determine effectiveness of coaching strategies. 	<p>Wilkinson, Colleen, cgwilkin@pasco.k12.fl.us</p>
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<p>Assessment</p> <ul style="list-style-type: none"> -Grade level teams will use Common Formative Assessments to monitor essential standards. This data will also determine their Tier II interventions. -Grade level teams will use end of module assessments to determine mastery of standards. -Universal screeners will be used to determine students in need of Tier III instruction. Our interventionist and academic tutor will work with grade level teams to develop and monitor remediation groups that will occur during our intervention block. 	<p>Wilkinson, Colleen, cgwilkin@pasco.k12.fl.us</p>
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<p>Professional Learning</p> <ul style="list-style-type: none"> -Monthly Early Release Day time will be used to monitor Common Formative Assessments and module assessments. Grade level teams will complete action plans based on the data. -All ELA teachers will participate in monthly professional development around best teaching practices and engagement strategies. Professional development topics will include differentiated instruction, comprehension, fluency, and foundational skills. Walkthrough data will guide our professional development needs as well. 	<p>Wilkinson, Colleen, cgwilkin@pasco.k12.fl.us</p>
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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.

As a school, we develop and sustain a culture of collective responsibility evident through the SuP, mission, vision, core values, goals, and intentional PD. Our goal is to build relationships with our students and

families. Throughout the year, we will hold several events for parents and families to become part of the New River community.

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

Leadership team will:

- Establish a School Leadership Team (SLT) that acts as the guiding coalition and distributes leadership for sustained school success.
 - Form collaborative teacher teams (PLCs) and create time for PLCs to collaborate and commit to team norms that encourage equitable participation in a safe and supportive environment.
 - Develop a plan to welcome students back to school, address potential trauma, and ensure access to mental health supports.
 - Use the SAC and PTO Feedback to improve communication and connection with students, families, and communities.
 - Create structures to ensure students are engaged in learning. Using FAST assessments and module assessment, students monitor and set goals to celebrate and monitor growth.
- Develop a deep understanding of individual and team strengths.

PLC/Teachers will:

- Utilize the CHAMPS routines to establish consistent classroom routines and expectations.
- Utilize morning meeting to check-in on students.
- Use Kagan structures to increase engagement and build classroom community.