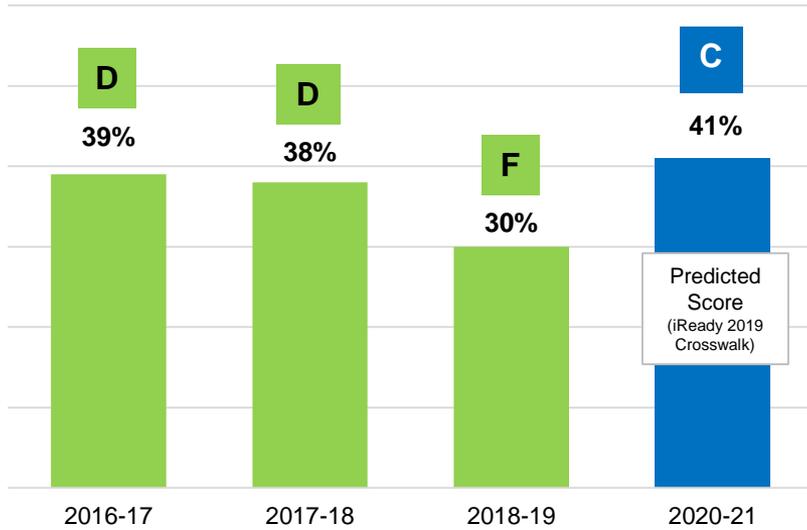


State Board of Education Meeting

Addison G. Davis, Superintendent

June 10, 2021

School Grade Trends



Foster Elementary



Current School Grade Calculation

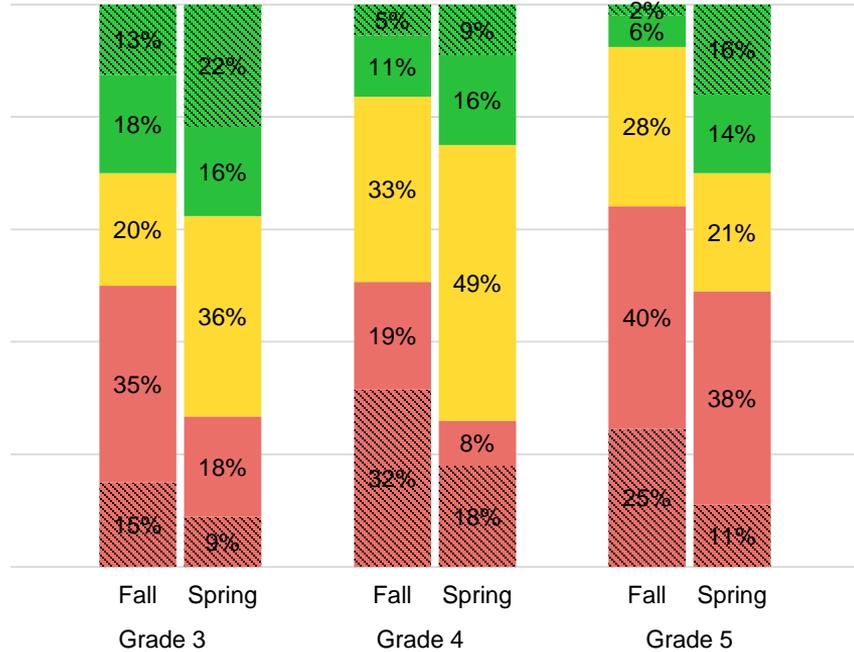
(Calculation based on students present for Survey 2 and 3)

	ELA (3-5)		Math (3-5)		Science	
Achievement Proficiency (0% - 100%)	2019 FSA 24	iReady* 29	2019 FSA 22	iReady 19	2019 FSA 35	Midyear* 45
Learning Gains (0% - 100%)	2019 FSA 37	iReady 52	2019 FSA 33	iReady 36	2019 FSA Points 213/700 30%	
Lowest Quartile Learning Gains (0% - 100%)	2019 FSA 32	iReady 71	2019 FSA 30	iReady 33	Total Current Points* 285/700 41%	
	*: Points calculated based on iReady Data (2021 Spring) and Science Midyear					

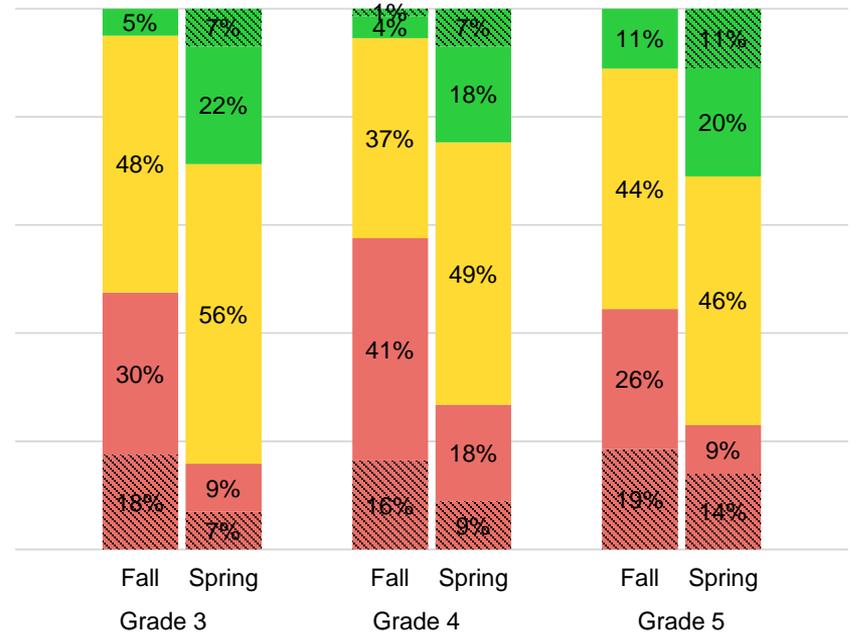


2020-2021 at a Glance

i-Ready ELA



i-Ready Math



3+ GL Below 2 GL Below 1 GL Below Early On GL Mid or Above GL

3+ GL Below 2 GL Below 1 GL Below Early On GL Mid or Above GL

*Percentages shown are rounded.



Instructional Actions Resulting in Student Achievement Increases

Math

- ❖ Facilitated **planning sessions** utilizing weekly and monthly assessment data to create individualized student learning paths.
- ❖ Provided weekly **formative feedback** through classroom walkthroughs and **created individualized action plans** based on teacher needs.
- ❖ Created and delivered **content PLCs** bi-weekly to build content knowledge and improve instructional efficacy.
- ❖ Implemented multiple **10-day Coaching Cycles** based on administrative walk-through observations and data on individual teacher's needs.
- ❖ Assistant Principals and MGT Coaches utilized math monthly assessment data to target students based on standards to **customize, re-teach, and create enrichment opportunities**.
- ❖ Utilized formative assessment data to **strategically select students** for participation in daily “lunch bunch” small group sessions focused on targeted standards to increase proficiency.
- ❖ **Incorporated supplemental learning sessions** for level 2 students using Envision Intervention Kits, and Triumph Learning’s Florida Performance Coach twice a week, for 1 hour each day, to include Saturday sessions.
- ❖ Incorporated "FSA Friday" tasks to **expose students to various item types** in order to increase student mastery.

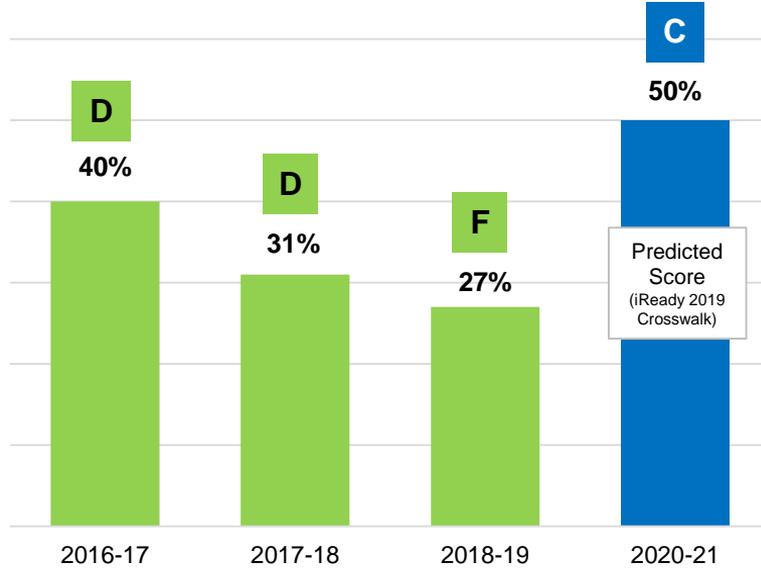


Instructional Actions Resulting in Student Achievement Increases

ELA

- ❖ Collaborated with coaches and administration to streamline **planning sessions** and optimize **productivity**.
- ❖ **Increased the number of weekly planning sessions** per grade level to focus on whole group and small group instruction.
- ❖ **Accelerated** the use of **Achieve 3000 targeted lessons** during independent work to maximize exposure to complex text and rigorous content.
- ❖ Modified iReady Language Arts Florida Standards (LAFS) questions to generate **FSA style items and tasks**.
- ❖ **Implemented intervention plan** incorporating:
 - ❖ Resource teacher pushed into classrooms in grades 3-5 to facilitate literature circles using novels with proficient students three days a week, for 30 minutes each day.
 - ❖ Classroom teacher supporting level two students in small groups four days a week, for 30 minutes each day using iReady Scaffolding for Instruction, iReady Teacher Toolkit lessons, and complex text with FSA style questions.
 - ❖ Interventionist supported bottom quartile students four times a week, for 30 minutes each day using Mastery Education's Measuring Up resources and Triumph Learning's Florida Coach Support.
- ❖ Modified student schedules to allow additional time for **targeted interventions** beyond the literacy block.
- ❖ Facilitated multiple **targeted 10-day coaching cycles** with tiered teachers to increase efficacy of instruction based on administrative walk-through observations and data on individual teacher's needs.

School Grade Trends



Oak Park Elementary



Current School Grade Calculation

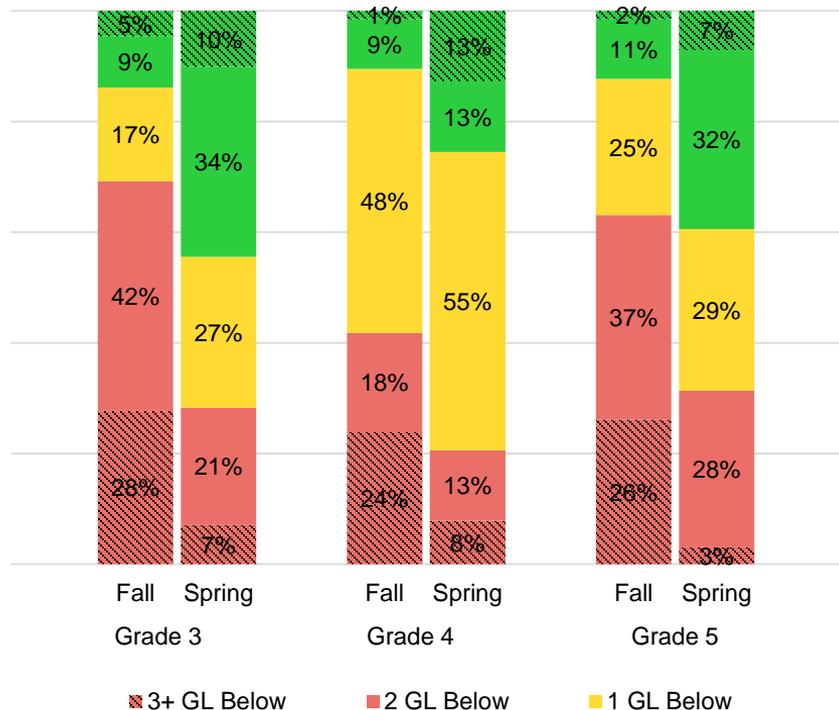
(Calculation based on students present for Survey 2 and 3)

	ELA (3-5)		Math (3-5)		Science	
Achievement Proficiency (0% - 100%)	2019 FSA 24	iReady 30	2019 FSA 20	iReady 36	2019 FSA 30	Midyear 35
Learning Gains (0% - 100%)	2019 FSA 43	iReady 62	2019 FSA 25	iReady 58	2019 FSA Points 191/700 27%	
Lowest Quartile Learning Gains (0% - 100%)	2019 FSA 38	iReady 68	2019 FSA 11	iReady 58	Total Current Points 347/700 50%	
	*: Points calculated based on iReady Data (2021 Spring) and Science Midyear					

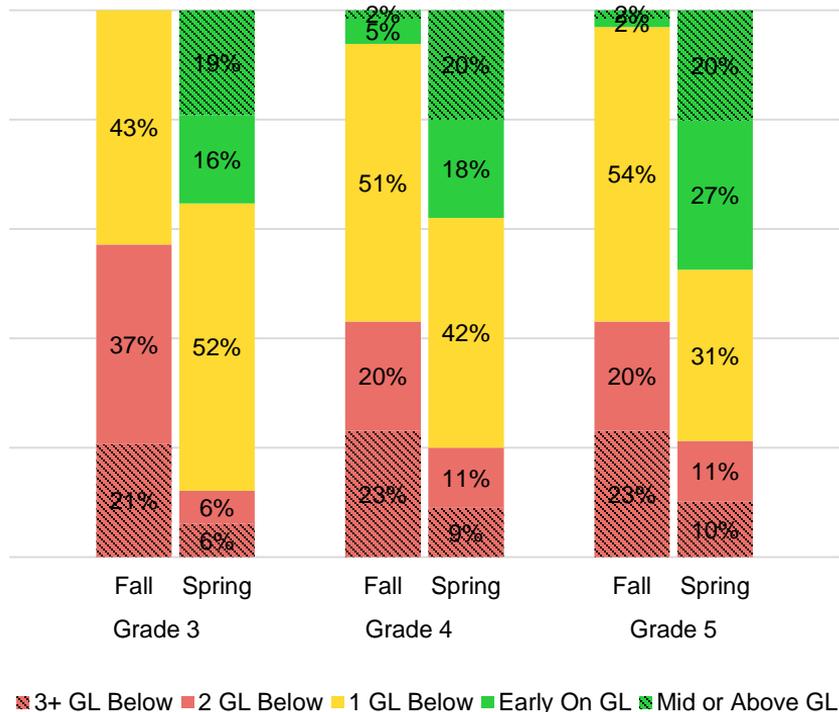


2020-2021 at a Glance

i-Ready ELA



i-Ready Math



*Percentages shown are rounded.

Instructional Actions Resulting in Increased Student Achievement

Math

- ❖ **Designed and facilitated Teacher Math Academy Professional Development Sessions** to increase teacher content knowledge and pedagogy in critical concept areas.
- ❖ Executed daily targeted small group instruction for students in grades 3-5 utilizing the **Concrete-Representational-Abstract Model to develop conceptual understanding and procedural fluency.**
- ❖ **Implemented a daily 90-minute math instructional block** to provide students with more time for independent practice and application.
- ❖ **Modified scope and sequence of the districts' instructional math calendar to enhance coherence and relevance** amongst the lowest performing math standards.
- ❖ **Utilized mid-year and APM data to revise current math groupings into 21 customized groups for intervention and acceleration** support to provide student opportunities to apply and refine previous learning.
- ❖ **Provided immediate feedback daily through the practice of aggressive monitoring** that allowed students to receive specific, targeted, **just-in-time scaffolding** to improve student application.
- ❖ **Created long range instructional action plans based on monthly assessments** and monitored progress **with school developed mini-assessments** to ensure the effectiveness of reteach lessons.

Instructional Actions Resulting in Increased Student Achievement

ELA

- ❖ **Implemented EL Education**, a comprehensive open-source reading curriculum that provides an interdisciplinary approach, **utilizing rich literature and complex text focused on the three instructional shifts: engage in complex text, extract and employ evidence, and build knowledge.**
- ❖ **Designed asynchronous literacy modules** for teachers to refine instructional practices based on observation feedback and student achievement data.
- ❖ **Implemented daily targeted small group instruction for students in grades 3-5 utilizing customized literary resource portfolios** that addressed lowest performing standards, concepts and high leverage reading strategies.
- ❖ **Orchestrated Quarterly Module Internalization Professional Development to incorporate a text-first approach to literacy instruction** with EL Education text and curriculum resources.
- ❖ **Constructed and implemented 4 additional writing modules to supplement core instruction** from January-April that enhanced students' exposure and practice with text-based writing.
- ❖ **Created a multi-week conferencing plan and schedules for every student in 4th and 5th grade** that addressed unfinished learning based on student writing performance that was executed by internal and external stakeholders.
- ❖ **Held a Writing Institute for all 4th grade students** to accelerate unfinished learning facilitated by Reading Coach and Assistant Principal.

Accelerating Forward

2021-2022



Cindy Snapp
@ohsnapp2teach

There's no minimum age to teach and lead others especially in math ❤️
[@oakparklions](#)



Addison Davis ✓
@AddisonGDavis

Blown away by my visit [@FosterElemHCPS](#). One of the best visits of the year! Stronger instruction, consistent grade level appropriate content and tasks, and evidence of enrichment and scaffolding activities.



Hillsborough Education Foundation ✓
@Hillsedufnd

We are thrilled to see students at [@oakparklions](#) enjoying the graphic novels they received for their Media Center through one of our Classroom Grants! The grant was funded by the Community Equity Partnership, founded by Dr. Anne Lenz in collaboration with local PTAs.





HCPS Support for 2021-2022 School Year

- **Microsoft Partnership** – Creating Microsoft Innovation Academies focused on programming/curricula in STEM and Technology, including at Oak Park and Foster.
- **University Partnership** – Over 50 USF students were matched at Oak Park, Foster, and 6 Transformation Schools to support instruction. Plans to scale this partnership for SY21-22 are underway.
- **Teacher Recruitment** – Efforts to recruit and retain highly effective teachers, guidance counselors, coaches, and staff through tiered district incentives; offering up to \$7,500 in differentiated salary.
- **Coaching and Small Group Interventions** – Plans to double content coaching capacity for Transformation Schools in SY21-22 and increase support for targeted small-group interventions.
- **Mental Health Investments** – All Transformation Schools will have direct access to mental health clinicians on their campuses starting in SY21-22.

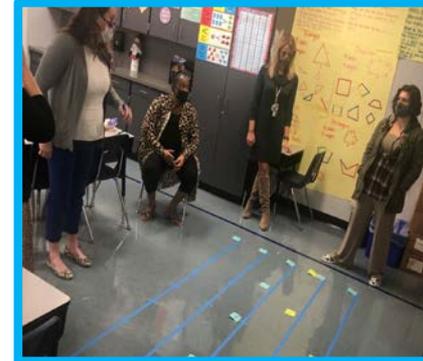




Targeted Support for 2021-2022 School Year

MGT:

- Increase coaching support to 2 full-time coaches at each school
- Initiate Comprehensive Monthly Dashboard
- Prioritize coaching and individual student and teacher supports using monthly dashboard
- Utilize Monthly Leadership Planner
- Implement early interventions for teachers needing pedagogy and data support
- Strengthen effectiveness of PLCs
- Increase student and teacher ownership of data
- Provide coaching to high-need students
- Continue ongoing planning with District and BSI
- Initiate evidence-based walkthrough form at all schools



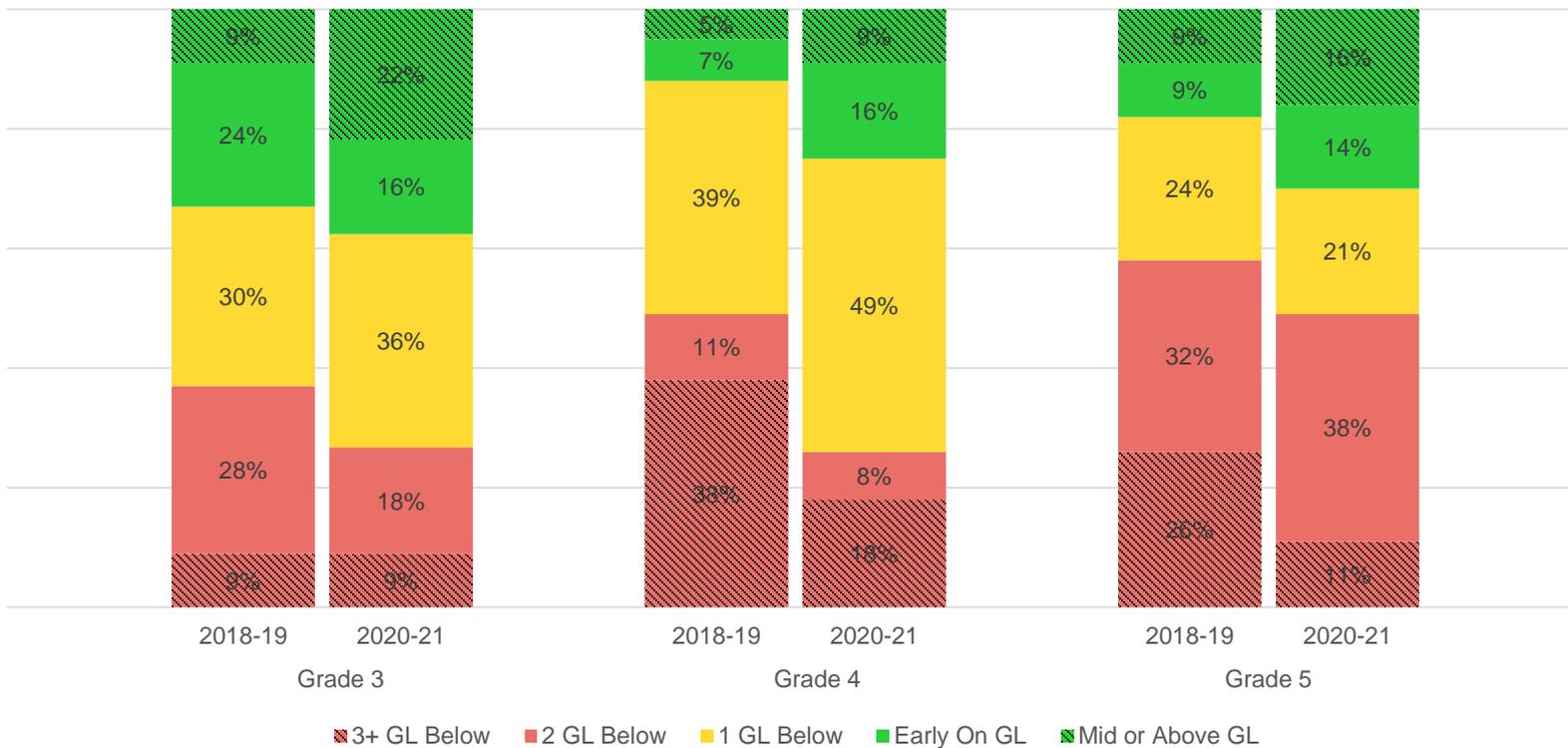
Appendix

- **Appendix A** Foster ELA year-to-year comparisons 2018-19 to 2020-21
- **Appendix B** Foster Math year-to-year comparisons 2018-19 to 2020-21
- **Appendix C** Foster Science Formative Baseline to Midyear Comparison
- **Appendix D** Oak Park ELA year-to-year comparisons 2018-19 to 20-21
- **Appendix E** Oak Park Math year-to-year comparisons 2018-19 to 20-21
- **Appendix F** Oak Park Science Formative Baseline to Midyear Comparison



i-Ready

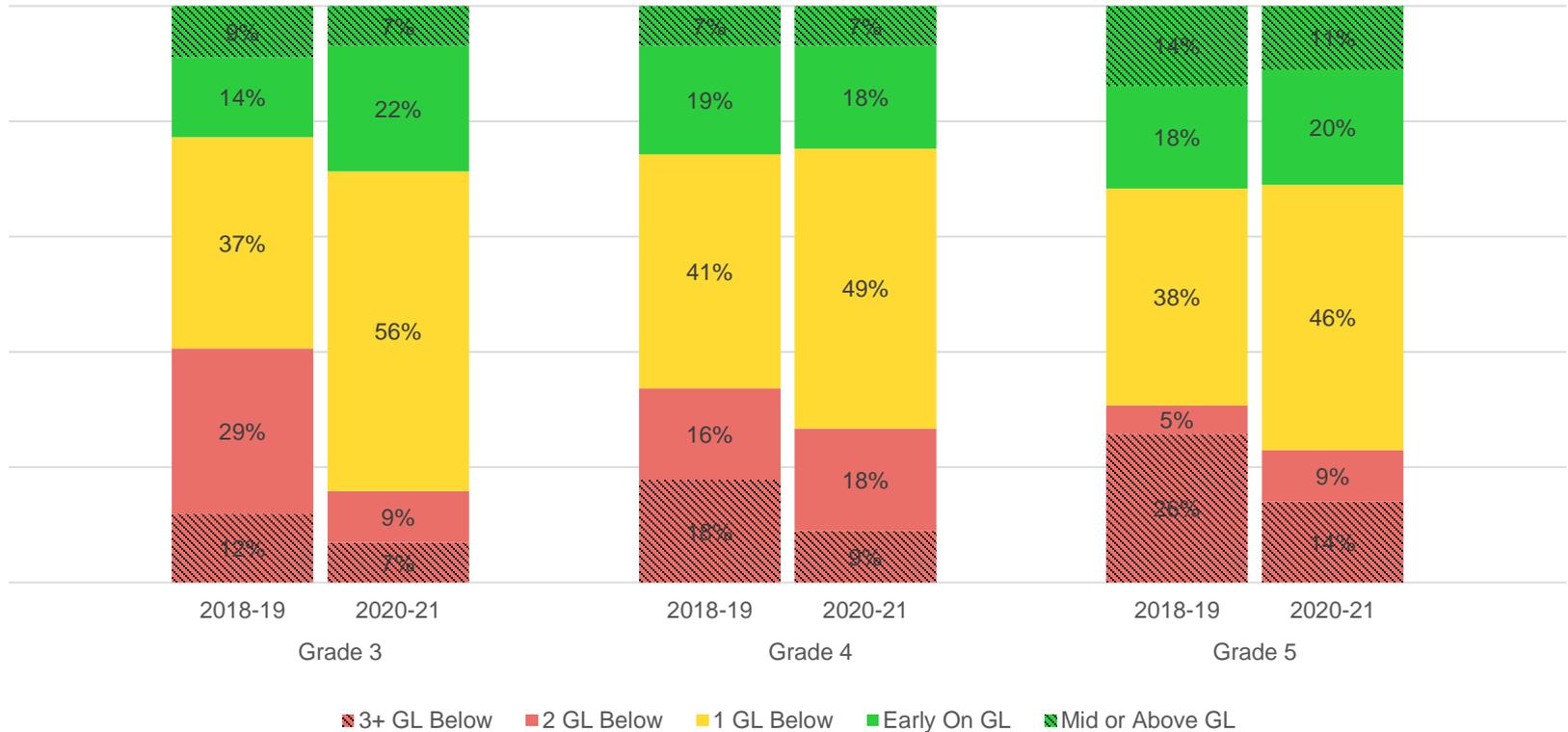
ELA 2018-2019 vs 2020-2021





i-Ready

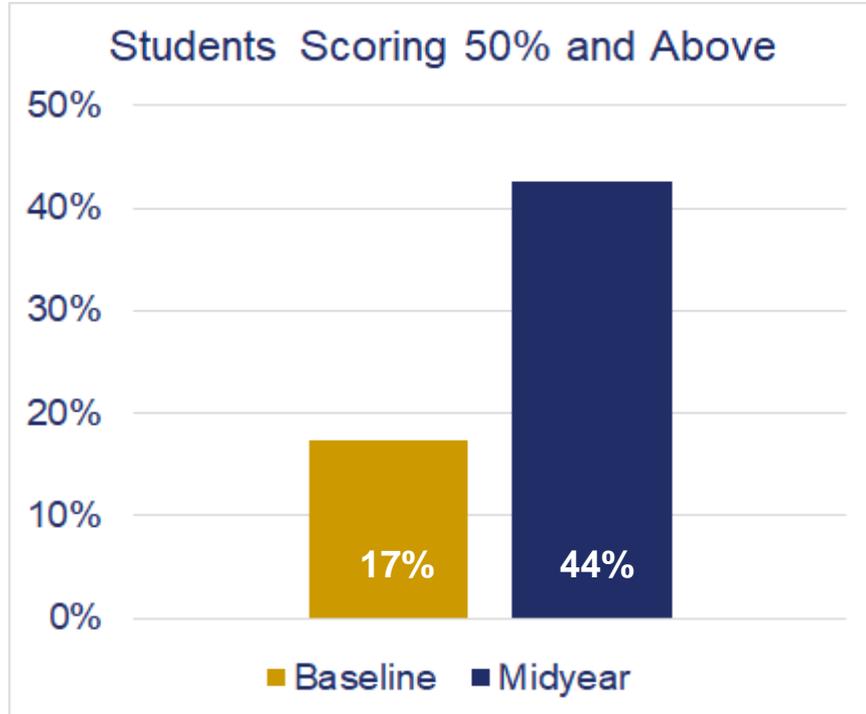
Math 2018-2019 vs 2020-2021





Science Data

District - Standards Formative Assessment



Teacher Growth and Development

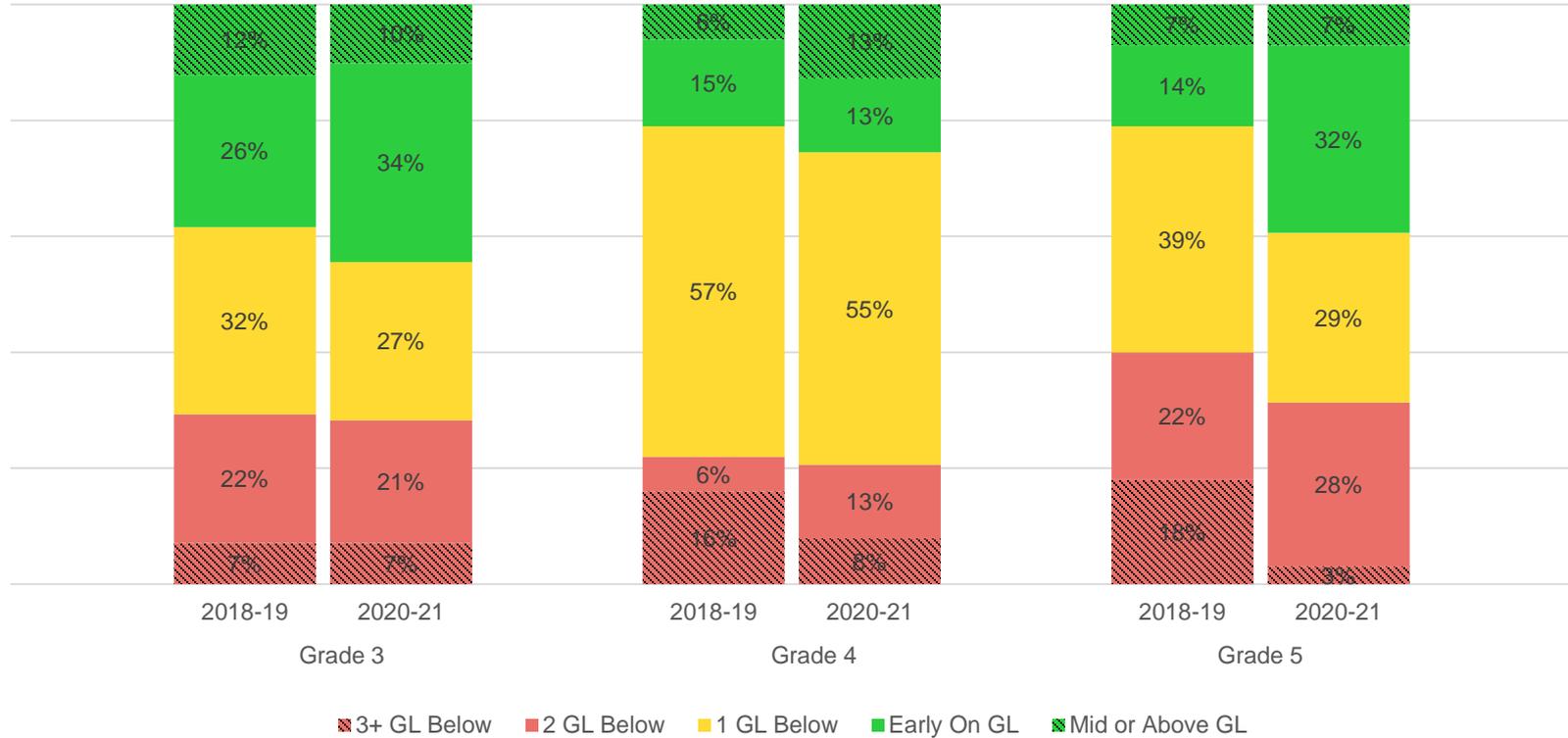
District Science, Administration, and MGT Coach:

- ❖ Ensured active thinking questions were used daily to strengthen student's ability to think critically utilizing Nature of Science content.
- ❖ Provided small group instruction to students not demonstrating progress.
- ❖ Facilitated data sessions after each 9-weeks assessment to realign students' instructional paths.
- ❖ Implemented PENDA Learning tool 30 minutes per week to increase knowledge of science content and standards.
- ❖ Facilitated grade level planning sessions for small groups and student's individual learning paths.
- ❖ Facilitated bi-weekly content PLCs with teachers to build content knowledge and upcoming content to improve teacher efficacy.



i-Ready

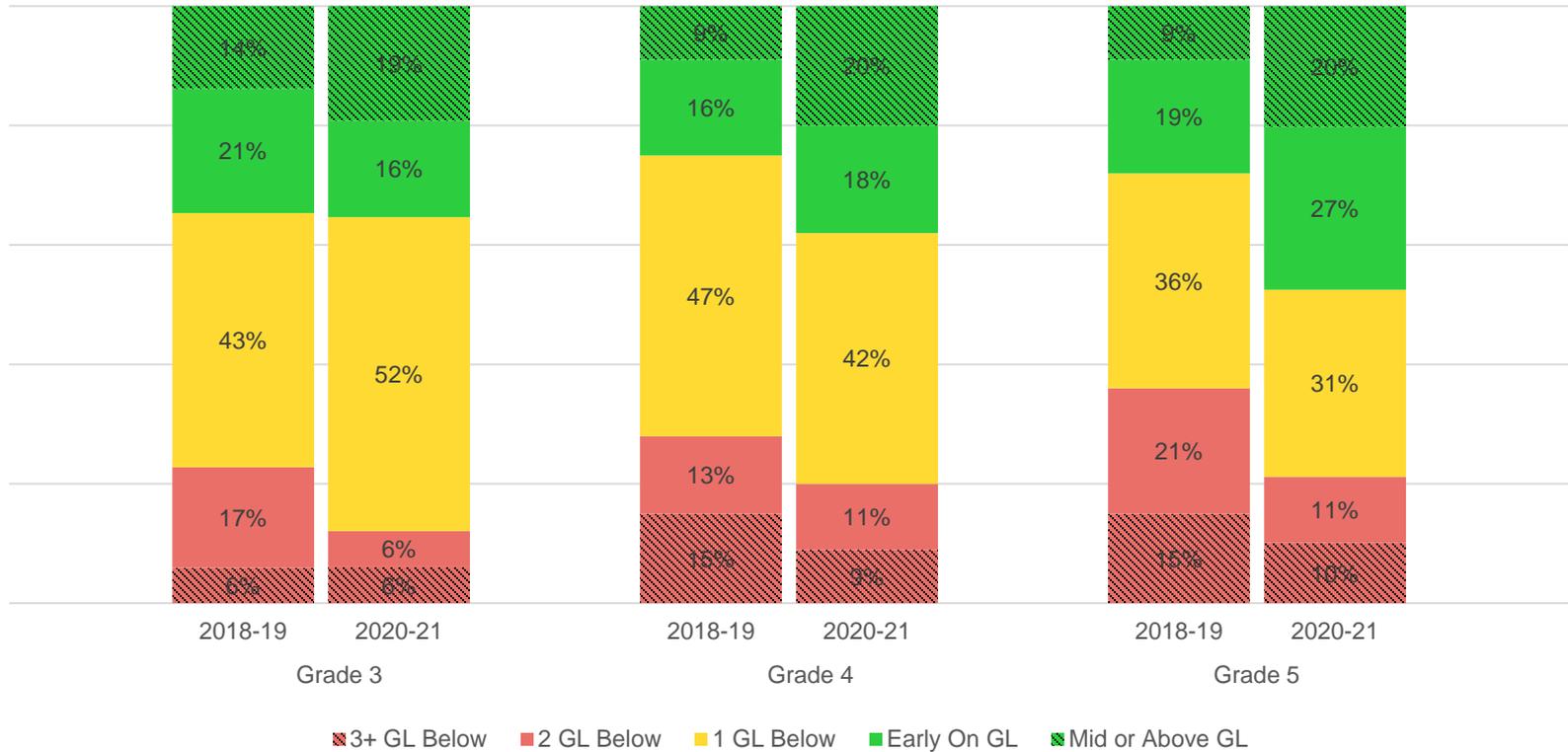
ELA 2018-2019 vs 2020-2021





i-Ready

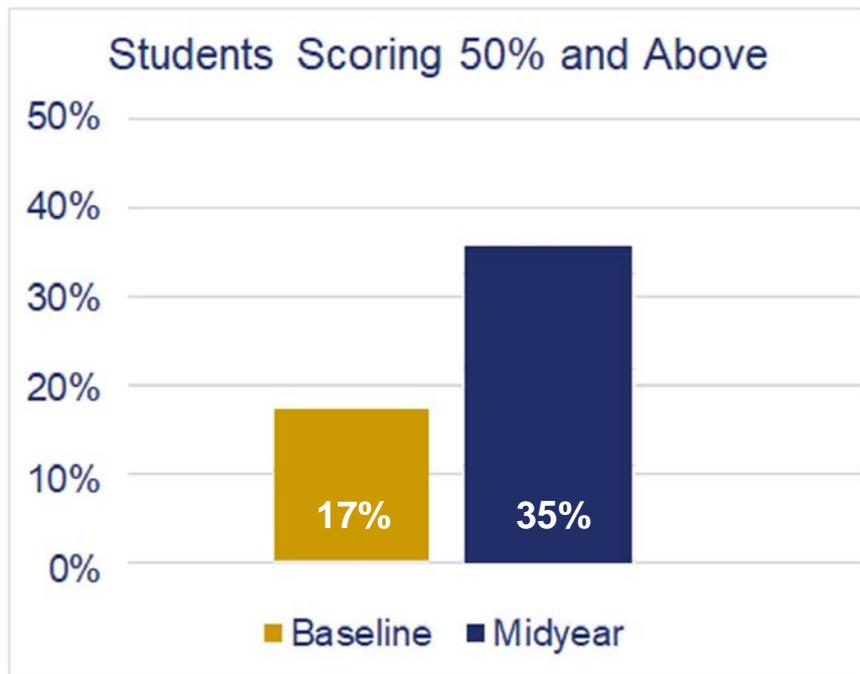
Math 2018-2019 vs 2020-2021





Science Data

District- Standards Formative Assessment



Teacher Growth and Development

District Science and MGT Coach:

- ❖ Implemented a physical student learning lab to create hands-on experiences directly aligned to content.
- ❖ Provided school-wide professional development through content PLCs to strengthen teachers' instructional delivery.
- ❖ Facilitated data sessions after each 9-weeks assessment to realign students' instructional paths.
- ❖ Active thinking questions used daily to strengthen student's ability to think critically utilizing Nature of Science content.
- ❖ Small group instruction provided by the science coach for students not demonstrating progress.