

Hillsborough County Public Schools

Bay Crest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bay Crest Elementary School

4925 WEBB RD, Tampa, FL 33615

[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.

To provide a solid foundation that provides a culture for students to become life-long learners.

Provide the school's vision statement.

To be an exemplary school for students and staff by setting high expectations for responsibility, achievement, and empathy.

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
Maltezos, Lisa	Principal	<ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Swanson, Linda	Assistant Principal	<ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Falcone, Christina	Teacher, K-12	<ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Rosenfeld, Hailey	Teacher, K-12	<ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS

Name	Position Title	Job Duties and Responsibilities
		<p>process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains.</p> <p>4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>

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.

All stakeholders were given the opportunity to provide feedback from the previous year's data. Stakeholders were also invited to give input in analyzing the data and steps on how to improve in the given areas.

SIP Monitoring

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

The SIP will be monitored during monthly meetings, PLC meetings, and progress monitoring meetings to help increase achievement for students.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
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) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	32	19	26	27	27	0	0	0	172	
One or more suspensions	0	3	2	1	3	1	0	0	0	10	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	35	40	25	33	44	40	0	0	0	217	
Level 1 on statewide Math assessment	20	17	15	37	34	16	0	0	0	139	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	40	25	33	44	40	0	0	0	217	

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	1	1	2	0	0	0	0	4

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	3	9	5	2	0	0	0	0	0	19
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	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	33	29	25	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	22	22	16	0	0	0	60	
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	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	2	7	0	0	0	0	0	14
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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
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	33	29	25	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	22	22	16	0	0	0	60	
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	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	2	7	0	0	0	0	0	14
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*	52	50	53	46	53	56	50		
ELA Learning Gains				66			53		
ELA Lowest 25th Percentile				64			50		
Math Achievement*	67	56	59	56	50	50	40		
Math Learning Gains				72			41		
Math Lowest 25th Percentile				56			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	50	54	36	59	59	43		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	60			53		

* 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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	273
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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	456
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	42			
ELL	53			
AMI				
ASN				
BLK	59			
HSP	53			
MUL				
PAC				
WHT	59			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	55			
AMI				
ASN				
BLK	60			
HSP	59			
MUL	45			
PAC				
WHT	49			
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	52			67			44					56
SWD	48			31							4	40
ELL	46			71			45				5	56
AMI												
ASN												
BLK	61			57							2	
HSP	48			65			51				5	55
MUL												
PAC												
WHT	58			76			45				4	
FRL	48			63			44				5	53

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	46	66	64	56	72	56	36					60
SWD	13	63	59	31	72	50	15					40
ELL	40	69	67	50	69	67	21					60
AMI												
ASN												
BLK	43	75		50	73							
HSP	45	68	64	56	74	63	40					61
MUL	40			50								
PAC												
WHT	41	57		59	64		23					
FRL	43	65	62	53	69	55	34					57

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	50	53	50	40	41	18	43					53
SWD	11	20		12	0		14					36
ELL	49	43		37	26		25					53

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
AMI												
ASN												
BLK	44			20								
HSP	49	50		40	29	0	41					53
MUL	50											
PAC												
WHT	54	60		44	55		55					
FRL	46	51	50	36	29	19	31					49

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	40%	54%	-14%	58%	-18%
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	55%	-9%	59%	-13%
04	2023 - Spring	53%	59%	-6%	61%	-8%
05	2023 - Spring	68%	53%	15%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	47%	-14%	51%	-18%

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.

Based on the 2023 FAST/STAR Data, the lowest performance was 4th grade at 45% level 1 followed by 1st grade 43% at urgent level. This is due to a deficiency in foundation skills at the primary level and comprehension and vocabulary deficiencies at the intermediate level. Additionally, students with chronic attendance contributed to this deficit.

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

4th grade showed the greatest decline from 49% proficiency in 21-22 to 40% in 22-23. There was also a significant decline in level 1 from 31% in 21-22 to 45% in 22-23. Factors contributing to this decline were a lack of foundation skills and comprehension and vocabulary deficiencies. An increase in chronic attendance issues were also a factor.

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.

4th grade showed the greatest gap in overall proficiency with 40% proficiency vs. 58% proficiency for the state. There was also a significant gap in Level 1 at 45% vs. 23% for the state. Additionally, 1st grade showed the greatest gap in overall proficiency at 33% on the STAR assessment and 43% at the urgent level. The factors contributing to this gap was a lack of foundation skills, leading to a lack of comprehension. Students also lacked stamina contributing to low performance. An increase in chronic attendance issues were also a factor.

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

5th Grade FAST Math showed the most improvement from 59% proficiency to 68% proficiency. Collaborative planning, differentiation, instructional practices, guided groups, and academic coaches. ELP tutoring throughout the day was a factor in increasing math processes. Increase in math vocabulary was implemented schoolwide. Increased computer lab time to focus on Tier 2 and Tier 3 students.

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

One potential area of concern was the percentage of students with less than 90% attendance. 31% of students were chronic attendance issues. This potential area of concern could be reflected in declining ELA performance.

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

1. Foundational Skills K-2 (UFLi implementation), 3rd grade first quarter, small groups 3-5
2. Attendance Incentives
3. Planning and differentiation, K-2 (centers), 3-5 differentiation for cumulative experience

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 related to student attendance will focus on improving student attendance in order 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 chronic attendance in 2022-2023 was 31% with kindergarten being the highest percentage.

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 90% or higher attendance rate as measured by EdConnect will increase as follows from 2022-2023 to 2023-2024

Q1: 76% in 22-23 to 81% in 23-24

Q2: 68% in 22-23 to 73% in 23-24

Q3: 73% in 22-23 to 78% in 23-24

Q4: 71% in 22-23 to 76% in 23-24

Monitoring:

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

The percentage of students with chronic attendance as measured by Ed Connect will decrease from 31% in 2022-2023 to 26% in 2023-2024.

Person responsible for monitoring outcome:

Lisa Maltezos (lisa.maltezos@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.)

Student attendance led by the attendance team will be monitored daily, monthly, 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 a member of the attendance team. The attendance will be reviewed so attendance plans, for students who are chronically absent, can be adjusted, if necessary. The attendance team will meet weekly to review data to adjust the SIP's Action Steps. The attendance team will share attendance data with the leadership team twice a month with the staff and SAC.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

RTI will be focused on strengthening Tier 1, 2, and 3 to improve student attendance particularly with students with chronic absenteeism.

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.

Share importance of attendance including research regarding connection between attendance and academic performance.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Start of school year

Contact parents of formerly chronic attendance students to be proactive and identify family needs prior to school start.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Start of school year

Create an attendance electronic database created by social worker to track daily attendance.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Start of school year

Monitor data for Tier 1, 2 and 3 students using Synergy. Monthly remind messages including information about attendance with bite size facts between frequent absence and student performance.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Monthly during school year

Create and communicate to staff clear and consistent guidelines for contacting families when Tier 3 students are absent.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Start of school year

Recognize good and improved attendance. Weekly recognition on WGUL morning show with students with 100% attendance from previous week and highlight students with chronic attendance that shows improvement monthly.

Person Responsible: Lisa Maltezos (lisa.maltezos@hcps.net)

By When: Weekly during school year

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

Kindergarten and 1st grade students lacked foundational skills based on the Wonders screener. By focusing on ELA, the instructional improvements will include increased planning with UFLI to increase foundational skills resulting in an improvement in student proficiency on FAST assessment.

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

Based on the 2023 ELA FAST scores, 39% in grade 3 scored at proficiency, which is level 3 or higher. 40% in grade 4 scored at proficiency, and 40% in grade 5 scored at proficiency. This score was due to a gap in foundation skills which interfered with comprehension. By focusing on ELA, the instructional improvements will foundation skills reviewed in quarter 1 for 3rd grade and utilizing UFLI for small group instruction in 3-5 resulting in an improvement in student proficiency on FAST ELA 2024.

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

Academic growth and proficiency will be measured through the Weekly UFLI progress monitoring. 80% or more of students will show growth through the STAR progress monitoring from PM 1-PM 2, and PM 2-PM 3. Our goal for kindergarten is 50% at or above grade level, 1st grade is 40% at or above grade level, 2nd grade is 38% at or above grade level.

Grades 3-5 Measurable Outcomes

Academic growth and proficiency will be measured explicit planning and differentiation through the Wonders Culminating Experience and the Wonders Spotlight Checks given every two weeks (80% of

students will score 80% or higher). Students will show growth from the FAST progress monitoring from PM 1-PM 2, and PM 2-PM 3. Our goal for 3rd grade is 51% at level 3 or higher, 4th 44%, 5th, 45%.

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.

Monitoring will be through the weekly UFLi progress monitoring (PM), spotlight checks every 2 weeks, and STAR/FAST (PM). Using the UFLi and the spotlight checks will provide teachers with weekly data to target gaps in deficiencies.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Swanson, Linda, linda.swanson@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?

Grades 3-5 will plan twice a month providing explicit instruction and differentiation for the culminating experiences. As well as, monitoring the spotlight checks data to drive small group instruction. In grades K-2 planning and differentiation will focus on "centers" for students to independently apply foundation skills during small group instruction.

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?

Spotlight checks will be utilized to ensure that students are showing consistent growth to reach proficiency. In grades K-2 the planning for independent work will ensure students are applying their foundation skills as measured in the weekly PM to show consistent towards mastery.

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>Grades 3-5 will continue internalization planning bi-monthly with Literacy Leadership team to provide students with explicit differentiated instruction. This will result in students growth on their spotlight checks and increase comprehension as measured on FAST PM. Provide and participate in ongoing professional development focused on UFLi implementation in the classroom. Through literacy coaching teachers will apply knowledge of the UFLi program during the whole group foundation time, and during small group and independent practice</p>	<p>Swanson, Linda, linda.swanson@hcps.net</p>
<p>Provide and participate in ongoing professional development focused on UFLi implementation in the classroom. Through literacy coaching teachers will apply knowledge of the UFLi program during the whole group foundation time, and during small group and independent practice</p>	<p>Swanson, Linda, linda.swanson@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.

Teachers in grade K-5 will focus on explicit planning, instruction, and differentiation along with the use of weekly UFLi monitoring (K-2), spotlight checks every 2 weeks (3-5), FAST/STAR progress monitoring (K-5) and focusing on explicit independent work ("centers") to continue to help students grow (K-2). The student's growth will be shared with parents through Parent Teacher Conferences, daily checks using Remind, and information sessions.

School's Webpage: <https://baycrest.mysdhc.org>

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))

The use of Remind for daily communication, announcements, celebrations, and events happening throughout the school campus will keep parents informed of opportunities to build positive relationships throughout our school community. Monthly SAC meetings will be held to inform parents of everything that is taking place on school campus and provides opportunities for parents to continue building relationships with their school community. Parent teacher conferences will be held each semester in grades Pre-K-5 to keep parents informed on how their child is progressing in school and ways to continue supporting them at home. As well as monthly and/or quarterly progress reports to be sent home if needed based on academic performance.

School's Webpage: <https://baycrest.mysdhc.org>

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))

Teachers in grades K-5 will focus on explicit planning, instruction, and differentiation to help students become proficient. To track the student's growth towards proficiency, teachers will use weekly UFLi monitoring (K-2), spotlight checks every 2 weeks (3-5), as well as STAR/FAST progress monitoring (K-5). The data collected using these monitoring tools will assist teachers in their explicit planning, instruction, and differentiation to provide the students with quality of learning an enriched curriculum.

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))

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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))

Through our Student Services team there are programs in place to help improve students' skills outside of academic subject areas. These programs include: classroom lessons and lunch bunch with the Guidance Counselor monthly, student mentor programs, and one on one counseling. Along with teachers implementing the PEARLS (P-Pearls, E-Empathy, A-Achievement, L-Life-Long Learner, S-Self Control) program in their classrooms. PEARLS is a schoolwide program that focuses on qualities to help the students achieve in all aspects of life not just academically. When a student is showing any of the qualities from PEARLS they are selected to be celebrated with administration and their parents.

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).

Teachers follow protocols for tiered interventions, participate in monthly PSLT meetings, and academic reviews to assess if the interventions being used are successful. Teachers implement responses to interventions based on these meetings with the Multi-Tiered Systems of Support to ensure that students are getting the services they need to be successful in the classroom.

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))

Monthly professional development, coaching cycles, data chats and collaborative planning sessions with academic coaches help teachers continue their education of teaching and planning data informed lessons.

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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