

Hillsborough County Public Schools

Cork Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Cork Elementary School

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[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.

Cork Elementary exemplifies a safe and nurturing environment where people from diverse cultures and beliefs come together to build confidence, excel in learning, strengthen inter-personal relationships, and be a stellar example of our families, community, and district.

Provide the school's vision statement.

Learners today, leaders tomorrow.

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
Black, Sherri	Principal	It is the responsibility of the principal to set the purpose of the leadership team which is to ensure high quality core instructional practices and support interventions and enrichment for students in need of differentiated instruction to be successful.
Manhertz, Rosemarie	Assistant Principal	It is the responsibility of the assistant principal to assist the leadership team and to ensure high quality core instructional practices and support interventions and enrichment for students in need of differentiated instruction to be successful.

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.

The process for SIP Development and Stakeholder involvement began last Spring with the creation of the HCPS Title 1 Schoolwide Plan for 2023-2024. This planning included the Instructional Leadership Team and the SAC Committee.

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))

SIP will be reviewed biannually with the SAC Committee and quarterly at data chat meetings with the instructional staff.

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	57%
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) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	28	16	14	14	17	0	0	0	89	
One or more suspensions	0	3	3	3	4	13	0	0	0	26	
Course failure in English Language Arts (ELA)	0	0	0	40	34	0	0	0	0	74	
Course failure in Math	0	0	0	28	33	0	0	0	0	61	
Level 1 on statewide ELA assessment	0	0	0	43	34	27	0	0	0	104	
Level 1 on statewide Math assessment	0	0	0	30	30	29	0	0	0	89	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	19	26	43	30	25	0	0	0	148	

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	1	1	1	11	18	0	0	0	32

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	2	4	7	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	28	21	20	15	24	0	0	0	108	
One or more suspensions	0	5	4	1	2	3	0	0	0	15	
Course failure in ELA	0	0	0	42	0	0	0	0	0	42	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	39	32	16	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	45	36	27	0	0	0	108	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	27	37	14	12	15	0	0	0	120	

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	3	5	2	0	0	0	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	6	15	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	28	21	20	15	24	0	0	0	108	
One or more suspensions	0	5	4	1	2	3	0	0	0	15	
Course failure in ELA	0	0	0	42	0	0	0	0	0	42	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	39	32	16	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	45	36	27	0	0	0	108	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	27	37	14	12	15	0	0	0	120	

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	3	5	2	0	0	0	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	6	15	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	50	53	49	53	56	46		
ELA Learning Gains				60			53		
ELA Lowest 25th Percentile				49			60		
Math Achievement*	50	56	59	50	50	50	39		
Math Learning Gains				60			54		
Math Lowest 25th Percentile				30			42		
Science Achievement*	51	50	54	42	59	59	42		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	66	59	59	53			58		

* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	393
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	25	Yes	4	2
ELL	40	Yes	1	
AMI				
ASN				
BLK				
HSP	44			
MUL	41			
PAC				
WHT	56			
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	31	Yes	3	1
ELL	44			
AMI				
ASN				
BLK				
HSP	47			

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	55			
PAC				
WHT	50			
FRL	44			

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			50			51					66
SWD	14			25			21				5	61
ELL	29			39			35				5	66
AMI												
ASN												
BLK												
HSP	36			43			40				5	66
MUL	45			36							2	
PAC												
WHT	52			60			63				4	
FRL	36			43			39				5	67

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	49	60	49	50	60	30	42					53
SWD	18	47	50	27	35	14	25					30
ELL	26	54	58	37	61	50	16					53
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												
HSP	38	60	55	41	58	46	23					53
MUL	60			50								
PAC												
WHT	59	60	42	59	63	14	56					
FRL	40	52	45	42	53	30	33					53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	53	60	39	54	42	42					58
SWD	22	26		17	42	38	8					54
ELL	26	42	50	23	49	50	19					58
AMI												
ASN												
BLK												
HSP	32	45	50	29	50	46	30					58
MUL												
PAC												
WHT	62	62		53	62	40	56					
FRL	35	47	60	29	49	42	26					58

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	52%	53%	-1%	54%	-2%
04	2023 - Spring	49%	54%	-5%	58%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	46%	-11%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	55%	-1%	59%	-5%
04	2023 - Spring	43%	59%	-16%	61%	-18%
05	2023 - Spring	57%	53%	4%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	47%	3%	51%	-1%

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.

According to the 2022-23 FAST, the lowest performance occurred in third grade ELA (PM3 35% proficiency with an increase from PM1 of only 20%). Contributing factors are that the FAST was a new assessment covering the BEST state standards which were also new.

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

According to the data, we did not have a decline from the prior year in any component.

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.

According to the data, the component that had the greatest gap when compared to state average was 4th grade math. The factors that contributed to this gap were a high number of students with previous retentions, missed foundational skills during COVID, and behavior concerns within the grade level.

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

According to the data, the component that showed the most improvement was math proficiency. Proficiency was our priority focus. Teachers identified prospective students that were close to proficiency after PM1 and developed a plan of action to accelerate unfinished learning.

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

Reflecting on the EWS data, one area of concern we have is the current 5th graders who have a large number of retentions.

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

1. Increase proficiency in Reading and Math
2. Implement Tier 1 Behavior Plan
3. Continue progress monitoring and interventions for bottom quartile students

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Reflecting on the number of suspensions, we were concerned that this number increased drastically for our school site.

Measurable Outcome:

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

By May of 2024, student suspensions will decrease by fifty percent.

Monitoring:

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

The Instructional Leadership Team will review the data for suspensions quarterly.

Person responsible for monitoring outcome:

Rosemarie Manhertz (rosemarie.manhertz@hcps.net)

Evidence-based Intervention:

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

We have developed and are beginning to implement a school wide modified PBIS system to create a Tier 1 behavior plan that reinforces positive student behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the research conducted by the Florida Positive Behavioral Interventions and Supports Project (<https://flpbis.cbcs.usf.edu>), this plan will target at-risk behaviors and increase positive behaviors.

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 the Tier 1 Behavior Plan.

Train the faculty, staff, and students.

Implement plan with fidelity.

Person Responsible: Sherri Black (sherri.black@hcps.net)

By When: August 2023

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

The crucial need from the data reviewed is to increase proficiency in Reading and Math and decrease the learning gap for our ELL and SWD students.

Measurable Outcome:

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

By May 2024, increase overall proficiency in Reading to 56% on the FAST test and overall proficiency in Math to 60% on the FAST test. In addition, by May of 2024 increase the growth of our ELL and SWD students by 15%.

Monitoring:

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

Instructional coaches will meet weekly with grade levels and instructional support personnel (ELL and SWD) to discuss progress monitoring data, quarterly with teams to discuss data, and create action plans to address areas of concern.

Person responsible for monitoring outcome:

Sherri Black (sherri.black@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.)

Instructional Coaching in Math and Reading will focus on lesson planning with teachers to implement acceleration and differentiation of instruction at all grade levels. This will occur weekly under the supervision of the principal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiation (1.29) and Acceleration (.68) both have high effectiveness ratings on John Hattie's index of strategies that influence student achievement.

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)).

Based on the data, as a team we allocated funds for increasing proficiency by addressing foundational gaps in reading and math. We identified instructional intervention resources to purchase including personnel, resource materials, and manipulatives to enhance learning for all students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our data reflects a deficit in foundational skills and language comprehension which impedes proficiency.

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

Our data reflects a deficit in foundational skills and vocabulary which impedes proficiency.

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

Our 2023 final STAR Assessment indicates that 63% of our 1st Grade students fell below the 40th percentile in Reading. By the end of the 2023-24 school year 50% of our current 2nd Grade students will score above the 40th percentile as measured by the STAR Assessment in Reading.

Grades 3-5 Measurable Outcomes

Our FAST ELA data indicates that 64% of 3rd Grade and 50% of 4th Grade students fell below the proficiency score of a Level 3. By the end of the 2023-24 school year 56% of our current 4th Grade and 5th Grade students will score at or above a Level 3 as measured by the FAST ELA 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.

Proficiency will be monitored by state progress monitoring twice a year in conjunction with Wonders unit assessments, UFLI Mastery Tests, and DIBELS assessments. In addition to analyzing data at grade level and teacher level, the coaches will support the teachers in analyzing and tracking proficiency data quarterly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Manhertz, Rosemarie, rosemarie.manhertz@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?

Instructional Coaching in ELA will focus on lesson planning and data analysis with teachers to implement acceleration and differentiation of instruction at all grade levels. This will occur weekly for forty minutes under the supervision of the Assistant Principal. The Reading Coach will conduct classroom walkthroughs to monitor student response to instruction.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Differentiation (1.29), Feedback (.70) and Acceleration (.68) all have high effect ratings on John Hattie's index of strategies that influence student achievement.

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
Instructional Coaching in ELA will focus on implementation of common planning protocols with teachers to support acceleration and differentiation of instruction at all grade levels. This will occur weekly for forty minutes under the supervision of the Assistant Principal.	Manhertz, Rosemarie, rosemarie.manhertz@hcps.net
Daytime tutors will be hired to address "unfinished learning" in reading not meeting proficiency.	Manhertz, Rosemarie, rosemarie.manhertz@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.

Our school will utilize the school's webpage, PTA meetings, ELL PAC meetings, weekly Newsletters (the Paw Print), and SAC committee to disseminate information to our stakeholders. All of the information included will be translated when necessary for all families to have access.

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 site will hire a Parent Liaison and provide funding for parent/family engagement events to focus on building communication between school and home and build parents' capacity to assist their student at home.

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)

Instructional coaching will be implemented to build capacity with teachers to accelerate unfinished learning.

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))

Our SIP is integrated with all other aspects of support for our school. All students receive free breakfast and lunch through the CEP program. Our school social worker addresses housing concerns, as well as transportation and violence prevention. Our site has PEEPS, Head Start and VPK to prepare our youngest learners for success, including our SLP who serves our community non-attending students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselor and school social worker provide counseling and mental health services as needed. Students are self-referred, teacher-referred, and parent-referred.

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

N/A

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

Our site had developed a modified PBIS system to implement a Tier 1 behavior plan in order to decrease referral and suspensions as well as other behavioral issues.

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))

Our site will implement monthly, differentiated professional development opportunities for teachers and staff to address areas of focus.

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

Our school offers a "Ready for Kindergarten" orientation and tour during the spring for future students and their families. During pre-planning, Pre-K teachers meet with the Kindergarten teachers to discuss each child's strengths and areas of focus.