Red Bug Elementary School

2022-23 Schoolwide Improvement Plan

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Red Bug Elementary School

4000 RED BUG LAKE RD, Casselberry, FL 32707

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0511

Demographics

Principal: Teresa Thacker   Start Date for this Principal: 7/1/2022

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)	53%
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: B (60%) 2018-19: B (58%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 was approved by the Seminole County School Board on 10/25/2022.

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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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	53%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Red Bug Elementary is dedicated to providing the highest level of education to all students while increasing achievement.

Provide the school's vision statement.

We believe all students can succeed with BUGS behavior; Be Responsible, Use Respect, Grow Every Day, and Stay Safe.

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
Thacker, Teresa	Principal	Oversees all operations of the school, budget, observations, curriculum, data, goals, Elementary Commitments, PLCs, ESE, 504, MTSS, retentions, staffing, Community Involvements, 5 Essentials and SnapShot Surveys, SIP, PTA, SAC, emergency drills, professional development, facilities, Custodians/Clerical staff
Sweeney, Kristin	Assistant Principal	Support in overseeing all operations of the school, observations, curriculum, data, Elementary Commitments, SIP, ESE, MTSS, Gifted, PLCs, WIN time, Professional Development, transportation, testing substitutes, fundraisers, Teach In, Discipline, Bullying, Duty Schedules, Field Trips, Health Screenings, Website
Everson, Tiffany	School Counselor	Coordinate ESE and MTSS responsibilities, provide SEL resources/training to staff, students. 504, Truancy, Early Warning
Heins, Tami	Instructional Coach	Support teachers/students with reading resources/strategies. Oversee Tier 2 and 3 Interventions, PD, Book studies, Early Warning, Support with BEST Standards, Team Leaders, Leadership

Demographic Information

Principal start date
Friday 7/1/2022, Teresa Thacker

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.*

13

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

765

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

7

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

4

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	111	133	129	136	132	125	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	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	1	12	3	0	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	4	2	3	0	1	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	11	15	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	14	18	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	5	10	12	0	0	0	0	0	0	0	0	0	27

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	9	8	5	1	3	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	1	9	5	7	4	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	127	125	128	111	143	0	0	0	0	0	0	0	756
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	2	3	3	0	1	0	0	0	0	0	0	0	0	9
Course failure in Math	1	3	4	1	2	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	21	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	25	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	1	14	10	21	0	0	0	0	0	0	0	0	0	46

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	3	6	7	1	15	32	0	0	0	0	0	0	0	64

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	4	5	5	7	4	5	0	0	0	0	0	0	0	30
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	122	127	125	128	111	143	0	0	0	0	0	0	0	756
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	2	3	3	0	1	0	0	0	0	0	0	0	0	9
Course failure in Math	1	3	4	1	2	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	21	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	25	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	1	14	10	21	0	0	0	0	0	0	0	0	0	46

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	3	6	7	1	15	32	0	0	0	0	0	0	0	64

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	4	5	5	7	4	5	0	0	0	0	0	0	0	30
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	73%	65%	56%				73%	67%	57%
ELA Learning Gains	69%						63%	61%	58%
ELA Lowest 25th Percentile	52%						47%	51%	53%
Math Achievement	65%	46%	50%				72%	70%	63%
Math Learning Gains	59%						60%	66%	62%
Math Lowest 25th Percentile	35%						31%	50%	51%
Science Achievement	65%	65%	59%				61%	62%	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	72%	67%	5%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	71%	65%	6%	58%	13%
Cohort Comparison		-72%				
05	2022					
	2019	68%	64%	4%	56%	12%
Cohort Comparison		-71%				

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	74%	71%	3%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	72%	72%	0%	64%	8%
Cohort Comparison		-74%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	62%	-2%	53%	7%
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	61	58	45	51	35	38				
ELL	66	67		59	67		58				
ASN	88	92		76	75						
BLK	48	50	36	42	41	27	38				
HSP	72	70	55	66	61	42	62				
MUL	65			53							
WHT	78	69	54	69	60	30	72				
FRL	66	63	47	55	59	36	63				
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	33	37	21	43	16	18	24				
ELL	48	70		52	55		45				
ASN	85			77							
BLK	45			29							
HSP	68	62	36	60	33		65				
MUL	73			87							
WHT	70	64	25	72	47	13	65				
FRL	54	48	26	53	31	17	49				
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	31	41	35	33	24	18	17				
ELL	50	57	46	70	57						
ASN	54			85							
BLK	62	60		59	40						
HSP	69	61	48	67	56	21	61				
MUL	68			74							
WHT	78	64	49	76	63	33	67				
FRL	66	57	43	63	52	30	47				

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	62
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	79
Total Points Earned for the Federal Index	497

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
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	83
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	62
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	60
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?

In the areas of academics the majority of students at Red Bug Elementary performed on or above grade level in both district progress monitoring and state assessments. Students performing grade level continue to require additional support for learning gains and achievement. School wide performance in the area of reading is consistently higher than math.

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

The areas of greatest need for improvement are math and learning gains for the lowest quartile.

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

Factors contributing to the low performance in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

The greatest area of improvement in the past year was in Learning Gains.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

We will continue to provide intervention for those students in the lowest quartile to ensure continued growth.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

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 Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increasing academic achievement of Black/African American students. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase achievement and learning gains for Black/African American students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Lowest 30%, high Level 1 and high Level 2, will be monitored on a regular basis during designated PLC, MTSS, and Leadership Team meetings. Tuesday PLC meetings will be devoted to data chats and sharing new information/strategies. Students will be assigned appropriate Tier 2 or 3 interventions based on need.

Teachers will participate in PLCs and PD to determine appropriate resources to differentiate instruction to best accelerate learning for High Level 1, High Level 2, and Low Level 3 students.

Teachers will work in PLCs to develop lessons aligned to the new BEST standards and implement new district framework to ensure student mastery by the end of the school year.

Person Responsible	Teresa Thacker (teresa_thacker@scps.k12.fl.us)

Students will maintain data notebooks that will be regularly updated throughout the year. Teachers will conference with students, administration, and families regularly to develop goals and monitor progress.

Person Responsible	Teresa Thacker (teresa_thacker@scps.k12.fl.us)

Teachers, Instructional Coach, and Admin will work collaboratively in grade-level PLCs weekly to address the 4 PLC questions with a focus on aligning instruction to the new BEST standards and implementing new district instructional frameworks and curriculum materials.

Person Responsible   Teresa Thacker (teresa_thacker@scps.k12.fl.us)

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.

Strong relationships begin with personal phone calls from our teachers to their new students each year, and are strengthened through our Open Houses and Curriculum Nights. Student-led data conferences are routinely held. Throughout the school year, multiple events are held to offer parent education and support and to provide opportunities for students to show their school successes in many ways. The parent Portal in Skyward is open to all of our families to access grades and attendance information. There is a Red Bug website and Red Bug Facebook page to share important information with stakeholders. We celebrate our dedicated PTA, our SAC and our Dividend Volunteers and Room Parents. Our annual Family Picnic quickly became a beloved event. We send out a weekly telephone call to inform our families of upcoming events.

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

Red Bug has a PBIS committee that meets monthly to plan events and expectations for the school year. The PTA works closely with the school to support the PBIS efforts and creates events for families to network. Each month the PTA hosts a spirit night at a local restaurant to support local businesses and to encourage family involvement in school events.
Red Bug's Social Worker communicates regularly with a number of families to provide support and offer additional services, such as Families in Need and the SNAP program with Seminole County Sheriff's Office. These services provide counseling and resources to families in need.