

Hillsborough County Public Schools

# Reddick Elementary School

A word cloud and logo are centered on the page. The word cloud consists of various educational and improvement-related terms in blue and yellow, arranged in a roughly circular shape. The most prominent words are 'students', 'school improvement', 'learning', 'teaching', and 'success'. Other words include 'relationships', 'growth', 'instruction', 'areas of focus', 'achievement', 'resources', 'ambitious', 'analysis', 'leadership', 'vision', and 'mission'. To the left of the word cloud is a circular logo. The logo is divided into two halves: the top half is yellow with a sunburst pattern and a graduation cap, while the bottom half is blue with a white path leading up to the sun. Text around the logo includes 'family and community involvement needs assessment', 'strategic planning', 'collaboration', 'supportive environment resources', 'college and career', and 'Florida'.

2023-24

Schoolwide Improvement Plan (SIP)

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## Reddick Elementary School

325 W LAKE DR, Wimauma, FL 33598

[ 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.**

RAYS the bar;  
Accelerate Learning;  
Youth of today, leaders of tomorrow;  
Strive for excellence.

**Provide the school's vision statement.**

Reddick Rays will EMPOWER one another to be their best.

### 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
		<p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <p>Administers and develops educational programs for students with mental or physical disabilities.</p> <p>Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p>
Dames, Jennifer	Principal	<p>Requisitions and allocates supplies, equipment, and instructional material as needed.</p> <p>Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>Walks about school building and property to monitor safety and security.</p> <p>Plans and monitors school budget.</p> <p>Plans for and directs building maintenance.</p> <p>Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Norman, Aliya	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>Assists with oversight of and responsibility for the school's human resources</p>



Name	Position Title	Job Duties and Responsibilities
		<p>selections, management, and development.</p> <p>Assists with oversight of and responsibility for the school’s business and research efforts.</p> <p>Assists with oversight of and responsibility for the accuracy and timeliness of the school’s records and reports.</p> <p>Assists with oversight of and responsibility for the school’s administration and operation.</p> <p>Assists with oversight of and responsibility for the school’s property and physical plant.</p> <p>Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>Performs any other duties as assigned.</p>
		<p>Provides instructional coaching to English Language Arts (ELA)/Reading classroom teachers in order to improve reading instruction and student outcomes.</p> <p>Develops and conducts staff development for classroom teachers.</p> <p>Maintains and monitors implementation of Hillsborough County Public Schools’ K-12 Comprehensive Evidenced-Based Reading Plan as approved by the state.</p> <p>Demonstrates a strong working knowledge of best practices in all areas of literacy instruction.</p>
Benton, Sydney	Reading Coach	<p>Develops and conducts professional development for targeted audiences in the content area of literacy instruction regarding instructional strategies, best practices, and specific instructional topics.</p> <p>Provides coaching to targeted audiences in order to improve literacy instruction, classroom organization and management, and effective implementation of district recommended curriculum resources.</p> <p>Conducts data conferences with classroom teachers to interpret data and plan</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instruction, and models effective teaching techniques when presenting to groups and other professionals.</p> <p>Assists ELA/reading and content-specific supervisors in developing model lesson plans and curriculum.</p> <p>Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with the district reading supervisor.</p> <p>Continues to develop professional expertise through professional readings, trainings, conferences, and required professional development as directed by the Academic Services department.</p> <p>Promotes parent and community outreach and involvement in the literacy instructional program at the school.</p> <p>Performs any other duties as assigned.</p>
Math Coach		<p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.</p> <p>Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <ul style="list-style-type: none"> <li>• Demonstrates a strong working knowledge of the Mathematics Florida Standards and best practices in mathematics instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</li> <li>• Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.</li> <li>• Assists teachers in implementing standards across the STEM (Science, Technology, Engineering, and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for mathematics instruction.</li> </ul> <p>Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematics instruction regarding instructional strategies, best</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <ul style="list-style-type: none"> <li>• Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources.</li> <li>• Conducts classroom walk-throughs and provides feedback to teachers.</li> <li>• Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction.</li> <li>• Provides small group instruction for selected students.</li> <li>• Assists with competitions.</li> <li>• Assists with textbook implementation.</li> <li>• Regularly collaborates with building administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor.</li> <li>• Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments.</li> <li>• Promotes parent and community outreach and involvement in the mathematics instructional program at the school.</li> <li>• Performs any other duties as assigned.</li> </ul>

**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.

We involve all stakeholders through various meetings such as instructional leadership team, steering, faculty, parent engagement meetings, and school advisory council meetings. This feedback is solicited which drives our decision-making and goal-setting process.

**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))

We have a school-wide progress monitoring plan developed for each our SIP goal which will serve as our main source of progress monitoring. In addition, smaller (quarterly) goals have been identified by our leadership team in their respective content areas. Progress towards these will be discussed in weekly meeting with administration and measured by student's mastery of content standards.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	91%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	9	61	32	49	37	30	0	0	0	218
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	16	0	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	83	49	31	0	0	0	163
Level 1 on statewide Math assessment	0	0	0	69	42	31	0	0	0	142
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	69	56	82	103	80	64	0	0	0	454
	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	0	0	1	0	0	0	0	0	1

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	5	4	5	16	0	0	0	0	0	30
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	3	25	37	38	24	28	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	48	0	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	36	28	31	0	0	0	95
Level 1 on statewide Math assessment	0	0	0	36	23	30	0	0	0	89
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	

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	0	4	10	0	0	0	0	14

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	4	6	11	0	0	0	0	0	27
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	3	25	37	38	24	28	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	48	0	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	36	28	31	0	0	0	95
Level 1 on statewide Math assessment	0	0	0	36	23	30	0	0	0	89
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	

**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	0	4	10	0	0	0	0	14

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	4	6	11	0	0	0	0	0	27
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*	31	50	53	39	53	56	30		
ELA Learning Gains				63			49		
ELA Lowest 25th Percentile				64			71		
Math Achievement*	49	56	59	56	50	50	33		
Math Learning Gains				74			39		
Math Lowest 25th Percentile				55			47		
Science Achievement*	37	50	54	39	59	59	24		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	52			54		

*\* 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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	442
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	19	Yes	4	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				
WHT	48			
FRL	37	Yes	1	



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	40	Yes	3	
ELL	52			
AMI				
ASN				
BLK	60			
HSP	54			
MUL				
PAC				
WHT	64			
FRL	55			

**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	31			49			37					49
SWD	4			24			22				5	36
ELL	22			40			28				5	49
AMI												
ASN												
BLK	33			55			18				4	
HSP	29			47			36				5	48
MUL												
PAC												
WHT	40			51			64				4	
FRL	28			47			33				5	50

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	39	63	64	56	74	55	39					52
SWD	14	56	64	37	56	33	20					39
ELL	30	61	60	48	74	60	32					52
AMI												
ASN												
BLK	30	62		67	81		60					
HSP	40	62	60	54	74	56	37					52
MUL												
PAC												
WHT	42	85		58	69							
FRL	38	62	62	55	74	54	40					52

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	30	49	71	33	39	47	24					54
SWD	14	41	50	24	38	35	9					44
ELL	27	52	70	32	36	44	20					54
AMI												
ASN												
BLK	32	42		30	58		25					
HSP	29	48	69	34	37	44	22					54
MUL												
PAC												
WHT	35			30								
FRL	29	51	75	33	40	47	24					54

**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	40%	53%	-13%	54%	-14%
04	2023 - Spring	42%	54%	-12%	58%	-16%
03	2023 - Spring	27%	46%	-19%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	55%	-18%	59%	-22%
04	2023 - Spring	56%	59%	-3%	61%	-5%
05	2023 - Spring	60%	53%	7%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	47%	-12%	51%	-16%

### 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.**

Third grade ELA had 28% percent students scoring level 3 or higher with 30% of the students scoring a level 1. This group came in with gaps in instruction due to a variety of interruptions including various learning platforms from K-2nd grade. There were significant needs in foundational skills requiring a multitude of intervention which hindered students' ability to consistently practice and be exposed to grade level tasks.

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

Third and fourth grade math proficiency showed the greatest decline. Third grade went from 50 % proficiency to 37% proficiency and fourth grade went from 68 % proficiency to 56% proficiency. There was an implementation in new curriculum, a shift from a familiar paper-pencil assessment to a new computer-based assessment, and implementation of new state standards. Our teachers would benefit from continuing to unpack benchmarks as the move forward in the implementation in their instructional practice.

**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.**

Our third-grade proficiency in both reading and math were 20 percentage points below the state average. Consistency in teacher attendance for instruction may have played a contributing factor in this gap, as well as our large ELL population's specific needs.

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

Aside from a slight dip, 5th graders tended to maintain their proficiency from 4th to 5th grade in math and outpaced the district. Students in this cohort consistently were instructed by experienced teachers who participated in trainings related to standards-based instruction and data analysis. Those practices were implemented in the classroom.

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

Some students will be taught by new teachers who will require training on implementing new standards in the classroom.

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

- K-2 UFLI implementation
- 3rd grade ELA proficiency
- 4th grade math and ELA proficiency and learning gains

### **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 Student Engagement****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.

Following targeted PD, the quality of teacher questions has improved. Now, students need to demonstrate learning through increased opportunities to talk, elaborate and question during classroom discussions. Students also need to demonstrate learning through the completion of rigorous, standards aligned tasks. These actions will add clarity to content learned and result in the mastery of benchmarks.

**Measurable Outcome:**

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

In contrast to lessons that are purely teacher led, for at least 60% of the lesson, students will participate by responding to quality questions, elaborating on ideas, questioning peers or demonstrating content understanding through the completion of rigorous, standards aligned tasks.

**Monitoring:**

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

The instructional leadership team will conduct classroom walks to determine evidence of student ownership against classroom lookfors. This data will be monitored weekly during academic leadership meetings.

**Person responsible for monitoring outcome:**

Jennifer Dames (jennifer.dames@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.)

Teachers and administrators will engage in PD designed to improve student ownership. This PD will include support for teachers to promote student questioning and elaboration and aggressive monitoring of students engaged in standards aligned tasks.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Classroom discussion and feedback given during aggressive monitoring are practices that extend student learning by encouraging critical thinking and the ownership of learning. According to Hattie, classroom discussion has an effect size of .82 and feedback an effect size of .70

**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.

***No action steps were entered for this area of focus***

## #2. 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.

Currently, the school's 90% attendance rate is 73%. Students must be present in school each day to benefit from quality instruction. The school's 90% attendance rate needs to increase.

### Measurable Outcome:

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

The school's 90% rate will increase from 73% to 80%.

### Monitoring:

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

Weekly, under the direction of Assistant Principal Aliya Norman, the school's social worker will monitor student and class attendance rates. This data will be shared during bi-weekly Student Services meetings.

### Person responsible for monitoring outcome:

Aliya Norman (aliya.norman@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.)

Using PBIS strategies of explicitly making students aware of attendance expectations and acknowledging students with specific praise, the school's attendance rate will improve. Students will be regularly rewarded for being to school Here and On Time (HOT) and their House (House System intervention for positive behavior is implemented school wide) will earn points when they attend school regularly.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A focus on Positive Behavior benefits students by making expectations clear and predictable, offering rewards for exhibiting appropriate behavior and allows students the opportunity to take ownership over their behavior.

### 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.

***No action steps were entered for this area of focus***

**#3. ESSA Subgroup specifically relating to Students with Disabilities****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.

Currently, only 13% of 3-5 students with disabilities have achieved proficiency in ELA.

**Measurable Outcome:**

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

This school year, 25% of 3-5 students with disabilities will achieve ELA proficiency as measured by the FAST assessment.

**Monitoring:**

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

Using progress monitoring data, the assistant principal will lead data chats with teachers to review their progress towards meeting the proficiency target. This will occur monthly.

**Person responsible for monitoring outcome:**

Aliya Norman (aliya.norman@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.)

To meet the proficiency target, teachers will aggressively monitor the completion of standards-aligned task and give students feedback. Teachers will use interventions for students with learning needs to include: direct models of instructional strategies, small group instruction and direct instruction of foundational skills needed to master prioritized standards.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to Hattie, the effect size for providing students feedback is .70. Offering students tailored interventions for students to support their understanding has an effect size of 1.29.

**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.

***No action steps were entered for this area of focus***

## 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)).

Title I funds are primarily used for coaching staff (ELA, Math, Science and Interventionist) and to support K-5 ELA instruction. Weekly meetings are held with coaches and administrators to create goals, monitor progress towards goals and to review progress monitoring data both school-wide and for targeted students on their caseload. According to these meetings and student performance, these resources are adjusted to support students needing them the most.

## 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

Our K-2 instructional practice to grow in ELA is foundational skills.

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

Our 3-5 instructional practice to grow in ELA is 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

Grades K-2 will increase the number of students indicated as proficient in Phonics on the iReady diagnostic assessment.

### Grades 3-5 Measurable Outcomes

Grades 3-5 will increase the number of students indicated as proficient as measured by the FAST.

## 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.

K-2 students will be monitored using beginning, middle, and end of the year iReady diagnostic assessments. We will use this data to determine small group instruction and interventions using Phonemic Awareness by Heggerty, UFLI for intervention groups, and Brain Spring (for our ESE students).

3-5 student will be monitored using PM1, PM2, and PM3 FAST assessments. This will help us determine specific groups of students who will need remediation in vocabulary and Greek and Latin roots.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Benton, Sydney, sydney.benton@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?

The evidence-based programs being used for K-2 include:

- Phonological Awareness by Heggerty- This is a highly engaging program for pre-reading skills.
- Phonemic Awareness by Heggerty
- UFLI Foundations
- Literacy Footprints/Next Step Forward in Guided Reading.

- Brain Spring (ESE)

-FCRR supports

-iReady

-iReady Teacher Toolbox

These are all research based, aligned the districts reading plan and aligns to the B.E.S.T. standards.

The evidence-based programs being used for 3-5 include:

-Achieve/NewsELA

- Wonders

- SIPPS

- BrainSpring (ESE)

-FCRR supports

-iReady

-iReady Teacher Toolbox

These are all research based, aligned the districts reading plan and aligns to the B.E.S.T. standards.

**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?

The rationale behind these specific practices and programs' usage is because they each address a piece of a need within the focus area and are proven to be effective.

**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
K-2: Step 1- teachers complete PD in UFLI with the reading coach, Sydney Benton. Step 2- Teachers follow up with a coaching cycle with Sydney Benton or Lorimar Guadalupe, Step 3- Train volunteers and paras on UFLI for supporting roll and reads and decodable readers.	Benton, Sydney, sydney.benton@hcps.net
K-2: Complete foundational skills coaching cycle	Benton, Sydney, sydney.benton@hcps.net
K-2: United Way Para support	Benton, Sydney, sydney.benton@hcps.net
K-2: TN Fellowship: supporting K-2 literacy classes	Benton, Sydney, sydney.benton@hcps.net

n/a

## 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.

This SIP will be shared with teachers and school staff members during regular faculty meetings. Additionally, throughout the year, SIP goals will be revisited during these meetings to assess student achievement and progress towards meeting goals. SIP progress will be shared with business partners during SAC meetings and whenever we have meetings designed for the public (i.e., volunteer training and appreciation meetings). For all stakeholders, the SIP will be available on the school's website (<https://www.hillsboroughschools.org/reddick>) and during monthly family engagement meetings, time will be identified to describe, explain our SIP and also describe our progress towards meeting SIP goals.

**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))

Positive relationships are fostered with parents and families through regular communication on our social media websites. This year, a monthly newsletter will be provided to families to keep them informed of school wide events and how to support their students academically. Teachers will use various communication tools (i.e. remind, class dojo) to inform students about class events. Student progress is regularly communicated through progress alerts sent quarterly and monthly for students with

documented ELA or math deficiencies. Our Family Engagement Plan can be found on our school's website (<https://www.hillsboroughschools.org/Domain/170>).

**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 academic program at our school will be strengthened by holding teachers accountable by delivering rigorous standards-based instruction, regularly monitoring instruction and giving students immediate feedback and adjusting PD goals based on student performance. Under the direction of the principal, the leaderships team will monitor our progress towards student ownership, particularly for students with disabilities, and make necessary adjustments.

**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))**

All school stakeholders offer their input to the school administrative team, academic leadership team and student services leadership team in the creation of this plan.

#### **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))**

Using 7 Mindsets as our framework, all students receive exposure to Resiliency, Character and Life Skills Education (RCLS) weekly. Teachers reinforce these lessons within the classroom as appropriate. The student services team connects students and their families to counseling, school-based mental health services and outside mental health resources according to student need.

**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))**

n/a

**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).**

This school uses PBIS as the framework for our school-wide behavior plan. We have a House System in place where students are sorted into 6 houses based on various leadership aspects. Students learn to be cooperative as they earn points for their house by displaying positive behavior and by improving academically. This represents Tier I of our behavior plan. Students needing additional behavior support will receive Tier II or III interventions from teachers with the support of school administrators and student services leadership team.

**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))**

Teachers, paras and other staff members have access to district sponsored professional learning. Additionally, in accordance with our instructional priorities and SIP goals, teachers and staff are offered mandatory and optional PD opportunities related to academic ownership, aggressive monitoring and data analysis.

**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))**

Our school uses Kindergarten Roundup as an opportunity to support Pre-K students and their families with kindergarten registration. When Title I funds are available, Pre-K students are provided math and ELA learning packs for parents to support their academic achievement and school readiness.

**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: Instructional Practice: Student Engagement	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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