

Hillsborough County Public Schools

Alexander Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[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.

Alexander will create a caring and nurturing environment, motivating staff and students to work as a community to learn, grow and achieve their goals together. Our learning community will provide opportunities for personal growth and academic success for all.

Provide the school's vision statement.

Alexander will provide students with life long skills that promote creativity and foster independent thinking through an integrated curriculum in a safe environment.

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
Alvarez, Kristina	Principal	<p>The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public-school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Develops and coordinates educational programs through meetings with staff, reviews 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 concerning educational and behavioral problems 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 attendance reports. - Walks about school building and property to monitor safety and security. -Plans and monitors school budget -Plans for and directs building maintenance -Performs any other duties as assigned
Melendez, Ivette	School Counselor	<p>The Counselor, Elementary School, is responsible for coordinating and implementing the school's counseling services program to include academic, advisement and counseling, developmental guidance, career development, and parent/community involvement.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Provides an ongoing program of individual, small group, and large group counseling services in the areas of social/personal development, academic advisement, and career awareness per the national standards established by the American School Counselor Association. - Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of elementary school, students, including schoolwide needs. - Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts. - Addresses individual student needs and refers students to appropriate school and community resources as necessary. - Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate. - Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences. - Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Provides information about appropriate community resources. - Performs any other duties as assigned.
Manck, kristin	ELL Compliance Specialist	<p>The English Speakers of Other Languages (ESOL) Resource Teacher, under the direction of the Supervisor for Programs for English Language Learners, will maintain and monitor the implementation of the ESOL program, including professional development of school personnel.</p> <p>The ESOL Resource Teacher is responsible for ensuring the comprehensive program of ESOL within the school, as well as compliance with Full-Time Equivalency (FTE) rules and guidelines from the Florida Department of Education and the United States Department of Education.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Provides coaching to classroom teachers in order to improve their craft when instructing English language learners and effectively implement district-provided resources. -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 Parent Leadership Council. -Maintains and monitors implementation of English Language Learner (ELL) Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance. -Demonstrates a strong working knowledge of best practices in the content area of English language acquisition instruction. -Conducts data conferences with classroom teachers to interpret data and plan instruction. -Models effective teaching techniques when presenting to groups and other professionals. - Assists the ELL supervisor in developing model lesson plans and curriculum development. -Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified the ELL supervisor. -Continues to develop professional expertise through professional readings, trainings, and conferences. -Performs any other duties as assigned. -Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Stanley, Michele	Instructional Coach	<p>The site-based Reading Resource Teacher will be responsible for assisting teachers in meeting students' educational needs.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> - Assists with the implementation of district initiatives in the area of English

Name	Position Title	Job Duties and Responsibilities
		<p>Language Arts.</p> <ul style="list-style-type: none"> - Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. -Continues to develop professional expertise through professional readings, trainings, and conferences. - Serves as a resource to the school for strategies and materials to increase English Language Arts achievement. - Assists teachers in implementing the Language Arts Florida Standards. -Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction. - Assists with professional development opportunities. - Trains teachers, in the content area of English Language Arts 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 support to district and site-based training. - Conducts classroom walk-throughs and provides follow-up with teachers. - Creates assessments for targeted standards, and trains and assists teachers in selection and use of a variety of assessment instruments. -Models and coaches how to administer assessments and collect data. <p>Assists with implementation and administration of district tests.</p> <ul style="list-style-type: none"> - Conferences with teachers to assist in interpreting assessment data and planning instruction. - Provides small group instruction for selected students. - Assists with English Language Arts competitions. - Assists with textbook implementation. - Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction. - Performs any other duties as assigned

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.

Bilingual communication is done via home flyers, Parent Link, Canvas page (Alexander Families), posting information on our website and marquee as well as participating in meetings with our Parent Teacher Association.

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))

Student performance will be monitored with FAST Progress Monitoring Fall, Winter, and Spring. This measure will be used to accurately identify students and their area of need.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	5	14	15	14	5	16	0	0	0	69	
One or more suspensions	0	3	1	1	0	3	0	0	0	8	
Course failure in English Language Arts (ELA)	0	0	0	24	31	0	0	0	0	55	
Course failure in Math	0	0	0	15	19	0	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	38	38	34	0	0	0	110	
Level 1 on statewide Math assessment	0	0	0	26	23	18	0	0	0	67	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	2	0	0	2	12	0	0	0	16

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	11	15	1	1	0	0	0	0	0	28
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	22	11	9	11	18	0	0	0	72	
One or more suspensions	0	1	1	1	1	3	0	0	0	7	
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	18	22	15	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	15	6	13	0	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	6	6	7	7	0	0	0	41	

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	1	0	0	5	0	0	0	0	0	6

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	17	5	1	0	2	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	22	11	9	11	18	0	0	0	72	
One or more suspensions	0	1	1	1	1	3	0	0	0	7	
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	18	22	15	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	15	6	13	0	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	6	6	7	7	0	0	0	41	

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	1	0	0	5	0	0	0	0	0	6

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	17	5	1	0	2	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	47	50	53	56	53	56	54		
ELA Learning Gains				62			68		
ELA Lowest 25th Percentile				61			72		
Math Achievement*	72	56	59	80	50	50	69		
Math Learning Gains				87			75		
Math Lowest 25th Percentile				78			50		
Science Achievement*	52	50	54	62	59	59	57		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	68	59	59	72			60		

* 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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	8
Percent Tested	100
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	40	Yes	1	
ELL	51			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT				
FRL	59			

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	49			
ELL	67			
AMI				
ASN				
BLK				
HSP	71			

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				
PAC				
WHT				
FRL	69			

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	47			72			52					68
SWD	29			42			27				4	63
ELL	39			68			31				5	68
AMI												
ASN												
BLK												
HSP	48			73			50				5	68
MUL												
PAC												
WHT												
FRL	47			69			52				5	70

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	56	62	61	80	87	78	62					72
SWD	29	42	64	50	73	64	25					47
ELL	49	58	62	79	87	67	63					72
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												
HSP	55	62	69	80	88	82	62					71
MUL												
PAC												
WHT												
FRL	54	61	63	79	86	76	60					72

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	54	68	72	69	75	50	57					60
SWD	40	65	58	58	65	58	24					50
ELL	46	71	90	65	68	45	44					60
AMI												
ASN												
BLK												
HSP	54	70	80	69	73	47	60					60
MUL												
PAC												
WHT	64			57								
FRL	55	68	72	68	74	50	54					61

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	45%	53%	-8%	54%	-9%
04	2023 - Spring	33%	54%	-21%	58%	-25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	55%	4%	59%	0%
04	2023 - Spring	59%	59%	0%	61%	-2%
05	2023 - Spring	70%	53%	17%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	47%	-4%	51%	-8%

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.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on results from our 2023 STAR ELA (excluding our exempt ELL subgroup) 16% of Kindergarteners, 24% of 1st graders, 18% of 2nd graders scored a level 1 or 2. Also, in grades K-2 88% of our ELL subgroup scored a level 1 or 2 with the lowest performing area being vocabulary.

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

Based on results from our 2023 FAST ELA (excluding our exempt ELL subgroup) 62% of 3rd graders scored 3 or higher, 40% of 4th graders scored 3 or higher and 56% of 5th graders scored 3 or higher. Overall, 27% of our ELL subgroup scored a level 1 or 2 with the lowest performing area being vocabulary.

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

Overall, in grades K-2 88% and in grades 3-5 27% of our ELL subgroup scored a level 1 or 2 with the lowest performing area being vocabulary. The factor that contributed to the decline was the surge of immigrants arriving at our school.

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 greatest gap occurred in the 4th grade with 40% proficiency excluding our exempt ELL. Large class sizes due to a vacant position for the majority of the year.

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

Alexander has always excelled in Math.

Weekly planning sessions with content specialist

~ELP after school

~Title III funding for after school tutoring for our LYA students 1st through 5th

~Daily lab times for iReady

~All teachers opted in for I-Ready to supplement and provide additional support at home

~Teachers participated in data chats both held on campus and at area schools

~IReady PD with Curriculum Associates rep, Jenna Iffassi focusing on using student data to drive small group instruction

~Resource personnel targeting a fluid group of students on specific benchmarks based on formative data

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

Attendance and the ELL subgroup

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

-Increasing vocabulary in all content areas primarily in Reading

-Attendance

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

Positive culture and environment specifically relating to student attendance will focus on improving student attendance to positively impact student achievement, particularly with students who are chronically absent - defined as missing 10% or more of the school year. The percentage of students with 90% or higher attendance, shown in EdConnect attendance reports:

School Year 22/23: Quarter 1: 88%, Quarter 2: 82%, Quarter 3: 83% and Quarter 4: 83%

The percentage of students with chronic attendance was 13% in 2021/2022 and 15% in 2022/2023.

Measurable Outcome:

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

The percentage of students with chronic attendance, as measured by EdConnect, will decrease from 15% in 2022/2023 to 10% in 2023-2024:

Monitoring:

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

Student attendance, led by the attendance team, will be monitored daily and quarterly by analyzing data from EdConnect, and other data sources, in the school's electronic attendance data wall. The data will be monitored and tracked to look for trends and patterns and used to intervene before chronic attendance can occur. The Data Processor will submit the daily attendance to the school's social worker. The attendance will be reviewed so attendance plans, for students who are chronically absent, can be adjusted, if necessary. The attendance team will meet monthly to review all data to adjust the SIP's Action Steps. The School Advisory Council,

Person responsible for monitoring outcome:

Kristina Alvarez (kristina.alvarez@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.)

Rtl will be focused on strengthening all Tiers to improve student attendance, particularly with students that have chronic absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using Rtl for attendance is to utilize a schoolwide process that supports students at all three tiers.

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.

Start of the School Year Action Steps:

- During pre-planning; outreach to parents of formerly chronically absent students is made to proactively identify family needs that can be met prior to school beginning.
- During preplanning, an attendance electronic database is created by the Social Worker to track daily attendance.
- Principal forms an Attendance Team to monitor Tiers 1, 2, and 3. The team meets every other month

Action Steps:

- Monitor Data
- Establish and maintain a consistent and reliable attendance reporting system.
- Engage Students and Families
- Daily Parentlinks for students with an absence
- Recognize Good and Improved Attendance
- Attendance challenges are held monthly
- Letters sent to inform Parents about the amount of absences / importance of attending school.
- All parent-teacher conferences include a discussion about the student's attendance.
- Eliminate barriers and consider referral to SSW

Person Responsible: Kristina Alvarez (kristina.alvarez@hcps.net)

By When: On-going

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

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on results from our 2023 STAR ELA (excluding our exempt ELL subgroup) 16% of Kindergarteners, 24% of 1st graders, 18% of 2nd graders scored a level 1 or 2. Also, in grades K-2 88% of our ELL subgroup scored a level 1 or 2 with the lowest performing area being vocabulary.

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

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

Based on results from our 2023 FAST ELA (excluding our exempt ELL subgroup) 38% of 3rd graders, 60% of 4th graders, 44% of 5th graders scored a level 1 or 2 with 4th grade needing the most

improvement. Also, 27% of our ELL subgroup scored a level 1 or 2 with the lowest performing area being vocabulary.

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

Alexander K - 2nd grade students in the bottom quartile in ELA will improve from the STAR Spring 2022/2023 school year: 55% of K, 60% of 1st graders, 65% of 2nd graders scoring at or above a 3 for the 2023/2024 school year.

Grades 3-5 Measurable Outcomes

Alexander 3rd to 5th grade students in the bottom quartile in ELA will improve from the 2022/2023 school year to 65% of 3rd graders, 50% of 4th graders, 60% of 5th graders scoring at or above a 3 for the 2023/2024 school year.

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.

Student performance will be monitored with STAR/FAST Progress Monitoring & DIBELS Universal Screener in the Fall, Winter, and Spring. These measures will be used to accurately identify students and their area of need.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alvarez, Kristina, kristina.alvarez@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?

Current area resource teachers in addition to core instruction in whole and small group instruction for targeted students: Professional development for teachers to maintain abreast with up-to-date research.

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?

Upon disaggregating achievement data (2023 FAST/STAR) targeted students will be paired with additional supports in student’s area of need to increase achievement.

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
<p>Literacy Coaching:</p> <ol style="list-style-type: none"> 1. Grade level weekly planning sessions with content specialist. 2. The reading and math resource teachers will work with k-5 grade teams to provide strategy lessons for students to demonstrate mastery. 3. Resource personnel will target a fluid group of students on specific benchmarks based on formative data. <p>Hillsborough - 0081 - Alexander Elementary School - 2023-24 SIP Last Modified: 8/31/2023 https://www.floridacims.org Page 17 of 24</p> <ol style="list-style-type: none"> 4. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement. 5. Develop checks for understanding and utilize student artifacts that serve as data. 6. Approved volunteers that consist of retired educators and community members will support the ELL students in Reading to close the achievement gap. 7. ELP after school: Title III funding for after school tutoring for our LYA student's 1st through 5th 8. Daily lab times for iReady and all teachers opted in for I-Ready to supplement and provide additional support at home. 9. Teachers participated in data chats both held on campus and at area schools. 10. IReady PD with Curriculum Associates focusing on using student data to drive small group instruction. 	<p>Alvarez, Kristina, kristina.alvarez@hcps.net</p>

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.

Sending home flyers, making Parent Link calls, Canvas page (Alexander Families) and posting information on our website and marquee. Communication is provided in English and Spanish.

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))

We encourage parents to participate in all of our events by sending home flyers, making Parent Link calls, Canvas page (Alexander Families) and posting information on our website and marquee. To

increase student achievement, we focus on communicating every child's progress to families by engaging parents in parent/teacher conferences and sending home quarterly progress reports. School staff, students, parents and the community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and our community.

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))

Student performance will be monitored with FAST Progress Monitoring & DIBELS Universal Screener in the Fall, Winter, and Spring. These measures will be used to accurately identify students and their area of need. Current area resource teachers in addition to core instruction in whole and small group instruction for targeted students; Professional development for teachers to maintain abreast with up-to-date research.

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

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

-

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No