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Bing Elementary School

6409 36TH AVE S, Tampa, FL 33619

[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 empower students to take ownership of their academic achievement and practice positive character.

Provide the school's vision statement.

Bing Elementary envisions every child will attain unlimited educational possibilities while being a responsible productive and caring citizen.

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
Holley, Cheryl	Principal	Principal of the school
Berk, Christina	Math Coach	Math Coach k-5
Clarke, Maria	ELL Compliance Specialist	ESOL Resource Teacher K-5

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 have an opportunity to share their ideas to be incorporated into the plan. This can include surveys, inventories, verbal and written ideas..

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))

Analysis of data through formal and informal assessments, MTSS grade level meeting, PLC's Classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, parental and community input

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	24	27	16	20	0	0	0	111
One or more suspensions	0	0	1	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

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	2	0	0	11	0	0	0	0	0	13
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	25	29	45	29	23	0	0	151
One or more suspensions	0	2	1	4	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	25	15	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	14	29	8	0	0	0	51
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	2	1	12	12	1	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	20	0	0	0	0	0	23
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	25	29	45	29	23	0	0	151
One or more suspensions	0	2	1	4	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	25	15	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	14	29	8	0	0	0	51
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	2	1	12	12	1	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	20	0	0	0	0	0	23
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*	29	50	53	30	53	56	33		
ELA Learning Gains				55			51		
ELA Lowest 25th Percentile				62			44		
Math Achievement*	40	56	59	47	50	50	37		
Math Learning Gains				72			42		
Math Lowest 25th Percentile				58			22		
Science Achievement*	46	50	54	21	59	59	23		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	40	59	59	35			39		

* 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	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN				
BLK	22	Yes	2	1
HSP	40	Yes	1	
MUL				
PAC				
WHT	30	Yes	1	1
FRL	34	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	30	Yes	3	1
ELL	54			
AMI				
ASN				
BLK	35	Yes	1	
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	50			
PAC				
WHT	49			
FRL	47			

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	29			40			46					40
SWD	5			10							4	20
ELL	27			48			45				5	40
AMI												
ASN												
BLK	26			28							3	
HSP	31			46			57				5	40
MUL												
PAC												
WHT	27			41			38				4	
FRL	28			39			45				5	36

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	30	55	62	47	72	58	21					35
SWD	5	42	50	10	42							
ELL	36	68	75	49	77	73	19					35
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	18	26		43	74		13					
HSP	35	65	65	45	70	60	24					34
MUL	42			58								
PAC												
WHT	24	47		51	74							
FRL	29	54	62	47	71	58	20					37

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	33	51	44	37	42	22	23					39
SWD	12	41		20	29		7					46
ELL	30	63		39	56		22					39
AMI												
ASN												
BLK	12	13		14	27		8					
HSP	40	65		42	50		34					40
MUL	36			29								
PAC												
WHT	30	69		50	62		15					
FRL	31	50	47	35	41	24	22					38

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	53%	-13%	54%	-14%
04	2023 - Spring	37%	54%	-17%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	17%	46%	-29%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	55%	-31%	59%	-35%
04	2023 - Spring	50%	59%	-9%	61%	-11%
05	2023 - Spring	47%	53%	-6%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	47%	-6%	51%	-10%

III. Planning for Improvement

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

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

The data that shows the lowest performance for the 22-23 school year was ELA. A possible contributing factor to this may be teacher capacity, turnovers, and the high percentage of ELL students. In addition to this, we need to show improvement in ELL and SWD subgroups.

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

The data component that showed the greatest decline from previous years is the ELA component. The same factors are contributing to this decline that contributed to the low performance rate. Our greatest need remains in ELA proficiency, which is currently 30%.

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

The component with the greatest gap when compared to the state average was also ELA. The trends we've identified are directly related to the teacher turnovers, and teacher capacity. Students began the year without a homeroom teacher, there was also a substantial number of students who were entering the grade already performing below grade level proficiency that had attendance issues.

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

The mathematics data showed the most improvement. Student were progress monitored using the district assessments and given reteach lessons to ensure benchmark expectations are being met.

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

Attendance is most definitely the focus area, along with third grade retentions. Unfortunately, thirteen students were retained this school year due to inability to pass the assessments given, both state-wide and district.

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

1. Improving reading proficiency across all grade levels
3. All teacher lessons, activities, and assessments will be aligned to the state benchmark expectations.
4. Teachers and staff will provide a welcoming environment for students.

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 Other**Area of Focus Description and Rationale:**

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

Teachers and staff will create a warm welcoming environment for students. The rationale for selecting this is that attendance is an area of concern for the school. Students feeling that they like school are cared about and belong will help improve students desire to come to school and to be successful academically and behaviorally.

Measurable Outcome:

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

The district student Panorama survey will be used to determine the success of this goal. 85 % of students will respond that they feel school is a good place.

Monitoring:

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

The goal will be monitored based on the first 20 days checklist. District student surveys will be analyzed to determine if progress has been made. Informal surveys conducted by the school counselor and social worker will also be analyzed. Results of our monthly PBIS will be monitored by the counselor and social worker as well.

Person responsible for monitoring outcome:

Cheryl Holley (cheryl.holley@hcps.net)

Evidence-based Intervention:

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

We will be using district panorama surveys as well as PBIS. The students take the survey twice per year. Data from the first survey will be compared to the data from the second survey.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

One goal for the district is to ensure that all stakeholders feel that they belong. The rationale for selecting this is that attendance is an area of concern for the school. Students feeling that they like school are cared about and belong will help improve students desire to come to school and to be successful academically and behaviorally.

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.

Teachers will create an environment that is warm and welcoming for students. Students will feel included and that they belong to the school community.

Person Responsible: Cheryl Holley (cheryl.holley@hcps.net)

By When: Throughout the year

The teachers will participate along with their students in PBIS. Students will earn Bing Bucks rewards for positive behavior and academic achievement.

The school counselor and social worker will teach monthly lessons to classes for character education and hold small focus groups for students who need additional support. The school counselor and social worker will give students opportunities to talk to them individually and be a safe space for students who need that.

Person Responsible: Shemia Hollingshed (shemia.hollingshed@hcps.net)

By When: On going throughout the school year.

#2. 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.

Student engagement will be improved by aligning state standards to lessons, activities and assessments.

Measurable Outcome:

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

The data used to determine mastery will be the instructional observations conducted informally and formally.

Monitoring:

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

The data used to determine mastery will be the instructional observations conducted informally and formally. Teachers will analyze their group data as well as individual data to drive instruction. The academic coaches will play a role in planning engaging lessons that meet the depth of standards and align assessment and lessons to the standards. This will be a focus of the morning team planning sessions weekly facilitated by the academic coaches. This will be monitored additionally through MTSS data chats with teachers, electronic data walls, and a review of quarterly achievement of all students.

Person responsible for monitoring outcome:

Cheryl Holley (cheryl.holley@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.)

The utilization of district curriculum and assessments both district and state monitoring pieces will align the curriculum taught to standards and align assessments to standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The students performing on grade level in Reading and Math is below the district average. Improving engagement will help to bring the percentage of students performing on grade level closer to or exceeding the district average.

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.

Teachers will participate in grade level planning once a week with academic coaches. Teachers will participate in MTSS monitoring every six weeks throughout the year..

Person Responsible: Christina Berk (christina.berk@hcps.net)

By When: On going throughout the year.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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).

The allocations allotted to the school from the district and from Title one was discussed with stakeholders for their input. The allocations for Title 1 focus on hiring academic coaches and tutors as well as allotting funds for additional planning and professional development. Since students have limited experiences, money was allotted help pay for field trips to help build students background knowledge and schema. The Title one funds are also allocated for purchasing supplies that are needed for student success.

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

70 % of students in K-2 are not on track to be proficient in Reading/ ELA.

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

70 % of students in K-2 are not on track to be proficient in Reading/ ELA.

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

In 2022 2023 the students who were proficient in ELA was 30%. During the 2023 2024 school year 50% of students tested will be at or above the proficient level.

Grades 3-5 Measurable Outcomes

In 2022 2023 the students who were proficient in ELA was 30%. During the 2023 2024 school year 50% of students tested will be at or above the proficient level. In addition, 90% of all grades 4 and 5 students will make learning gains.

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.

Teachers will participate in weekly planning with academic coaches, Grade level PLC's three Tuesdays each week, and MTSS data chats every 6th week. Electronic data walls will be ongoing as well as quarterly review of academic progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Holley, Cheryl, cheryl.holley@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 teachers will use district adopted curriculum as their main curriculum. During morning planning meetings the academic coaches will ensure that the standards are being addressed with students and activities and assessments are aligned to the the Florida 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 curriculum that the teachers will use was selected by the district due to its alignment to the Florida standards. Teachers are aware that any additions or substitutions to district approved curriculum would need to be from an evidence-based source.

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>Morning Planning for all teachers will be held weekly with academic coaches to ensure quality lessons aligned to standards are being planned. The coaches will ensure that district approved curriculum is used and that the depth of the standards are being addressed. The academic coaches will ensure that differentiation of instruction through small group instruction is being planned to help improve student achievement.</p>	<p>Holley, Cheryl, cheryl.holley@hcps.net</p>
<p>MTSS Monitoring Mondays will be held every 6 weeks to look at group data and individual data for students. Data from PM!,, PM will be used to see that students are making appropriate gains. DIEBLS will also be used to monitor student progress. Informal diagnostics as well as common assessments will also be used to monitor student progress.</p>	<p>Holley, Cheryl, cheryl.holley@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.

The SIP plan will be placed in our school TEAMS page and hard copies will be disseminated as well. The Sip Team will be provided a copy as well as our PTA. A copy of the SIP will be uploaded to the school website and parents will be notified of its placement on the web by the district Parent Link system.

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 school plans to invite parents to participate in teacher conferences and activities held at school. The school plans to communicate with families on a regular basis through teacher/ newsletters, flyers etc. The parent liaison and social worker will work with families to help bridge the school to the homes. The school has several business partners that also help to bridge the community to the school.

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

The school plans to have teachers participate in weekly planning during the day with the academic coaches. The teachers will participate in ongoing professional development and continuous learning throughout the school year through district led PD and school-based PD. The teachers will participate in

Learning Walks and Coaching cycles with academic coaches as needed. Instructional time will be valued and made the highest priority other than safety.

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))

Title 1 funds will be used to support teachers PD as well as additional planning time. A tutor will be utilized to work with subgroups of students who need additional support. This will be funded through Title 1. Students will participate in additional Field Trips to help build their schema and background knowledge. The school has two Headstart classes as well as VPK to help build a strong foundation for students.

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))

The school counselor implements a PBIS for students to improve behavior. The school counselor teachers monthly character lessons as well as the 7 mindsets lessons to students. The counselor and school social worker work with students in small groups and individually to meet their needs. The school has a mental health counselor assigned and the mental health counselor meets with his caseload on a regular basis. In addition, the school has a psychologist who is available to meet with students as needed or directed on the student's IEP. All support service staff are available for consultation with teachers and parents as needed. Through out MTSS Monitoring Mondays, teacher or parent request, students are identified as needing additional support.

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))

NA

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).

The school holds MTSS meeting every six weeks with grade levels to address concerns with students both academically and behaviorally, MTSS looks at the tiering of students and interventions being conducted. The MTSS will monitor students as they move through the tier system The attendance and medical issues that may come forth will be addressed as well as an intervention.

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))

Professional development will be whole group and individually based as needed. Beginning teachers will have a mentor from the district. Coaching cycles with academic coaches will be a part of the individual

PD. Faculty PLC's will incorporate break out sessions to address individual needs as well. Peer Coaching through a model classroom at the school site or at a peer site will be used as needed for additional support.

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))

Head start students and Vpk students as well as neighborhood students will be invited to a minimum of two "Bulldog Days" These one hour per month sessions will introduce the students to kindergarten. The K teachers will read a story, do an activity and offer a snack to the preschoolers. This helps to ease anxiety and allows students to build excitement for starting school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

No