Hillsborough County Public Schools

Clair Mel Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Clair Mel Elementary School

1025 S 78TH ST, 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.

At Clair-Mel Elementary, we encourage success in our school and throughout the community by establishing a climate of collaboration based upon shared goals and expectations.

Provide the school's vision statement.

At Clair-Mel Elementary, we are developing successful, productive citizens who make positive differences.

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
Waite, Gloria	Principal	The principal serves as the instructional leader, engages stakeholders and collaborates with others.
Falkenmayer, Christine	Assistant Principal	The APEI supports the role of the principal on the leadership team and supports curriculum needs of the school as well as organizes assessment calendars.
Dalmida, Janice	Reading Coach	Ensures the fidelity of instruction in reading. Monitors and analyzes data as it is available with teachers and administration. Coaches teachers on effective practices related to reading.
Davis, Melissa	Other	Works with the PBIS team to ensure fidelity of the Tier 1 plan as well as monitoring the data to adjust the plan as appropriate. Ensures fidelity of IEP's in the regular Ed and ESE classroom.
Harn, Angela	Other	In the role of MTSS resource teacher ensures the MTSS process is followed with fidelity. Works with the PBIS team to ensure fidelity of the Tier 1 plan as well as monitoring the data to adjust the plan as appropriate. Ensures fidelity of interventions and monitors student data.
Rodriguez, Lisandra	Other	Ensure the fidelity of ELL accommodations and services for our students who are in the ELL program. Ensure supports are provided to classroom teachers in acceleration of our students language acquisition. Monitoring the fidelity of the Imagine learning program by tracking student data and supporting teachers in reaching the weekly goals with students.
Stack, Amy	Math Coach	Ensures the fidelity of instruction in math. Monitors and analyzes data as it is available with teachers and administration. Coaches teachers on effective practices related to math.

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.

Stakeholder input is solicited during ILT meetings, Faculty Meetings, SAC meetings and parent events. This input is aligned to our school data to determine the most appropriate goals to set and strategies to reach those goals. The goals and strategies are presented to stakeholders to gain buy-in.

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 is reviewed at each monthly SAC meeting and during monthly ILT meetings where current data is presented to monitor progress towards goals. The plan and strategies are revisited to determine PD needs and/or adjustments to the steps.

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	93%
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) 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: C 2018-19: C 2017-18: D
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	21	23	19	18	22	0	0	0	103
One or more suspensions	0	1	2	1	0	3	0	0	0	7
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	6	28	18	0	0	0	52
Level 1 on statewide Math assessment	0	0	0	5	28	23	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	28	18	0	0	0	52

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	2	14	12	0	0	0	29

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	6	0	0	0	0	0	14
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	20	11	20	25	10	0	0	0	86
One or more suspensions	0	0	0	2	2	2	0	0	0	6
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	8	0	0	0	0	0	8
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	

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	8	15	0	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	10	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	16	0	0	0	0	18

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	20	11	20	25	10	0	0	0	86
One or more suspensions	0	0	0	2	2	2	0	0	0	6
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	8	0	0	0	0	0	8
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	

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	8	15	0	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	10	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	16	0	0	0	0	18

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*	44	50	53	43	53	56	37		
ELA Learning Gains				62			44		
ELA Lowest 25th Percentile				64			60		
Math Achievement*	36	56	59	50	50	50	47		
Math Learning Gains				64			48		
Math Lowest 25th Percentile				54			63		
Science Achievement*	34	50	54	28	59	59	23		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	48	59	59	76			60		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	199
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	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99
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	21	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	26	Yes	1	1
HSP	41			
MUL				
PAC				
WHT	50			
FRL	39	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	43			
ELL	52			
AMI				
ASN				
BLK	49			
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	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	44			36			34					48
SWD	16			24							4	36
ELL	42			32			44				5	47
AMI												
ASN												
BLK	33			30			18				4	
HSP	44			36			44				5	47
MUL												
PAC												
WHT	47			53							2	
FRL	43			35			33				5	45

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	43	62	64	50	64	54	28					76
SWD	26	50		35	56		15					73
ELL	30	56	56	44	67	70	16					76
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	33	68		43	63		38					
HSP	42	61	63	52	64	60	21					75
MUL												
PAC												
WHT	67			60								
FRL	43	61	64	51	64	54	28					76

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	37	44	60	47	48	63	23					60
SWD	28			44								
ELL	22	44		43	58		17					60
AMI												
ASN												
BLK	32	33		43	55		5					
HSP	40	51		47	47		29					60
MUL												
PAC												
WHT	33			57								
FRL	36	44	60	46	49	63	22					60

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	33%	53%	-20%	54%	-21%
04	2023 - Spring	58%	54%	4%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	46%	-14%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	55%	-28%	59%	-32%
04	2023 - Spring	50%	59%	-9%	61%	-11%
05	2023 - Spring	20%	53%	-33%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	47%	-20%	51%	-24%

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.

Our lowest data components are grade 3 proficiency in ELA and Science proficiency. They are both at 35% during the 22-23 school year. Building foundational skills in the early grades is critical to ensuring students are proficient when they take the FAST and FSSA assessments. Science has made some shifts, but needs support to reach our intended goals. The same is true for ELA and Math as we are not yet at least 50% proficient.

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

Math proficiency showed the greatest decline this year. With the new assessment platform, students needed additional instruction in both foundational skills and how to use scratch paper while taking an online test. Our Math proficiency dropped by from 50% to 38%.

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

The greatest gap when compared to the state was in math proficiency. The state average was 56% and the school average was 38%. Taking the test online was a new skill for students to learn along with the need for a strong mathematical foundation contributed to the gap.

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

The greatest improvement was in science proficiency which moved from 28% to 35% and ELA proficiency which moved from 35% to 44%. The specific time allocated to teaching previous grade level standards after analyzing the data along with on grade level standards helped bridge the gaps in learning at a faster pace for students.

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

One area of concern is in not reaching at least 50% proficiency in any core content area, with Math and Science being the most in need of improvement. The other area of concern falls in attendance

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

The highest priority for school improvement for the upcoming year is building foundational skills to close learning gaps to help students reach proficiency in all core content areas. Additionally, attendance is an area of focus to ensure students are present to receive high quality instruction on a daily basis.

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

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

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

Scores in each core content areas fall below 50% proficiency which shows a need to build foundational skills so students may reach proficiency by closing learning gaps. Teachers must also plan high quality questions to ensure students are doing the thinking that is needed to meet the demands of the standards when working independently.

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

Scores in each content area will increase to reach at least: 43% proficient in grade 3 ELA, 54% proficiency in ELA, 51% proficiency in Math and 45% proficiency in science.

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

Weekly data collection walkthroughs will be conducted by the Academic services team and administration to monitor use of questioning during benchmark aligned instruction and data will be reviewed during weekly meetings to determine next steps with support.

Person responsible for monitoring outcome:

Gloria Waite (gloria.waite@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.)

Common planning will include data analysis, planning for foundational skills and planning for questions to be used during instruction.

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

Differentiated questions planned in advance ensure teachers are filling gaps of instruction to push student thinking. Having a designated time for foundational skill instruction will help close learning gaps. Common planning provides support to teachers with follow up feedback on lesson implementation.

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.

Develop a master schedule that supports common planning time and time for a foundational skill block of time. Set protocols and expectations for common planning. Create a walk-through schedule to collect data on plan into practice.

Person Responsible: Gloria Waite (gloria.waite@hcps.net)

By When: August 2023

Provide PD to teachers on planning for effective questioning.so high quality questions are used during instruction. Monitor the use of questions during lessons as they are developed during planning session.

Person Responsible: Gloria Waite (gloria.waite@hcps.net)

By When: Sept.2023

#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.

Student attendance is an area of focus as the percentage of students with at least 90% attendance is below 80%. This means students are missing 10 or more days of instruction a year.

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

The percentage of students attending school at least 90% of the time will increase to at least 90%.

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

Attendance will be tracked weekly during student services meetings. Students who are falling below the 90% attendance threshold will have an incentive plan created to help motivate students to attend school regularly.

Person responsible for monitoring outcome:

Gloria Waite (gloria.waite@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.)

Monthly assemblies will be used to highlight houses who have the most attendance, PBIS and online program points. Classes with 100% attendance will be announced daily and the class will earn house points The winning house each month will have a house party. Each day each class that has 100% attendance will earn a letter to spell Cougie- once Cougie is spelled, our mascot will visit the class and reward the class with ice pops. An attendance incentive plan will be put in place for any students who are not meeting the 90% threshold. PBIS points are also earned each day for following the ROAR expectations.

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

Motivation is one way to create a positive culture where students want to attend daily. Focusing on ways to promote attend along with PBIS for behavior, we are helping students to enjoy the benefits of being at school which will also help them grow both socially and academically.

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.

Plan house assemblies and create a data tracking system for points for attendance, PBIS and online program use. Announce the plan to staff and students so they are aware of how they earn points.

Person Responsible: Melissa Davis (melissa.davis@hcps.net)

By When: August 2023

Make Cougie letters and give to each teacher so students may see their progress. The principal will call out classes each day at the end of the day with 100% attendance so teachers may add the letter to their wall.

Person Responsible: Gloria Waite (gloria.waite@hcps.net)

By When: August 2023

Monitor student attendance data weekly during Student services meeting and share the data during monthly MTSS meetings focused on attendance so plans may be created for student who fall below the thresholds.

Person Responsible: Angela Harn (angela.harn@hcps.net)

By When: August 2023 and then monthly

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

In grade K-2, all groups fall below 50% proficient as measured by STAR. In grade K, 58% of students are below proficiency, in grade 1, 69% are below and in grade 2, 74% are below. A strategic focus on building foundational skills using UFLI will be incorporated into the designated time in the reading block. Students who fall into tier 3 for MTSS will receive intensive interventions from a Reading endorsed teacher focused on closing their learning gaps.

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

In grades 3-5, students in grades 3 and 5 fall below 50% proficiency as measured by FAST. In grade 3, 65% are below and in grade 5, 60% are below. A strategic focus on researched based phonics instruction is built into the schedule of all intermediate classes using UFLI as the resource. Students scoring below proficiency are identified and provided small group intensive interventions from a Reading endorsed teacher focused on closing their learning gaps.

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

At least 50% of all K, 1 and 2 students will score proficient as measured by Star on or before PM3 in the spring.

Grades 3-5 Measurable Outcomes

At least 50% of all 3rd, 4th and 5th grade students will score proficient as measured by FAST on or before PM3 in the spring.

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.

Dibels and i-ready reading data will be monitored to assess student progress towards the goal. Interventions will be adjusted based on the data.

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

Dalmida, Janice, janice.dalmida@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 use of the UFLI curriculum is research based, aligns to the B.E.S.T. ELA standards and the district's K-12 Comprehensive Reading Plan. The plans are monitored through common planning and follow up data collection classroom visits. Instruction is monitored for fidelity. Adjustments are made to planning and support based on trend data.

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?

These programs were selected based on the Science of Reading and professional development offered throughout the district. They are research-based strategies.

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
Common planning with all ELA teachers will include explicit support and rehearsal in the use of UFLI along with a planned time for implementation of instruction. Instruction will be monitored for fidelity. Student assessment data will be monitored to identify trends and areas of support needed for teachers. Monthly PD will be provided to support teacher development in effective implementation of UFLI.	Dalmida, Janice, janice.dalmida@hcps.net
Teachers will receive training and support in the use of i-Ready and how to monitor student progress. Teachers will engage in data chats to set goals with students to help them reach proficiency. Student data will be reviewed during planning sessions and the Reading Coach will support teachers in assigning lessons to help close learning gaps.	Dalmida, Janice, janice.dalmida@hcps.net

Title I Requirements

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

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

The SIP will be presented to staff at a faculty meeting and posted on our TEAMS page for reference throughout the year. The SIP will also be presented to stakeholders at the August SAC meeting for voting and progress updates provided at monthly meetings. All parent meetings are translated into Spanish for our families. The ILT will also discuss data at the monthly meetings to monitor progress towards 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))

A calendar of events and needs was created during the summer to share with community partners to help engage them in events that they may support. A weekly phone call is made to families on Sunday nights to provide updates of what is happening at school. Parents are informed daily of their child's PBIS points and progress alerts are send home at the mid-point of each quarter. Teachers are required to hold a minimum of 2 conferences with families each school year, one before winter break and the other before May.

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)

Common planning time is used weekly, so teachers have support with planning instruction and planning high quality questions. Time is spent during planning to review student data, plan standards aligned instruction, planning for high quality question and a foundational skills block of time. Walkthroughs are planned to monitor implementation of plans as well as to determine supports needed with implementation.

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))

Head Start families are a part of our family events like SAC meetings. We engage our families and community members each month by inviting them to our events to learn more about our school goals and strategies used to improve student performance.

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))

Our school has an onsite therapist through a partnership with Chrysalis. Students are referred to the therapy based upon suggestions from the Student Services team and teachers for students who are struggling behaviorally and/ or academically. Our counselor conducts small group and individual counseling sessions with parent permission as well as classroom lessons. Frameworks and 7 Mindsets is used during daily morning meetings in each classroom. Our counselor has created a group of mentors on staff who are CoCougars for check and connect with students identified as needing mentorship.

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))

Middle schools are invited to recruit students to magnet programs to extend opportunities for our students. Career week is planned during the Great American Teach-in to bring awareness to college and career opportunities.

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).

We use a school wide PBIS system where students may earn up to 5 points per day for following the expectations. Cougar Cash is also used as an incentive when students are caught following the expectations. Students who are not regularly earning their points are placed on a Tier 2 or 3 behavior plan developed by our MTSS teacher/ESE Specialist and the classroom teacher to help redirect problem behavior. MTSS is followed and teachers meet weekly to monitor and track student progress and interventions to determine who is in need of more support through a possible evaluation.

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 Cougar Crawls are planned through review of trend data, input from coaches and the ILT to provide timely support to teachers aligned to the SIP goals and instructional priorities. Professional learning is part of our common planning as needed to include use of i-ready and i-ready data. PMA data is analyzed, and interventions planned as soon as it is available. Data is also used to determine student placement to ensure they receive high quality learning experiences.

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))

We have Head Start classes on campus and students are encouraged to enroll for kindergarten as soon as they are of age. Head Start teachers are part of the staff and receiving training and support during our monthly Cougar Crawls and PLC meetings after school. Parents are invited to our family events as well.