Corr Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Positive Respectful Individuals Demonstrating Excellence

Provide the school's vision statement.

To provide an environment in which families, staff, and community actively work together with the students to help all of them realize and reach their full potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ricketts, Kristi-Lyn	Principal	
Beatty, Danielle	Assistant Principal	
Albert, Scott	SAC Member	SAC Chair
Conner, Brittany	Math Coach	
Klasne, Dorothy	Reading Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Administration analyzed data from assessments, referrals, surveys, and learning walks to identify the areas of focus and identified action steps. The areas of focus and action steps were then shared with ILT and administration gathered input and modified the plan based on feedback.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through data collected from PLC logs, learning walks, and classroom and district assessments.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	34	37	31	24	23	0	0	0	149
One or more suspensions	0	2	1	3	11	11	0	0	0	28
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	34	42	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	9	31	41	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	24	31	26	37	0	0	0	135

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	6	18	17	0	0	0	42

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	5	9	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	31	30	24	24	28	0	0	0	138
One or more suspensions	0	1	3	3	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	29	28	35	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	22	24	27	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	21	38	44	46	0	0	0	152

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	6	5	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	10	1	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	31	30	24	24	28	0	0	0	138
One or more suspensions	0	1	3	3	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	29	28	35	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	22	24	27	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	21	38	44	46	0	0	0	152

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	6	5	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	10	1	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	50	53	36	53	56	35		
ELA Learning Gains				57			49		
ELA Lowest 25th Percentile				57			38		
Math Achievement*	42	56	59	50	50	50	40		
Math Learning Gains				69			48		
Math Lowest 25th Percentile				73			44		
Science Achievement*	29	50	54	41	59	59	45		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	64			46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
HSP	36	Yes	1	
MUL	88			
PAC				
WHT	54			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	53			
AMI				
ASN				
BLK	57			
HSP	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	74			
PAC				
WHT	55			
FRL	56			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			42			29					62
SWD	13			18			5				5	27
ELL	25			36			13				5	62
AMI												
ASN												
BLK	36			34			26				4	
HSP	28			35			18				5	61
MUL	88			88							2	
PAC												
WHT	50			60			47				4	
FRL	32			40			29				5	61

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	36	57	57	50	69	73	41					64
SWD	9	45	59	24	56	67	12					
ELL	23	58	65	49	71	67	27					64
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	34	56		49	75	83	46					
HSP	30	57	59	42	68	68	31					62
MUL	71	83		76	67							
PAC												
WHT	43	46		63	61		60					
FRL	33	60	60	50	72	70	41					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	49	38	40	48	44	45					46
SWD	14	33	38	22	33	25	29					17
ELL	20	52		36	57	62	38					46
AMI												
ASN												
BLK	29	52		36	34		38					
HSP	27	43	36	34	49	44	41					42
MUL	56			50								
PAC												
WHT	55	57		53	67		57					
FRL	32	48	38	37	45	43	41					44

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	53%	-17%	54%	-18%
04	2023 - Spring	38%	54%	-16%	58%	-20%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	40%	46%	-6%	50%	-10%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	47%	55%	-8%	59%	-12%
04	2023 - Spring	45%	59%	-14%	61%	-16%
05	2023 - Spring	34%	53%	-19%	55%	-21%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	29%	47%	-18%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance was the NGSS Science assessment with 29% of students scoring a level three or higher. We also saw a decrease in FAST math proficiency. During learning walks, a trend we noticed was instruction did not address content limits and lessons were not benchmark aligned. In addition, students had few opportunities to demonstrate learning on assessments. Demonstration of learning and did not assess students' mastery of grade level benchmarks.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year was NGSS science. We saw a 12% decrease from the prior year's 41%. Our math proficiency also decreased from the prior year going from 50% to 43%. Some contributing factors are lessons not being aligned to grade level benchmarks and instruction not addressing content limits.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component that had the greatest gap when compared to the state average was the percentage of students proficient on NGSS Science. There was a 22% difference between the state average and our

school average. Some contributing factors are lessons not being aligned to grade level benchmarks and instruction not addressing content limits.

Which data component showed the most improvement? What new actions did your school take in this area?

On the 2023 FAST assessment, reading showed an increase in student achievement increasing 2%. This year we used data from iReady diagnostics, PM FAST assessments, and Wonders assessments to form small groups. Our two Teacher Assistants pulled these small groups regularly to address student needs. The Reading Coach worked with Tier 3 students regularly. Data was used to select students to attend ELP occurring twice a week after school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When analyzing the EWS data, attendance is a potential area of concern. The data shows that 149 students have 10% or more absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities are planning benchmark aligned instruction, providing social emotional learning opportunities for all students, and improving student attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All teachers will attend Thursday bi-weekly collaborative planning sessions to develop benchmark-aligned lessons. Teachers will work collaboratively with the math resource and reading resource to unpack benchmarks and backwards plan. It was identified that as a school we are not addressing the content limits of grade level benchmarks.

During learning walks, it was observed that content being taught did not align to the grade level benchmark and lessons were not being taught to the content limit.

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

By May 2024, at least 85% of all teachers will implement benchmark-aligned lessons, developed during the Tuesday bi-weekly collaborative planning sessions which will cover unpacking the benchmarks and backwards planning, as measured by the school's walkthrough look-for document and PLC logs.

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

Our Area of Focus will be monitored using walk-through data, team planning notes, and teacher/student observation data. Our ILT will discuss and monitor positive implementation strategies, along with areas for growth opportunities. ILT meetings will happen monthly and at the end of the year, we will look at school data to determine the impact of benchmark-aligned instruction.

Person responsible for monitoring outcome:
Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will hire a Math Resource teacher and a Reading Resource to review data, assist with planning benchmark aligned lessons for targeted small group instruction, model best practices and assist with small group instruction. They will also work with administration in conducting student data chats. We will also hire 2 Teacher's Assistants to provide targeted small group instruction to help fill in learning gaps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We will hire academic coaches to model lessons, assist with small group planning, work with small groups of students, and assist with providing job embedded PD. They will also assist administration with conducting
individual student data chats. According to the article, Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning, "Coaches often employ collaborative conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new teaching practices." Hiring a Teacher's Assistant to pull small groups to target foundation skills and accelerate learning is essential. These practices have proved successful as our school grade improved from a C to a B in the 2021-2022 school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide common grade level and vertical planning time for unpacking the benchmarks and backwards planning in reading and math during Tuesday faculty meetings.

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: August 2023

Hire Reading Resource Teacher to provide planning assistance/coaching to teachers and provide small group instruction to Tier 2/3 students

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023

Hire Math Resource Teacher to provide planning assistance/coaching to teachers and small group instruction to Tier 2/3 students.

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023

Hire 2 Teacher Assistants to pull small groups of students in Reading and Math based on Tier 2 data.

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023

Utilize Substitutes to provide teachers time to have in depth data chats and planning 3x's a year with admin and academic resource teachers.

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: September 2023, December 2023, and March 2024

We will purchase Reading materials such as Really Great Reading phonics workbooks for Grades K , 1, and 2 to support small group instruction, particularly to support our SWD subgroup.

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: July 2023

Purchase General consumable supplies, such as pencils, pens, dry erase markers, chart paper, copy paper, folders, composition notebooks, and binders to support whole, small group, and intervention instruction. The materials will be used to support learning in the classroom by ensuring teachers and students are provided the materials they need to be successful.

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023

Our VE teachers are all trained in Brain Spring, a phonics based program. Our VE teachers will be utilizing this program with our SWD in small group instruction. Additionally, all of the action steps as documented above, will positively impact students within this ESSA subcategory

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: August 2023 - May 2024

Purchase toner ink to print out items for use in the classrooms.

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: August 2023 - May 2024

Purchase and utilize the Smore Newsletter template to send out for staff and parent communication. It is translatable into 100s of different languages, which is suitable for Corr's high ELL population.

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: July 2023 - June 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When reviewing our Panorama survey results, student referral data, and EdPlan, student behavior and social emotional learning was identified as a crucial need. When analyzing the results of the panorama survey, 39% of students responded favorably to "how does the behavior of other students help your learning".

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

By May 2024, we would like to increase the knowledge of staff and students on Social-Emotional Wellbeing and Supports. By increasing their knowledge, we would like to reduce the number of referrals from 91 in 2023 to 10 in 2024. We would also like to increase school climate, specifically related to "how does the behavior of other students help your learning" on the Panorama survey, in which only 39% of students responded favorable to 60% in 2024.

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

Administration will use parent, staff, and survey data to reflect, revise, and revisit our policies and procedures. We have several stakeholder committees such as SAC, PTA, NEHS, ILT, steering, and other committees that involve stakeholder participation and input.

Person responsible for monitoring outcome:

Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This school year, we will be implementing guidance lessons using the 7 Mindsets curriculum. We will once again implement the House Behavior System. Students and staff will be sorted into 1 of 5 houses across grade levels. This will help build a sense of community, not only in the classroom, but across the grade level and school. Points will be awarded for: arriving to school on time each day, which will hopefully impact attendance; for demonstrating behaviors that reflects PRIDE (Perseverance, Respect/ Responsibility, Integrity, Determination, and Empathy). Points will be updated and shared daily and all staff members will have the opportunity to give points. House celebrations will be done monthly.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We will be implementing the 7 Mindsets lessons in bi-weekly scheduled guidance lessons. According to the results of 7 Mindsets implementation shared on the 7 Mindsets website, "students who received 7 Mindsets instruction for at least five months showed significant improvements in behavior, attendance, achievement, and prosocial qualities such as resilience and grit." By implementing 7 Mindsets, we are hoping to see an improvement in student behavior, attendance, and achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will utilize the Live School App to track positive student behaviors in the classroom and school. Students will be sorted into houses to work together for a common goal

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023 - May 2024

We will use the Kiwanis Terrific Kid recognition program to recognize positive student behavior

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: August 2023- May 2024

We will have monthly House Parties to recognize the winning house each month based on Live School data.

Person Responsible: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

By When: August 2023 - May 2024

Conduct data chats to encourage positive student achievement and behavior.

Person Responsible: Dorothy Klasne (dorothy.klasne@hcps.net)

By When: September 2023 - April 2024

Provide staff a Frameworks PD for Staff focusing on SEL and Behavior.

Person Responsible: Danielle Beatty (danielle.beatty@hcps.net)

By When: August 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to ensure our resources are allocated based on the school's needs, we first analyze school-wide data including learning walks, district and state assessments, stakeholder survey results, and PLC logs. We identify critical areas of need based on the data, as well as resources that may be used to address these needs. This information is then brought to our leadership team. The Leadership team provides input on the resources shared, as well as make suggestions of other resources that may be used. If the resource has been used during the prior year, we look at data associated with each specific resource, to ensure we are seeing improvement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

All teachers will attend Thursday bi-weekly collaborative planning sessions to develop benchmark-aligned lessons. Teachers will work collaboratively with the reading resource to unpack benchmarks and backwards plan with a focus on planning for intentional questioning, student misconceptions, and assessments aligned to benchmarks. It was identified that as a school we are not addressing the content limits of grade level benchmarks and assessments do not align to benchmarks. During learning walks, it was observed that content being taught did not align to the grade level benchmark and lessons were not being taught to the content limit. According to the iReady Diagnostic 3 data, 38% of K-2 students were at least one grade level below proficiency.

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

All teachers will attend Thursday bi-weekly collaborative planning sessions to develop benchmark-aligned lessons. Teachers will work collaboratively with the reading resource to unpack benchmarks and backwards plan with a focus on planning for intentional questioning, student misconceptions, and assessments aligned to benchmarks. It was identified that as a school we are not addressing the content limits of grade level benchmarks and assessments do not align to benchmarks. During learning walks, it was observed that content being taught did not align to the grade level benchmark and lessons were not being taught to the content limit. According to our FAST PM3 data, on average 62% of students scored a level 2 or below in reading.

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 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 Measurable Outcomes

By May 2024, at least 85% of all Pre-K -5 teachers will implement benchmark-aligned lessons, developed during the Tuesday bi-weekly collaborative reading planning sessions which will cover unpacking the benchmarks and backwards planning, as measured by the school's walkthrough look-for document and PLC logs.

Grades 3-5 Measurable Outcomes

By May 2024, at least 85% of all Pre-K -5 teachers will implement benchmark-aligned lessons, developed during the Tuesday bi-weekly collaborative reading planning sessions which will cover unpacking the benchmarks and backwards planning, as measured by the school's walkthrough look-for document and PLC logs.

Monitoring

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 impact student achievement outcomes.

Our Area of Focus will be monitored using learning walk data, team planning notes, District and State Reading Assessment data, and teacher/student observation data. Our ILT will discuss and monitor positive implementation strategies, along with areas for growth opportunities. ILT meetings will happen monthly and at the end of the year, we will look at school data to determine the impact of benchmark-aligned instruction and planning for intentional questioning on reading instruction.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Klasne, Dorothy, dorothy.klasne@hcps.net

Evidence-based Practices/Programs

Description:
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. §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?

We will hire a Reading Resource to review data, assist with planning benchmark aligned lessons, targeted small group instruction, model best practices, and assist with small group instruction. They will also work with administration in conducting student data chats. We will also hire two Teacher's Assistants to provide targeted small group instruction to help fill in learning gaps.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

We will hire academic coaches to model lessons, assist with small group planning, work with small groups
of students, and assist with providing job embedded PD. They will also assist administration with conducting
individual student data chats. According to the article, Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning, "Coaches often employ collaborative conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new teaching practices." Hiring a Teacher's Assistant to pull small groups to target foundation skills and accelerate learning is essential. These practices have proved successful as our school grade improved from a C to a B in the 2022-2023 school year.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Provide common grade level and vertical planning time for unpacking the benchmarks and backwards planning in reading and math during Tuesday faculty meetings.	Klasne, Dorothy, dorothy.klasne@hcps.net
We will purchase Reading materials such as Really Great Reading phonics workbooks for Grades K , 1, and 2 to support small group instruction, particularly to support our SWD subgroup.	Ricketts, Kristi-Lyn, kristi-lyn.ricketts@hcps.net
Hire Reading Resource Teacher to provide planning assistance/coaching to teachers and provide small group instruction to Tier 2/3 students.	Ricketts, Kristi-Lyn, kristi-lyn.ricketts@hcps.net
Our VE teachers are all trained in Brain Spring, a phonics based program. Our VE teachers will be utilizing this program with our SWD in small group instruction. Additionally, all of the action steps as documented above, will positively impact students within the SWD ESSA subcategory.	Beatty, Danielle, danielle.beatty@hcps.net
Conduct Fidelity Checks on Tier 2 and Tier 3 interventions, including SWD.	Beatty, Danielle, danielle.beatty@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP plan is shared with our staff and SAC. The staff and SAC provide input and the plan is altered based on feedback. Once the SIP is approved, it is posted to our school website, https://www.hillsboroughschools.org/domain/3707, for public viewing.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Administration will use parent, staff, and survey data to reflect, revise, and revisit our policies and procedures. We have several stakeholder committees such as SAC, PTA, NEHS, ILT, steering, and other
committees that involve stakeholder participation and input. We meet regularly to discuss climate and culture and ways to improve. Throughout the year, we will conduct additional surveys to progress monitor.
This will allow us to implement or change policies, as needed. We are a Community School, which helps us in providing resources for our families in need, including families in the community. Parent family nights will occur over the course of the school year such as Math Night, Reading Night, ELL Parent Information, Title 1, and FSA information sessions, to keep parents informed. We have a business partnership with a local church that provides for our neediest families on a weekly basis and helps provide toys and clothing during the holidays. We are continuing our partnership with the Conn Foundation and a local VPK provider to strengthen our PreK to Kindergarten program.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program by implementing a common planning time for grade level teams one day per week. Teachers will work collaboratively with the math resource and reading resource to plan lessons aligned to each grade level benchmark. During planning, teachers will plan for misconceptions and intentional questioning during lessons. Teachers will provide students with more opportunities to independently apply skills and concepts, as well as assessments aligned to benchmarks. Teachers, coaches, and administration will analyze assessment data during collaborative planning and plan for small group instruction based on assessment results.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A