

Hillsborough County Public Schools

Cleveland Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[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 inspire a community of scholars by igniting a passion for learning and developing a growth mindset through a student-centered environment.

Provide the school's vision statement.

To create a new generation that will innovate, lead, and change the world.

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
Copeland, Christina	Principal	<ul style="list-style-type: none"> -Collaborate, problem solve and support to ensure the implementation of high quality instructional practices are being utilized using the RtI/MTSS process: at the core (Tier 1) and the intervention/enrichment (Tier 2/3) levels. -Communicate school-wide data to PLC's and facilitate problem-solving with the grade-level teams. -Collaborate with teachers and school administrators to develop curriculum and lesson plans -Work with educators to identify issues, set goals and solve problems -Help teachers analyze student work -Interpret data after PMA, district or teacher-made assessments have been assessed -Design and lead professional presentations for educators -Manage the daily operations of the school -Manage the school budget -Provide instructional leadership to achieve the goals outlined in the School Improvement Plan -Design and implement the School Improvement Plan -Ensure the safety, supervision and well-being of students and staff -Provide daily feedback to staff to improve instructional practices -Meet with staff members regularly to monitor the fidelity of progress-monitoring for student curriculum, behavior and attendance -Shared leadership-delegating responsibilities to key staff members to sustain and increase staff/student culture, engagement, safety, communication with stakeholders -Sustain partnerships for the support and improvement of the school -Evaluation of all staff members -Meet regularly with custodial staff to ensure operations of the school -Meeting regularly with Student Nutrition Services team to ensure operations of the cafeteria -Meet regularly with Secretary IV to properly maintain budget and purchase items for personnel to improve school performance.
Gamm, Cheri	Assistant Principal	<ul style="list-style-type: none"> • Assist in managing the daily operations of the school • Collaborate with Principal in building the Master schedule • Coordinate all state-wide testing throughout the school year. • Collaborate and problem solve to ensure the implementation of high quality of instructional practices are utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. • Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. • Communicate school-wide data to PLCs and facilitate problem-solving with the grade-level teams.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Collaborate with teachers and school administrators to develop curriculum and lesson plans • Work with educators to identify issues, set goals, and solve problems • Help teachers analyze student work • Interpret data after PMA, district, or teacher-made assessments have been assessed • Design and lead professional presentations for educators
Shokunbi, Adedetola	Instructional Coach	Data Analysis (PMA I, PMA 2, District-wide assessments) Leading data discussions with grade-level teams Collaborative planning with grade-level teams Coaching cycles Teacher-embedded Professional development (modeling, co-teaching, etc) MTSS support and planning Lead Professional Development as it relates to Instructional Priority Look-Fors within Content-based area Help conduct assessments. Organizing school-wide math data

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.

Members of the leadership met in Spring of 2023 to review, analyze, and discuss the data from the beginning of the school year until the Spring. We discussed areas which needed to be improved to help develop this process.

SIP Monitoring

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

The SIP will be regularly monitored after our assessments, during leadership and MTSS meetings. We will revise the plan as needed when referring to our Instructional Priority look-fors and analyzing data in our Instructional Leadership Team meetings.

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	92%
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) 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: D 2018-19: D 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	11	17	10	8	5	0	0	0	51
One or more suspensions	0	0	0	0	0	1	0	0	0	1
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	15	19	11	6	8	11	0	0	0	70
Level 1 on statewide Math assessment	15	11	10	4	8	16	0	0	0	64
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	2	3	3	0	0	0	8

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	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	9	3	14	2	7	0	0	0	36
One or more suspensions	0	0	1	0	0	4	0	0	0	5
Course failure in ELA	0	0	0	13	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	12	18	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	14	13	19	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	4	5	4	10	0	0	0	30

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	2	0	0	2	0	0	0	6

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	9	3	14	2	7	0	0	0	36
One or more suspensions	0	0	1	0	0	4	0	0	0	5
Course failure in ELA	0	0	0	13	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	12	18	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	14	13	19	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	4	5	4	10	0	0	0	30

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	2	0	0	2	0	0	0	6

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	5	0	0	0	0	0	7
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*	41	50	53	39	53	56	29		
ELA Learning Gains				55			49		
ELA Lowest 25th Percentile				50			70		
Math Achievement*	48	56	59	47	50	50	40		
Math Learning Gains				70			71		
Math Lowest 25th Percentile				50			58		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	50	54	40	59	59	39		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59	60			63		

* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	411
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	17	Yes	4	1
ELL				
AMI				
ASN				
BLK	31	Yes	1	1
HSP	60			
MUL				
PAC				
WHT	70			
FRL	44			

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	39	Yes	3	
ELL	42			
AMI				
ASN				
BLK	42			
HSP	58			
MUL				
PAC				
WHT	59			
FRL	49			

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	41			48			35					
SWD	8			24							3	
ELL												
AMI												
ASN												
BLK	32			32			26				4	
HSP	52			68							2	
MUL												
PAC												
WHT	60			80							2	
FRL	41			47			34				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	39	55	50	47	70	50	40					60
SWD	7	43	55	28	62	50	25					
ELL	14	31		43	62							60
AMI												
ASN												
BLK	24	53	42	33	68	54	17					
HSP	53	60		60	69		47					
MUL												
PAC												
WHT	58	64		50	64							
FRL	33	53	47	44	69	50	34					60

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	29	49	70	40	71	58	39					63
SWD	13	42		16	42							
ELL	41			47								63

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	22	45		31	65		30					
HSP	34	53		50	80		50					58
MUL												
PAC												
WHT	42			33								
FRL	26	48	70	38	70	58	38					63

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	37%	53%	-16%	54%	-17%
04	2023 - Spring	28%	54%	-26%	58%	-30%
03	2023 - Spring	45%	46%	-1%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	52%	59%	-7%	61%	-9%
05	2023 - Spring	34%	53%	-19%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	51%	-19%

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.

-

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

-

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.

-

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

-

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

-

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

-

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.

Our school will focus on positive culture by implementing and sustaining our House System. The house system allows us to build character, relationships, and school spirit in our community. Each student and staff member belong to a house where they will have house meetings and work together on completing a service project to benefit our school and community. Students will earn points for their houses by attending school daily, wearing their uniforms, and exhibiting "PAWS"itive behavior throughout the campus. Houses will compete in challenges throughout the year to become House of the Year!

Measurable Outcome:

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

By May of 2024, 100% of students will:

- connect with one another and develop closer bonds
- gain a sense of belonging and feel supported
- learn to self-govern themselves and their behavior

Monitoring:

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

Students will earn house points daily that represent the following: Arriving to class one minute before instruction begins, wearing school uniforms, using our KAFOOTY and PAWS expectations during transitions, core instruction subject blocks: reading, math, writing, science, and Specials. Students also have the opportunity to earn 2 extra points within the day for exhibiting exceptional positive behavior. Homeroom teachers will collect points daily and will turn in points to our non-homeroom staff members who are responsible for tracking data in our school-wide house Tier I positive behavior tracking system. It will be entered in our electronic based excel form weekly.

Person responsible for monitoring outcome:

Lauren Case (lauren.case@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.)

Harry Potter Series

Ron Clark Academy

Both promote students' sense of pride, ownership, and belonging.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During House meetings that will be held every other month, students are able to check-in with their house staff sponsors regarding academics, behavior, & other questions or concerns. In addition, students will have the opportunity to practice their house chant, a lesson focused on traits, expectations, ice breakers, and so on. Students and staff celebrate successes and plan upcoming projects. Students will be able to utilize the house points in which they have earned once a month & view our Cleveland House Points menu to determine how they will spend their house points. Appetizers on the menu include the following: Dress-up day (Pajama/Hat Day), Raffle tickets for big prize, Mystery prize, donuts, ice cream sandwich, outside time (extra recess) and snow cones/ice pops. Main course items include the following: Painting with the Art teacher, Breakfast/lunch with the Principal, Breakfast/lunch with the AP, Breakfast/Lunch with a person of choice, etc.

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 4 - Demonstrates a Rationale

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.

The following stakeholders are in the House Committee and are responsible for coordinating our House Meetings, House Pep Rallies, sponsors for when students check-in regarding their academics, behavior, & other questions or concerns. These stakeholders also contribute and coordinate House projects, enter in House points that students earn in an electronic data-base Excel form. These stakeholders will contribute to our lunchroom challenge, & our Cleveland cub store where students can utilize their earned points to shop once a month.

Below are our stakeholders who are involved in all of the above roles that promote our positive school culture and environment- our Cleveland House system:

Ms. Shokuni- Math Coach
Mrs. McIntyre- Speech Pathologist
Ms. Williams- Social Worker
Mrs. Carranza- Art teacher
Mrs. Wittorf- ELL resource specialist
Mrs. Ellington- Guidance Counselor
Ms. Howery- Media Specialist
Ashley de Lima- VE resource

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: May 2024

#2. Instructional Practice specifically relating to ELA

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.

As measured by the school created walkthrough form, K-5 teachers' use of questioning, discussion techniques, small group instruction, and checking for understanding will increase from 14% of teachers in Fall 2023 to at least 57% of teachers in Spring 2024.

This will result in the following:

- Grades 3-5 FAST PM I ELA proficiency will increase from 19% to 42% ELA FAST PM II, and 55% proficiency in ELA FAST PM III in Spring 2024.

- Students in Grades KG-2nd will increase proficiency from 53% STAR ELA PM III to 60% Spring ELA IN 2024.

Measurable Outcome:

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

Evidence of the following will occur daily applied within Walkthrough look-fors:

Intentional questioning from teachers, collaborative discussion techniques from students, checking for understanding during the lesson from teacher with students understanding the success criteria, and purposeful small group instruction with teacher during rotation block with students having intentional tasks aligned to improve content-area skill while not in small group working directly with teacher.

Measurable – 14% to 57% for teachers, 53% to 60% for KG-2nd gr. students, 19% to 42% for 3rd-5th gr. students, use of the school's walkthrough form, analyze data with Instructional Leadership Team.

Attainable – the school determined a 43% gain for teachers would be attainable, 36% would be attainable for Grades 3-5, & 7% would be attainable for Grades KG-2nd.

Monitoring:

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

Teachers will be trained in how to effectively use discussion techniques, check for understanding within lesson, provide use of intentional questioning, and will apply these techniques within small group instruction. Once teachers implement these structures, students should be able to perform higher in ELA. PD opportunities will be available via district trainings and on-site.

Person responsible for monitoring outcome:

Christina Copeland (christina.copeland@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 leadership team will conduct walkthroughs from our Instructional Priority look-for component to analyze strategies during small group instruction that includes intentional questioning, checking for understanding, and student discourse. The leadership team will also look for tasks in which students are working on while not directly working with the teacher. The leadership will review evidence during our Instructional Leadership team meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction with intentional plans to increase specific reading skills through questioning, discussion, and checking for understanding will help strengthen deficiencies in ELA.

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.

50-minute common planning with intentional use of question-types aligned with benchmarks in which students can answer. Questions visible in the classroom; on PowerPoint, table groups, Student interactive notebooks, Anchor charts in the classroom. Questions prepared during planning; anticipated student responses. Resources utilized will be B.E.S.T. Benchmark resource for grades KG-5th, UFLI manual, Flamingo small group structure rotations, Servallo Reading Strategies book, iReady Magnetic Readers (both Teacher Edition and Student consumable), IXL, and Wonders Platform resources.

Person Responsible: Cheri Gamm (cheri.gamm@hcps.net)

By When: May 2024

Walk-through fidelity: Intentional questioning, discussion techniques, checking for understanding, and small group instruction. There should be evidence with intentionality of question(s) aligned to benchmark in which students will grapple and answer on their own when released to work independently. Planning for exit tickets in small group that aligns with the question and benchmark utilized with strategy. Planning to teach students the strategy aligned with the benchmark taught.

Person Responsible: Christina Copeland (christina.copeland@hcps.net)

By When: May 2024

Utilize Kagan Structures Materials to promote engagement and discussion. Each 3rd-5th grade ELA teacher received a Kagan book that gives a plethora of engagement strategies that involve student discussion. KG-2nd grade teachers will receive PD and coaching on-site for discussion techniques to utilize for and with students. Teachers will bring their Kagan book to planning with them to identify the discussion technique(s) that will be utilized for their small group instruction.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: May 2024

#3. Instructional Practice specifically relating to Math**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.

As measured by the school created walkthrough form, K-5 teachers' use of questioning, discussion techniques, small group instruction, and checking for understanding in Math will increase from 33% of teachers in Fall 2023 to at least 67% of teachers in Spring 2024.

This will result in the following:

-Grades 3-5 FAST PM I MATH proficiency will increase from 14% to 40% MATH FAST PM II, and 60% proficiency in MATH FAST PM III in Spring 2024.

-Students in Grades KG-2nd will increase proficiency from 48% STAR MATH PM III in Spring 2023 to 55% Spring in 2024.

Measurable Outcome:

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

Evidence of the following in Math will occur daily applied within Walkthrough look-fors: Intentional questioning from teachers, collaborative discussion techniques from students, checking for understanding during the lesson from teacher with students understanding the success criteria, and purposeful small group instruction with teacher during rotation block with students having intentional tasks aligned to improve content-area skill while not in small group working directly with teacher. Measurable – 33% to 67% for teachers, 48% to 55% for KG-2nd gr. students, 14% to 40% for 3rd-5th gr. students, use of the school's walkthrough form, analyze data with Instructional Leadership Team. Attainable – the school determined a 34% gain for teachers would be attainable, 46% would be attainable for Grades 3-5, & 7% would be attainable for Grades KG-2nd.

Monitoring:

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

Teachers will be trained in how to effectively use discussion techniques, check for understanding within lesson, provide use of intentional questioning, and will apply these techniques within small group instruction. Once teachers implement these structures, students should be able to perform higher in MATH. PD opportunities will be available via district trainings and on-site.

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.)

The leadership team will conduct walkthroughs from our Instructional Priority look-for component to analyze strategies during small group instruction that includes intentional questioning, checking for understanding, and student discourse. The leadership team will also look for tasks in which students are working on while not directly working with the teacher. The leadership will review evidence during our Instructional Leadership team meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction with intentional plans to increase specific mat skills through questioning, discussion, and checking for understanding will help strengthen skill deficiencies in MATH.

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.

50-minute common planning with intentional use of question-types aligned with benchmarks in which students can answer. Questions visible in the classroom; on PowerPoint, table groups, Student interactive notebooks, Anchor charts in the classroom. Questions prepared during planning, anticipated student responses. Resources utilized will be STEM scopes Benchmark resource for grades KG-5th, iReady standards online, and resources provided through our district and math coach.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: May 2024

Walk-through fidelity: Intentional questioning, discussion techniques, checking for understanding, and small group instruction. There should be evidence with intentionality of question(s) aligned to benchmark in which students will grapple and answer on their own when released to work independently. Planning for exit tickets in small group that aligns with the question and benchmark utilized with strategy. Planning to teach students the strategy aligned with the math skill taught.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: December 2023

Coach will model math lessons in classrooms for teachers and students to demonstrate walkthrough look-fors such as questioning, discussion techniques, collaborative discussion, and checking for understanding. Math coach will monitor the fidelity of small group of instruction and tasks for students who are in rotations not working directly with teacher.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: December 2023

Utilize Kagan Structures Materials to promote engagement and discussion. Each 3rd-5th grade MATH teacher received a Kagan book that gives a plethora of engagement strategies that involve student discussion. KG-2nd grade teachers will receive PD and coaching on-site for discussion techniques to utilize for and with students. Teachers will bring their Kagan book to planning with them to identify the discussion technique(s) that will be utilized for their small group instruction.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: December 2023

Utilize Kagan Structures Materials to promote engagement and discussion. Each 3rd-5th grade MATH teacher received a Kagan book that gives a plethora of engagement strategies that involve student discussion. KG-2nd grade teachers will receive PD and coaching on-site for discussion techniques to utilize for and with students. Teachers will bring their Kagan book to planning with them to identify the discussion technique(s) that will be utilized for their small group instruction.

Person Responsible: Adedetola Shokunbi (adedetola.shokunbi@hcps.net)

By When: December 2023

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

46% of Exceptional Student Education students with disabilities in Grades 3-5 will demonstrate gains by increasing from a Level 1 on FAST PM I to a Level 2 or higher on FAST PM III.

Measurable Outcome:

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

Evidence of the following will occur daily:

- Push-in and Push-out 30-minute instruction using Brain Spring, iReady, or other resources planned by Gen Ed. teacher
- Small group instruction with intentional use of questioning and checking for understanding

Monitoring:

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

Teachers will be trained in how to effectively use discussion techniques, check for understanding within lesson, provide use of intentional questioning, and will apply these techniques within small group instruction. Once teachers implement these structures, students should be able to perform higher in ELA and MATH. PD opportunities will be available via district trainings and on-site.

Person responsible for monitoring outcome:

Christina Copeland (christina.copeland@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 leadership team will conduct walkthroughs from our Instructional Priority look-for component to analyze strategies during small group instruction that includes intentional questioning, checking for understanding, and student discourse. The leadership team will also look for tasks in which students are working on while not directly working with the teacher. The leadership will review evidence during our Instructional Leadership team meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction with intentional plans to increase specific reading skills through questioning, discussion, and checking for understanding will help strengthen deficiencies in ELA and MATH.

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).

Students with disabilities will demonstrate gains by increasing from a Level 1 to a mid to high Level 1 or higher on FAST from Winter 2023 to Winter 2024. Students will improve in grade-level phonics skills, reading fluency skills/high frequency words, vocabulary skills, and comprehension skills. Resources will be allocated through funding; iReady and SIPP materials, Quick Reads, and Curriculum Associates iReady Magnetic Readers. 4th and 5th grade ELA IXL will be purchased through Title I funds for students to address deficiencies below their current grade-level.

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 the Spring of 2023, 65% of KG-2nd grade students scored below 50 percentile rank in STAR Reading PM III.

63% of kindergarten students scored below 50 percentile rank. 69% of 1st grade students scored below 50 percentile rank. 62% of 2nd grade students scored below 50 percentile rank in the STAR Reading PM III.

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

In the Spring of 2023, 64% of 3rd-5th grade students scored below a level 3 on the F.A.S.T. PM III Statewide assessment. 56% of 3rd grade students scored below a level 3, 72% of 4th grade students scored below a level 3, and 63% of 5th grade students scored below a level 3.

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

By May 2024, 55% of our KG-2nd grade students will score in the 40 percentile or higher on the STAR assessment.

By Feb. 12, 2024, 45% of our KG students will score at/or above benchmark on the ELA STAR Progress Monitoring II assessment.

By Feb. 12, 2024, 48% of our 1st students will score at/or above benchmark on the ELA STAR Progress Monitoring II assessment.

By Feb. 12, 2024, 49% of our 2nd students will score at/or above benchmark on the ELA STAR Progress Monitoring II assessment.

Grades 3-5 Measurable Outcomes

Grades 3-5:

By May 2024, 55% of our 3rd-5th students will score a Level 3 or higher on the ELA FAST PM III Spring assessment.

By Feb. 12, 2024, 40% of 3rd grade students will score a Level 3 or higher on the ELA FAST PM II Winter assessment.

By Feb. 12, 2024, 45% of 4th grade students will score a Level 3 or higher on the ELA FAST PM II Winter assessment.

By Feb. 12, 2024, 40% of 5th grade students will score a Level 3 or higher on the ELA FAST PM II Winter assessment.

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.

The school's Areas of focus will be monitored after analyzing and disaggregating the data of the PMA 1 assessments. Skill deficiencies will be taught in small group instruction, after-school Extended Learning Program, and conferences will be held with students in reaching their goals toward benchmarks.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Copeland, Christina, christina.copeland@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?

Evidence-based programs will include the following:

K-2

Wonders Unit Assessments

Reading Program Program Repository: Florida Center for Reading Research (fcrr.org)

WWC: Practice Guides (ed.gov)

Easy CBM

FCRR activities

DIEBELS (Non-sense word fluency MAZE)

SIPPs

Grades 3-5

Spotlight Checkpoint Assessment

Reading Unit Assessment

Benchmarks Progress Monitoring Tools

Writing Unit Assessment

iReady Magnetic Readers

IXL

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?

Grades K-5 Literacy Progress Monitoring assessment guides will be utilized that is provided from our district. The purpose of the guides are to provide support for teachers and administrators around the use of assessments as a tool to guide instructional decisions. The results of all assessments should be used to inform subsequent instruction, aid in making grouping decisions, and point toward areas in need of reteaching and/or acceleration. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grade levels with the Teacher-led small group portion of the literacy block.

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
Literacy Leadership Common planning will be utilized to discuss materials utilized that are aligned to the grade-level benchmarks and are rigorous to accelerate learning in the core instruction of the literacy block.	Gamm, Cheri, cheri.gamm@hcps.net
Assessment PLCs will revolve around data-dives. The sole purpose of these data dives are to guide instructional decisions and point towards areas in need of reteaching and/or accelerations. Plan of actions will be based on students given instruction and have opportunities to practice and address skill gaps within the teacher-led small group during literacy blocks and/or After-school Extended Learning Programs.	Copeland, Christina, christina.copeland@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 School Improvement will be communicated to families at our Annual Title I meeting, our family engagement meetings with curriculum implementation, SAC meetings, and PTA meetings.

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))

-Our school plans build positive relationships with parents, families, and other community stakeholders through communicating our HOUSE system. Once a month, our staff meet (parents and stakeholders

are welcomed to meet) to plan for our House meetings after school in lieu of faculty meetings from 2:15-3:25 p.m. In our house meetings, students wear their House shirts on House meeting days where students in grades HeadStart through 5th grade integrate and collaborate with staff members associated with the house to discuss positive character traits, work on acts of service projects, and participate in team building activities. We also have a House Committee that meets during the school day once a month to discuss House points in which all students earn and utilize to go to the Cub store, logistics of our quarterly House Pep Rally, House parties, House challenges, and Cub store. Our business partners contribute to items in our house cub store in where students use their points to purchase items or an experience. The goal is to have zero behavior referrals within the school year. Currently we have zero suspensions and zero referrals within the 1st quarter. We hold quarterly conference nights with parents and families as well as ongoing communication to discuss the academic and social progress of students. We also provide Extended Learning Program for both ELA and Math in grades Kindergarten through 5th grade for our Tier 2 students weekly. Wednesday is designated for ELA and Thursday is designated for MATH.

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 Principal will hold quarterly data meetings with the entire faculty and present status of progress based on formative assessments administered by teachers. Administration meets with teachers quarterly during academic reviews and sets goals for all Tiered students. Goal-setting is also discussed during planning sessions in which the Principal meets with all 3rd-5th grade teachers with academic coaches during every planning session and the Assistant principal meets with all KG-2nd grade teacher with academic coaches during every planning session. The instructional leadership team conducts classroom walkthroughs with an emphasis on small-group instruction with strategic grouping of students and tasks provide aligned to the benchmark to enhance understanding.

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))

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

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

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

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

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