

Hillsborough County Public Schools

Kids Community College Riverview Southeast



2022-23 Schoolwide Improvement Plan

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Kids Community College Riverview Southeast

11519 MCMULLEN RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Karen Seder

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	57%
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 (48%) 2018-19: B (54%) 2017-18: C (45%)
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

N/A

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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Kids Community College Riverview Southeast

11519 MCMULLEN RD, Riverview, FL 33569

[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)
Combination School KG-8	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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.

Kid's Community College Southeast Middle School is dedicated to the well-being and educational success of every child. We aim to foster internationally-minded, lifelong learners who will help shape our global community.

Provide the school's vision statement.

KCC Southeast will use the Guiding Principles for charter schools as established by F.S. 1002.33(2)(a) in the following ways. We will:

a. Set, meet, and exceed high standards of student academic success and achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

KCC SE will provide students with challenging curriculum founded in a transdisciplinary approach using the Next Generation Sunshine Standards and the PYP. This school will provide an additional diverse choice option not currently available in this geographic area of the county. KCC SE will meet and exceed these standards through our assessment program.

b. Demonstrate enhanced academic success and financial efficiency by combining responsibility with accountability-- the school district and parents will view KCC SE as an academic, administrative, and financially viable educational choice to send their children within the public school system.

c. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school by doing the following:

-Use a continuous progress program that combines foundational academics with individual student-centered performance measures. Student progress will be monitored and reported through individual development and education plans (IDEP's), parent-teacher and student-led conferences, portfolio reviews, student performance es and standardized testing. At all times, KCC SE will aim to support the family values and beliefs and to this end we endeavor to provide continual communication with parents and guardians in all aspects of the student's education and life. We will encourage interaction between family and school nu having a Board level parent liaison, a toll-free number to receive improvement suggestions, the creation of a Campus Advisory Committee, one-on-one orientation meetings with every enrolled student family (in order prior to set high expectations at the beginning of the school year) and monthly Board meetings with the staff, parents and community.

We will provide parents with sufficient information on their child's progress through compliance with Florida State Statutes and School District of Hillsborough County Policies in reading through timely assessments and reporting.

Parents will be informed in advance of the testing process and testing dates. testing results will be sent home to parents for discussion or explanation of results. Teachers will examine results for patterns of success and to identify areas in which changes are needed (either to curriculum or th the instructional approach.)

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
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Demographic Information

Principal start date

Monday 7/11/2022, Karen Seder

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.*

1

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

604

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

6

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

10

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	69	69	63	67	70	69	75	69	61	0	0	0	0	612	
Attendance below 90 percent	8	2	4	3	4	8	4	3	8	0	0	0	0	44	
One or more suspensions	0	0	0	0	0	2	0	0	2	0	0	0	0	4	
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	2	2	0	0	0	0	0	4	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	13	8	11	25	15	0	0	0	0	91	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	12	26	21	20	29	0	0	0	0	125	
Number of students with a substantial reading deficiency	0	0	0	7	0	2	2	3	1	0	0	0	0	15	

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	6	8	3	5	4	6	8	9	8	0	0	0	0	57

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	4	0	0	0	0	0	0	0	0	0	4
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 8/22/2022

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	70	59	66	65	66	59	0	0	0	0	0	0	0	385
Attendance below 90 percent	8	2	4	3	4	8	0	0	0	0	0	0	0	29
One or more suspensions	1	1	0	0	0	3	0	0	0	0	0	0	0	5
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	3	16	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	20	26	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	8	3	5	4	6	0	0	0	0	0	0	0	32

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	0	0	1	1	1	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	70	59	66	65	66	59	0	0	0	0	0	0	0	385
Attendance below 90 percent	8	2	4	3	4	8	0	0	0	0	0	0	0	29
One or more suspensions	1	1	0	0	0	3	0	0	0	0	0	0	0	5
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	3	16	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	20	26	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	8	3	5	4	6	0	0	0	0	0	0	0	32

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	0	0	1	1	1	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	50%	51%	55%				68%	57%	61%
ELA Learning Gains	57%						55%	56%	59%
ELA Lowest 25th Percentile	44%						52%	52%	54%
Math Achievement	46%	41%	42%				52%	55%	62%
Math Learning Gains	55%						55%	57%	59%
Math Lowest 25th Percentile	52%						48%	49%	52%
Science Achievement	34%	48%	54%				46%	50%	56%
Social Studies Achievement		57%	59%					77%	78%

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	68%	52%	16%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	69%	55%	14%	58%	11%
Cohort Comparison		-68%				
05	2022					
	2019	60%	54%	6%	56%	4%
Cohort Comparison		-69%				
06	2022					
	2019					
Cohort Comparison		-60%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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	47%	54%	-7%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-47%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-67%				
06	2022					
	2019					
Cohort Comparison		-30%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	51%	-5%	53%	-7%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-46%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	33	50		29	40						
ELL	43			60	70						
BLK	45	59	45	31	53	50	27				
HSP	48	52		48	58		21				
MUL	36			64							
WHT	51	62		56	58						
FRL	49	48		50	63		40				
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	21			27							
ELL	39			37							
BLK	44	22		23	17		35				
HSP	52	62		41	31		20				
MUL	33			42							
WHT	52	31		45	31		46				
FRL	41	47		26	16		17				
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	47			47							
ELL	50	58		40	58						
ASN	82			82							
BLK	65	59	60	51	62	64	24				
HSP	67	61		48	42	30	53				

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
MUL	67			58							
WHT	70	35		48	42		54				
FRL	59	50	60	53	49	40	40				

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	48
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	338
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	58
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	45
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	50
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	57
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	50
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 FSA data increased to 68% in math.

ELA proficiency has increased and decreased within a three year period.

ELA and Math Gains have been stagnate and unmoving within the three year period.

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

Greatest areas for improvement overall is Math proficiency due to a lack of foundational understanding.

Lack of ELA gains reflect holistic foundational gaps.

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

The previous used math curriculum that did not address gaps in knowledge as well as extreme teacher turnover resulted and new teacher training are primary factors for the need for improvement.

New actions to address the need for improvement hiring of equipped staff, additional math & reading resource teachers and math/ reading small groups teachers to fully differentiate school wide. Effective Professional development training of staff, aligned with robust implementation of walkthroughs to ensure consistent lesson delivery.

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

Based off of 2022 progress monitoring assessment ELA proficiency rates showed the most improvement.

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

The use of the iReady program with fidelity along with remaining tenured instructors. The use of Progress monitoring evaluation and cross content area planning.

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

Teacher accountability and fidelity checks

Small group in every content area - differentiation

Tutoring beginning earlier in the school year in September

Teacher training - professional development

Intense teacher understanding of state standards and integration of data driven instruction

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.

Behavior management

Student engagement

Kagan Strategies

B.E.S.T standards training

Visual Learning tools

Students with Disabilities understanding teaching strategies to support students of diverse needs

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

Additional resource support services for content areas and SEL needs. Teacher leadership development and purposeful training that corresponds directly to need. Parent universities to support parents in teaching and learning at home as well as equipping parents with strategies to support instruction.

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 Differentiation

Area of Focus Description and

Rationale:

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

Students performing below proficiency levels had number knowledge but could not link number knowledge within context to math application, if differentiation had occurred students would have acquired direct problem solving skills to address specific gaps in math knowledge.

Measurable Outcome:

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

55% of tested students in state progress monitoring 2022-2023 will increase by 45% in Math proficiency on PM 3.

Monitoring:

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

Progress monitoring testing
Standard based in classroom assessments
Walkthroughs - fidelity checks

Person responsible for monitoring outcome:

Danielle Smalley (danielle.smalley1@charter.hcps.net)

Evidence-based Strategy:

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

Visual representations - through anchor charts, word walls, and notes created by and with students.

Rationale for Evidence-based Strategy:

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

Students needed greater connectivity to math functions that relate to knowledge, need, and understanding. Criteria for selection of visual representation strategy gained through how students learn best surveys.

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.

Math B.E.S.T standards training and check-ins through Tuesday PD's

Anchor chart and lesson mapping design

School provided materials to create visual representations

Person Responsible

Danielle Smalley (danielle.smalley1@charter.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

Grades K -2 students did not take 2022 statewide assessment but students did take iReady diagnostic test on the iReady diagnostic 35% of students K-2 were not proficient in phonemic awareness and overall literacy.

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

49% of students Grades 3-5 performed below a level 3 on the 2022 statewide ELA 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)

55% of tested students will attain proficiency as determined by the progress monitoring identification tool

Grades 3-5: Measureable Outcome(s)

50% of tested students will attain proficiency as determined by the progress monitoring identification tool

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.

Walkthroughs biweekly, fidelity checks, and reflection monitoring monthly these monitoring tools will culminate in teacher evaluation and implementation at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Smalley, Danielle, danielle.smalley1@charter.hcps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Visual representation - through the use of visual representations students can holistically engage learning
Data driven instruction - by using data from each progress monitoring test to inform instruction and structure learning teachers address specific learning goals and needs seamlessly.

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?

The identified need is addressed through the evidence based practices presented as they reflect the needs of students and respond to the specific need in growth.

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
Literacy Leadership - teachers will be developed in constructing & engaging in the literacy environment to consistently and intently foster differentiated learning to increase pedagogical knowledge.	Smalley, Danielle, danielle.smalley1@charter.hcps.net
Literacy Coaching - Teachers coached in lesson structure, delivery, and best practices. Resource teachers and administration will provide coaching cycles and modeling as well as PD to reflect coaching support.	Smalley, Danielle, danielle.smalley1@charter.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.

As an IB school we utilize stakeholders to support our local and global initiatives. Our students partner with local zoos, shelters, and through global initiatives as local charities. We have a community garden, we work with local nurseries and animal centers to bring joy and friendship to elderly people through flowers as well as provide safe place for students to refresh from outside stressors. This year we are partnering with the childhood cancer society to fundraise and bring awareness to our students battling cancer as well as those across fighting around the world to create impact and support.

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

Local business partnerships, charities, community members, parents, teachers, and administrative staff all work cohesively together to ensure that students have access to opportunities and experiences to develop their global awareness and local understanding of our interconnected need to support one another in positive ways.