Schmidt Elementary School

2022-23 Schoolwide Improvement Plan

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Schmidt Elementary School

1250 WILLIAMS RD, Brandon, FL 33510

[no web address on file]

Demographics

Principal: Maryann Lippek

Start Date for this Principal: 5/31/2022

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)	84%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (47%) 2020-21: (32%) 2018-19: C (50%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All children will learn.

Provide the school's vision statement.

To be anchored in Academic Excellence and Integrity.

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
Lippek, MaryAnn	Principal	Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerns educational and behavioral challenges in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and other school records and reports. Takes an active role in walking the school campus to monitor safety and security. Takes the lead in planning, creating, and monitoring the school budget and finances. Plans for and directs building maintenance. Develops and coordinates the development or revision and implementation of the School Improvement Plan. Regularly collaborates with ILT to discuss classroom practices and to provide support for instruction. Acts in accordance with the shared vision and mission of the district and school; care s about the organizations' reputation and is aware of the effect his/her decisions make on the organization. uses data to implement curriculum and instruction al supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships , from concepts, and creates hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. demonstrates readiness to initiate action and takes responsibility for leading and enabling to improve the circumstances being faced or anticipated.
Salzer, Jessica	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influence the school stakeholders by a variety of means, examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely.

Name	Position Title	Job Duties and Responsibilities
		Uses data to implement curriculum and instructional supervision; gathers, analyzes, and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, a well as empathy for other's feelings; is adaptable. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Hold high and positive expectations for the growth and development of all stakeholders. Entrusts routine and non-routine assignments of others giving them authority and responsibility for accomplishment. Assists with the oversight of and responsibility for the school's instructional program and results. Assists with oversight of and responsibility for the safety and disciple of school's students. Assists with the oversight of and responsibility for the school's human resource selections, management, and development. Assists with with oversight of and responsibility for the school's business and research efforts. Assists with the oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with the oversight and responsibility for the school's administration and operation. Assists with the oversight and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development, revision, and/or implementation of the School Improvement Plan.
Carlton, Rebecca	Math Coach	Maintains and monitors implementation of Hillsborough County Public School's Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Demonstrates a strong working knowledge of the B.E.S.T. standards and benchmarks for math instruction.

Name	Position Title	Job Duties and Responsibilities
		Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for mathematics- related strategies and materials to increase achievement. Assists teachers in organizing classrooms and instructional focus for mathematics instruction. Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematic instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow up to support to district and site-based training. Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources. Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Provides small group instruction for targeted students. Assists with content competitions. Regularly collaborates with site administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor. Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. Meets regularly with site administrators regarding classroom practices and provides on-going feedback with specific content supervisor.
Baird, Melissa	Science Coach	Maintains and monitors implementation of Hillsborough County Public School's Science Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Demonstrates a strong working knowledge of the NGSS Science standards and benchmarks for science instruction. Continues to develop professional expertise through

Name	Position Title	Job Duties and Responsibilities
		professional readings, trainings, and conferences. Serves as a resource to the school for science- related strategies and materials to increase achievement. Assists teachers in organizing classrooms and instructional focus for science instruction. Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of science instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow up to support to district and site-based training. Provides coaching to targeted audiences in order to improve science instruction, classroom organization and management, and effective implementation of district-provided resources. Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in selection and use of a variety of instructional strategies and assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Provides small group instruction for targeted students. Assists with content competitions such as Science Olympics and STEM Fair. Regularly collaborates with site administrators to discuss classroom practices and to provide support for science instruction. Provides on-going feedback in partnership with the district science supervisor. Assists science and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. Meets regularly with site administrators regarding classroom practices and provides on-going feedback with specific content supervisor.
Hawley, Talia	Reading Coach	Works with principal, assistant principal, and classroom teachers to assist in the improvement of student achievement. Demonstrates a strong working knowledge of best practices in reading content. Develops and conducts professional development for

Name	Position Title	Job Duties and Responsibilities	
		targeted audiences in ELA content areas regarding instructional strategies, best practices, and specific instructional topics. Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources. Conducts data conferences with classroom teachers to interpret data and plan instruction. Models effective teaching techniques when presenting to groups and other professionals. Assists teachers in developing lesson plans and assessment criteria. Meets regularly with building administrators regarding classroom practices and provides on-going feedback with Reading content supervisor. Continues to develop professional expertise through professional readings, training, and conferences. Serves as a resource to the school for ELA-related strategies and materials to increase student achievement. Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in the selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Regulary collaborates with building administrators to discuss classroom practices and to provide support for ELA instruction. Provides on-going feedback in partnership with the district Reading supervisor.	
Carrillo, Martha	ELL Compliance Specialist	Provides coaching to classroom teachers in order to improve their craft when instructing English Language Learners. Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources. Serves as a support to the District Advisory Council. Maintains and monitors implementation of ELL Program Guidelines and Procedures, inclusive of Full Time Equivalent (FTE) auditing compliance. Meets regularly with building administrators regarding classroom practices and provides on-going feedback with	

Name	Position Title	Job Duties and Responsibilities	
			specific content supervisor. Performs any other duties as assigned.
Green-Lewis, Angelette	Other	ESE Specialist	Provides support and/or direct instruction to students with disabilities based upon site needs. Assists with the organization, management, and coordination of supports and services provided to students with disabilities. Demonstrates advanced knowledge and practices of instructional and behavioral strategies. Collaborates with school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education ad ESE settings. Designs and delivers job-embedded professional development (curriculum, behavior, compliance, etc.) in coordination with General Director of ESE, Regional Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices. Assists administrators in ensuring implementation of ESE supports and services that align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and Full-Time Equivalency (FTE) accounting and reporting. Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities. Serves as a liaison between the school and parents, district staff, and community groups or agencies. Collaborates with the principal and regional ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation). Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification. Completes and submits requested tasks, reports, and projections accurately and on time. Meets regularly with building administrators regarding

Name	Position Title	Job Duties and Responsibilities
		classroom practices and provides on-going feedback with specific content supervisor.

Demographic Information

Principal start date
Tuesday 5/31/2022, Maryann Lippek

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
536

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

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	78	86	73	89	70	90	0	0	0	0	0	0	0	486
Attendance below 90 percent	0	43	26	40	27	18	0	0	0	0	0	0	0	154
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	25	0	0	0	0	0	0	0	0	0	25
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	34	26	39	0	0	0	0	0	0	0	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	24	52	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	34	26	39	0	0	0	0	0	0	0	99

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

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

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	7	0	0	0	0	0	0	0	0	0	7
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

Thursday 8/18/2022

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	77	77	97	93	75	98	0	0	0	0	0	0	0	517
Attendance below 90 percent	0	25	27	28	12	24	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	18	34	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	27	52	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	6	13	42	0	0	0	0	0	0	0	61

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

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

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	4	7	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	77	77	97	93	75	98	0	0	0	0	0	0	0	517
Attendance below 90 percent	0	25	27	28	12	24	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	18	34	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	27	52	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	6	13	42	0	0	0	0	0	0	0	61

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

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

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	4	7	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	39%			38%			44%	52%	57%
ELA Learning Gains	63%			43%			51%	55%	58%
ELA Lowest 25th Percentile	60%			35%			54%	50%	53%
Math Achievement	38%			35%			48%	54%	63%
Math Learning Gains	60%			27%			55%	57%	62%
Math Lowest 25th Percentile	50%			17%			53%	46%	51%
Science Achievement	20%			29%			43%	50%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	52%	-6%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	54%	-13%	56%	-15%
Cohort Comparison		-40%				

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	42%	54%	-12%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	51%	57%	-6%	64%	-13%
Cohort Comparison		-42%				
05	2022					
	2019	46%	54%	-8%	60%	-14%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	51%	-11%	53%	-13%
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	50	50	19	52	45	19				
ELL	33	55		31	57						
BLK	30	57	48	28	51	43	20				
HSP	41	66	83	41	68	64	13				
MUL	38			31							
WHT	61	76		61	64		33				
FRL	35	62	64	35	59	53	19				

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	11	26	30	17	32		13				
ELL	43	32		26	25		29				
BLK	21	29		22	19	30	16				
HSP	46	48	40	38	29	9	32				
WHT	49	53		49	29		38				
FRL	36	38	35	31	24	17	24				

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	33	35	22	38	47	21				
ELL	40	57	60	43	61	69					
BLK	31	45	41	29	23	23	23				
HSP	41	54	55	48	64	64	39				
WHT	58	54		67	76		67				
FRL	41	53	59	43	53	54	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)	TS&I
OVERALL Federal Index – All Students	48
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	53
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	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	54
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students 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

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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Achievement and gains were made across content areas except in the area of Science.
Four subgroup populations did not meet ESSA requirements: Students with Disabilities, ELL, Back, and Multi-racial.

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

Science achievement decreased from 29% proficiency to 20%.

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

Lack of prerequisite skills and understanding of the tested standards and content. Students lack the depth of understanding of tier 3 vocabulary words and the application of complex concepts. Science coach will work with teachers K-5 to help increase knowledge and application of content area standards.

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

Math Gains and Math Bottom Quartile Gains. ELA Gains and Bottom Quartile also showed significant gains, but trailed slightly behind the gains showed in Math.

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

Math Coaching cycles and targeted instruction. A strong emphasis was placed on collaborative planning and PLCs with the support from the Math Coach.

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

Focus on the grade level standards/benchmarks. Collaborative planning with an emphasis on designing instruction that meets the depth of the standard/benchmark.
Understanding of high quality questioning, rich in content vocabulary, will be used to increase student understanding of the content.

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 focus on the building a deeper understanding of the standards/ benchmarks and how to design/enhance high quality questions & tasks.

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

Collaborative planning with implementation sessions with support from the academic coaches to ensure comprehensive & targeted instruction with tasks aligned to standards.

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 Collaborative Planning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student achievement will increase when all students are engaged in standards-based lessons with purposeful differentiation and a clear path to content mastery. Lessons are collaboratively planned within the grade levels and aligned to the standards, and based on student needs determined by data analysis/assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student proficiency will increase from 39% to 44% in ELA and 38% to 43% in Math. SWD subgroup will increase to meet ESSA requirements: SWD from 39% to 41% ELL from 38% to 41% Black from 40 to 41% Multi-racial from 35% to 41% Walk-through data will be used to monitor student progress along with district & state assessments. The new FAST test will be administered 3 times a year and student progress will be monitored. By May 2023 student achievement levels will show the increase in proficiency and by May 2023 85% of teachers will implement lessons that are tightly aligned to grade level standards as measured by the school created walkthrough document.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District and state progress monitoring assessments & tools will be used to monitor student progress. Specific "look-fors" will be identified and used in walk-throughs. Walk-through data along with student data and work samples will be used in collaborative planning sessions to identify ways to accelerate student learning.
Person responsible for monitoring outcome:	MaryAnn Lippek (maryann.lippek@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative planning involves a grade level team and instructional facilitator working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating essential questions, learning objectives and assessment of learning protocols. Implementation will be monitored through walkthroughs by administration.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	Collaborative planning sets clear instructional goals, using high quality resources to accelerate learning. Collaborative planning provides opportunities for teachers to work together during the school day to make connections through examining their practice, consulting with colleagues, and developing their skills. As a result of collaborative planning procedures, teachers will clearly identify the objective of the lesson and how mastery will be achieved. Students should be able to clearly articulate what they need to know and be able to do at the end of a given lesson.

**resources/
criteria used for
selecting this
strategy.**

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

Admin and Coaches:

Content-specific walkthroughs conducted

Determine & utilize look-fors to monitor implementation of instructional plans

Capture both qualitative/quantitative data

Analyze student data and walkthroughs to identify trends in order to determine next steps and prioritize support.

Time will be provided following district/site-based formative assessments for data chats, analysis & action planning. Agendas for an in-depth analysis of the progress and needs of ESSA subgroups

Review and monitor the action plans, developed during the planning sessions weekly.

Teachers:

Will use instructional guides to ensure on-level instruction is used. Tasks are aligned to grade-level standards/content. Objective is posted. Instructional content focus is consistent across the grade level. Lesson design maximizes instructional time and all students are engaged in meaningful tasks- whole & small group. Students can explain what they are expected to know and do.

Monthly newsletters will be sent home to families to increase strategies at home to support learning.

**Person
Responsible**   MaryAnn Lippek (maryann.lippek@hcps.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student engagement is linked to increased student achievement. Students who are highly engaged and are effective learners are most likely to be proficient and will hold positive dispositions towards school and learning, attend school regularly and have positive self-beliefs. Active learning techniques encourage students to work with their classmates to discuss a problem, solve an issue, or drill down on a new concept. This provides multiple entry points into the lesson and engages student learning. Teachers plan for effective questioning which leads to increased student-to-student discussion.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student proficiency will increase from 39% to 44% in ELA and 38% to 43% in Math. SWD subgroup will increase to meet ESSA requirements: SWD from 39% to 41% ELL from 38% to 41% Black from 40 to 41% Multi-racial from 35% to 41% on the FAST assessment by May of 2023. By December 2022 65% of K-5 teachers and by May 2023 95% of teachers will implement highly effective questions as measured by the school walkthrough protocol.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	District and state progress monitoring assessments & tools will be used to monitor student progress. Specific "look-fors" will be identified and used in walk-throughs. Walk-through data will be used in collaborative planning sessions to identify ways to accelerate student learning.
Person responsible for monitoring outcome:	MaryAnn Lippek (maryann.lippek@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Asking questions that drive rich, engaging discussions that are open to everyone. Questions are open-ended, open to answers of varying depth and complexity. Collaborative structures that encourage student-to-student interaction/discourse.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Questions are the greatest tool to prompt and encourage student thinking. Good questions can motivate students, fuel curiosity, foster intellectual development, stimulate critical thinking, assess student understanding, guide discussion, and shape a positive learning environment. Good questions make learning clear. Therefore, questions that focus student attention on important elements of a lesson result in better comprehension and increased student-to-student discussion.

Describe the resources/ criteria used for selecting this strategy.

Teachers will design questions that are sequenced to build knowledge and delve deeply into content.
Teacher facilitates student-to-student interactions rather than being the sole source of knowledge.
Students use active listening and talking strategies to ask questions and to talk about one another's thinking. Students have opportunities for productive struggle and demonstrate perseverance in problem-solving and thinking.
Administration will conduct walkthroughs to follow up on questioning with students.
Monthly newsletters will go home to to share learning engagement strategies that can be used at home to increase comprehension of standards.

Person Responsible   Jessica Salzer (jessica.salzer@hcps.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student proficiency scores on the state assessment are not aligned to scores in ELA and Math. Science scores declined from 29% in 2021 to 20% in 2022. The proficiency score in Science is 19 percentage points lower than ELA and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Science scores will increase from 20% to 38%. SWD, ELL and Black subgroup scores will each increase by 10%. By May 2023, 85% of science teachers will implement lessons designed to provide a balance between content instruction and application as measured by the school walkthrough document.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District and state progress monitoring assessments & tools will be used to monitor student progress. Specific "look-fors" will be identified and used in walk-throughs. Walk-through data will be used in collaborative planning sessions to identify ways to accelerate student learning.
Person responsible for monitoring outcome:	MaryAnn Lippek (maryann.lippek@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative planning in conjunction with instructional coaching will be utilized to assist teachers in planning lessons and tasks that meet the demands of the science standards. Lessons will include a balance of content instruction and hands-on learning tasks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaborative planning sets clear instructional goals, using high quality resources to accelerate learning. Collaborative planning provides opportunities for teachers to work together during the school day to make connections through examining their practice, consulting with colleagues, and developing their skills. Through collaborative planning procedures, students should be able to clearly articulate what they need to know and be able to do at the end of a given lesson.

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.

Science Coach will provide support for teachers through coaching cycles. Monitoring of science standards in K-5 and with implementation of standards in each grade level.

Teachers will collaborate with coach to build strong science content in classrooms using hands on activities, strong questioning and standard based tasks.
SMATH night will occur in February to increase parent and student knowledge of science concepts.

Person Responsible Melissa Baird (melissa.baird@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

The progress monitoring tool used for the 21-22 school year was i-Ready in grades K-2. Across all grades levels in K-2 the Vocabulary sub-test of i-ready was the area of greatest need for improvement. The second sub-test identified was Comprehension. As part of the collaborative planning sessions teachers will identify the tier 2 words students need to know to enhance comprehension. These words will be explicitly taught. Tier 3 words will be identified and taught to add meaning to the topic of study.

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

Analysis of the Reporting Categories from the Spring ELA FSA showed a need for improvement across all categories. Understanding of grade level vocabulary hindered the majority of students from comprehending the text sets. A clear focus on morphology and appropriate grade level word analysis skills to decode words will increase comprehension. Explicit instruction on reviewing tier 2 and tier 3 words will be sued to assist in comprehension.

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)

On the Spring 2022 i-Ready Diagnostic Test the vocabulary subtest with the lowest percentage of students scoring in the green zone (on grade level or above).
Percent Scoring in the Green Zone:
K: 40%
1: 30%
2: 25%
Through targeted vocabulary instruction, student achievement in the area of vocabulary will increase by 10% as measured by new district/state assessment tools such as the Star Test.

Grades 3-5: Measureable Outcome(s)

FSA Spring 2022 ELA scores reflected the following: 34% of grade 3 students, 45% of grade 4 students, and 34% of grade 5 students scored a level 3+. Each grade level will increase by 10% as measured by the new state FAST assessment by May of 2023:
Grade 3: 34% to 44%
Grade 4: 45% to 55%
Grade 5: 34% to 44%

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.

Administrative walk-thorough will occur each week. PLC review of student assessment data. State assessments are administered three times a year. Data from those assessments will be analyzed for growth. Use of district assessment tools and teacher created assessments may be used to monitor student progress.

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

Lippek, MaryAnn, maryann.lippek@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?

Appendix D of the B.E.S.T. standards refers to the work of Fisher, Frey, and Hatie: "An important element of academic vocabulary instruction is determining which words require direct instruction and which words students can determine for themselves using context clues or morphology." The flowchart provided in Appendix D will be used in planning sessions to determine words for explicit instruction. The What Works Clearinghouse- Teaching Foundational Skills To Support Reading K-3 outlines the process of explicit vocabulary instruction (2016).

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 practices address the need to explicitly teach vocabulary & word study instruction and connect this instruction to how students comprehend text. According to The University of Texas, The Meadows Center for Preventing Educational Risk, "The upper-elementary grades are a critical time in students' academic learning, as they transition from learning to read to reading to learn. By fourth grade, standards for reading extend beyond
foundational aspects (word reading and fluency) to include identifying how meaning is used both explicitly and implicitly within complex texts. Also, upper-elementary readers engage with an increasing amount of informational texts and are expected to access important academic ideas, concepts, and vocabulary from these texts—all essential to developing knowledge in different subject areas.

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
In collaborative planning, teachers will review text and identify tier vocabulary for explicit instruction. Provide a student-friendly definition of the new word. • Provide visual representations to support understanding. • Use examples of the new word in different contexts. Educators cannot teach all of the words students need to comprehend the texts. Instead, teachers explicitly teach word-learning strategies to support students. Use word-building boxes to deepen students' understanding of the word's morphology. • Engage students in word associations to deepen their understanding of the meaning of word. • Provide space for students to create their own example, phrase, or definition of the word. • Include a "turn-and-talk" prompt. This routine supports students in using the new vocabulary through meaningful interaction. Also, it provides an opportunity for students to connect their existing knowledge to new word meanings, deepening their understanding of the word.	Lippek, MaryAnn, maryann.lippek@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.

Parents play a crucial role in helping their children to be successful in school. When schools and parents work together as partners, students reach even higher levels of success. Whether parents are providing a safe home that encourages learning and appropriate behavior or working with school teachers and administrators on specific learning goals for their child, it is vital for parents to support their child's education. One of the most effective ways to do that is by using Positive Behavior Interventions and Supports (PBIS). PBIS is a research-based, school-wide system of discipline based on the belief that appropriate behaviors can be taught. It also works at home and in the community.
When all students are taught the same behaviors, expectations, and social skills, these principles and values become an important part of school culture. Schools use PBIS to create a system of support that works for all students, an approach- research shows- that improves school climate and increases learning opportunities. Learning alone does not change or shape behavior.
Schools need to create an environment where new behaviors can be practiced, reinforced, and rewarded, an environment where there are consistent, logical consequences for negative behaviors.

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

PBIS is a school-wide endeavor so every stakeholder is part of promoting a positive culture and environment. Guidance counselor takes the lead role to ensure that all stakeholders have a voice and contribute to the positive interventions and supports. Teachers will teach expectations and reinforce with rewards that are consistent and logical.
Team Roles and Responsibilities
This lists general roles for a PBIS team. All role should have a backup person identified in case someone is absent.

Team Facilitator/Leader
Responsible for starting the meeting, reviewing the purpose of the meeting, and facilitating the meeting by taking the team through the agenda.

Asks questions to clarify
Can monitor conversation to keep everyone on task
Implements group norms
Minutes Recorder
Person who takes notes, records the team's responses on flip chart paper, transparency, etc. Records what is decided, not what is said verbatim.

Records actions and decisions, not dialogue.
Can use a computer fluently (word processing)
Ability to listen to a conversation and paraphrase critical information
Distributes minutes within 24 hours of meetingBest to use electronic record keeping
Timekeeper
Monitors the amount of time available and keeps the team aware of time limits by giving "warnings" (e.g., "We have 5 minutes for this topic" and "This is your two-minutes warning.")

Can be part of Team Facilitator role or divided up
Data Specialist
Trained in entering and accessing data from the data system. Examines data beforehand and summarizes what the data says when it is presented to the staff.

Enjoys data and can navigate database with ease
Knows what to ask when creating graphs and examining data
Can describe the story from the data (i.e., What is happening? Is it working?)
Active Members
All other members of the team are active members. This means they are engaged, participating in discussion, and providing input on topics.

Behavior Specialist
Provides knowledge on behavior theory and PBIS implementation (does not have to be a distinct role, but instead can also be the Timekeeper, Data Specialist, etc).

Administrator
Provides leadership and can allocate resources to support implementation. Presence shows the value and importance of implementation of PBIS.

PBIS District/External Coach
Provides input on implementation and assists team with organizational change to support implementation.

Parents

Provide school/home support to increase positive behavior at school.