

Hillsborough County Public Schools

Knights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Knights 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.

Knights Elementary will be an informed, collaborative, community focused together on evidenced based practices which ensure that every student will grow into a successful leader of tomorrow.

Provide the school's vision statement.

Knights Elementary will work together as a team to ensure the success of every student.

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
Hall, Janine	Principal	Act in the role or instructional leader to facilitate discussion based on school improvement, improved teaching practice and student learning.
Way, Leanne	Assistant Principal	In partnership with the principal, act in the role of instructional leader to facilitate discussion based on school improvement, improved teaching practice and student learning.
Conrad, Kimberly	Reading Coach	In partnership with the principal and the assistant principal, the reading coach will act in the role of instructional leader to facilitate discussion based on school improvement, improved teaching practice and student learning.
Napier-Delgado, Victoria	SAC Member	Ms. Napier is a kindergarten teacher and our SAC chair. In this role she is an instructional leader at our school and collaborates with teachers and families
Cecco, Sara	Instructional Media	In partnership with the principal and the assistant principal, the media specialist will act in the role of instructional leader to facilitate discussion based on school improvement, improved teaching practice and student learning.

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 leadership team and school leaders will meet to review data, discuss the needs of our school and develop a plan for improvement. This plan is then shared with the SAC team for feedback. Any feedback received is then brought back to our school team and our plan is reviewed and if needed, revised.

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 plan is reviewed quarterly by the leadership team. During these reviews the team will look at the most current progress monitoring information and make any necessary adjustments to the plan.

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	54%
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: B 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	27	21	19	29	27	0	0	0	123	
One or more suspensions	0	0	1	2	3	1	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	43	26	0	0	0	0	69	
Course failure in Math	0	0	0	40	29	0	0	0	0	69	
Level 1 on statewide ELA assessment	0	0	0	45	32	21	0	0	0	98	
Level 1 on statewide Math assessment	0	0	0	37	31	18	0	0	0	86	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	7	0	0	0	0	0	10
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	3	18	22	20	17	20	0	0	0	100	
One or more suspensions	0	0	1	4	1	2	0	0	0	8	
Course failure in ELA	0	0	0	29	0	0	0	0	0	29	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	33	23	27	0	0	0	83	
Level 1 on statewide Math assessment	0	0	0	23	21	17	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	33	23	27	0	0	0	83	

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	1	2	7	5	1	0	0	0	16

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	6	4	7	0	0	0	0	0	21
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	3	18	22	20	17	20	0	0	0	100	
One or more suspensions	0	0	1	4	1	2	0	0	0	8	
Course failure in ELA	0	0	0	29	0	0	0	0	0	29	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	33	23	27	0	0	0	83	
Level 1 on statewide Math assessment	0	0	0	23	21	17	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	33	23	27	0	0	0	83	

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	1	2	7	5	1	0	0	0	16

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	6	4	7	0	0	0	0	0	21
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*	43	50	53	46	53	56	45		
ELA Learning Gains				57			46		
ELA Lowest 25th Percentile				59			32		
Math Achievement*	47	56	59	55	50	50	51		
Math Learning Gains				70			60		
Math Lowest 25th Percentile				70			50		
Science Achievement*	53	50	54	47	59	59	44		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	54	59	59	61			48		

** 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	1
ELL	37	Yes	1	
AMI				
ASN				
BLK				
HSP	40	Yes	1	
MUL	54			
PAC				
WHT	57			
FRL	45			

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	38	Yes	3	
ELL	55			
AMI				
ASN				
BLK				
HSP	55			
MUL	58			
PAC				
WHT	63			
FRL	58			

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	43			47			53					54
SWD	22			22			29				5	39
ELL	27			35			48				5	54
AMI												
ASN												
BLK												
HSP	29			39			48				5	53
MUL	54			54							2	
PAC												
WHT	57			57			61				4	
FRL	39			46			55				5	51

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	57	59	55	70	70	47					61
SWD	19	48	50	23	53	54	21					33
ELL	33	67	67	47	71	71	24					61
AMI												
ASN												
BLK												
HSP	34	57	61	48	71	72	36					61
MUL	58			58								
PAC												
WHT	57	58	65	63	68	67	60					
FRL	41	59	63	54	72	70	43					61

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	45	46	32	51	60	50	44					48
SWD	21	20	30	31	40	50	30					50
ELL	29	33	17	41	58	50	19					48
AMI												
ASN												
BLK												
HSP	32	38	21	42	60	45	33					47
MUL	50			50								
PAC												
WHT	60	57	50	61	64	67	61					
FRL	41	44	35	48	61	52	40					48

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	54%	53%	1%	54%	0%
04	2023 - Spring	49%	54%	-5%	58%	-9%
03	2023 - Spring	38%	46%	-8%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	55%	-5%	59%	-9%
04	2023 - Spring	50%	59%	-9%	61%	-11%
05	2023 - Spring	54%	53%	1%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	47%	5%	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.

While we did increase 1% in reading from the previous year, reading continues to be our lowest performing area for the past few years. Last year the percentage of students who successfully passed the ELA portion of FAST was 47%, an increase of 1% from the previous year. There are multiple factors that contribute to this issue which include a high percentage of ELL students, students who are on free and reduced lunch and students with disabilities.

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

The area that declined the greatest amount from the previous year was math. The overall percentage of students at a L3 and above went from from 55% in 2022 to 51% in 2023. While this is not a large drop it is an area to continue to focus on for improvement.

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

The data component with the largest gap from the state average is ELA. The state average in ELA was 54 and our school was 47. There are multiple factors that contribute to this issue which include a high percentage of ELL students, students who are on free and reduced lunch and students with disabilities.

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

The data component that showed the most improvement was Science. Our science scores increased from 47% in 2022 to 52% in 2023. We focused on reading and science last year which helped our overall science scores. We placed an emphasis on school-wide science projects and our media center hosted school wide science events. We also created a hub for science materials in a spare room in the media center which helped teachers to get materials easily and utilize them in the classroom.

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

Overall, our school does not have many students with multiple risk factors. Our biggest area of concern is the number of 3rd grade students who are retained. This is an area of concern and improving reading overall will help with this area of concern.

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

Our school will focus primarily on developing a strong reading program to support our below level readers and enhance our on level and above level readers.

Area of Focus

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

#1. 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.

According to the 2023 FAST assessment, students with disabilities continue to score lower than their non-disabled peers. Our SWD scored below the ESSA minimal percentage of 41 at 38%. Therefore, this is an area of focus for improvement.

Measurable Outcome:

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

The percent of 3, 4 and 5th grade students with disabilities scoring at a 3 or higher on the FAST assessment will increase to 43%.

Monitoring:

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

Students will be actively involved in progress monitoring of their own learning goals and instructional practice will implement a higher degree of layering additional supports to provide increased scaffolding where needed for students.

Person responsible for monitoring outcome:

Janine Hall (janine.hall@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.)

Students with disabilities will receive layered instruction with multiple repetitions. One of those intervention layers will be the UFLI reading program, which is a phonics based multi-sensory program that will benefit the students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with disabilities need additional layers of instruction and multiple opportunities for repetition to fill the learning gaps they have amassed over the years. We will carefully layer their instruction to provide multiple opportunities for repetition. This year UFLI has been approved by the district and is a research based reading program that is vetted and proven to be successful on filling foundational gaps in reading. Therefore, we will utilize UFLI as one of the layers of instruction for the students with disabilities with gaps in foundational skills.

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.

The schedule of each student with disabilities will be carefully analyzed and created to include all four tiers of support which align seamlessly with the expected standards and provides the additional instruction they

need scaffolded to their level. These schedules will be monitored throughout the year and adjustments will be made as needed to ensure student success.

Person Responsible: Kimberly Conrad (kimberly.conrad@hcps.net)

By When: All of our teachers are participating in professional development to discuss and learn how to layer instruction for students with high needs and provide the necessary amount of repetition. Our reading coach is assisting with this process and will coach and support teachers all year.

#2. 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.

We have identified the need to increase parent involvement to meet our students' social and academic needs.

Measurable Outcome:

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

We will monitor student growth throughout the year and the year end surveys to see an increase in student scores and parent's involvement in our school.

Monitoring:

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

Student success will be monitored by progress monitoring of grades and by student responses on the panorama survey

Person responsible for monitoring outcome:

Leanne Way (leanne.way@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 panorama survey is an evidenced based tool that will provide a guideline of how student's feel. This information will help us create a plan to meet their social and academic needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will not always tell you face to face how they are feeling but the survey allows them to be anonymous which will provide information for us to use to plan.

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)).

Our school will utilize funding from Title I to purchase additional instructional materials and supplies to be used toward parent involvement and instruction; additional educational support in the form of resource teachers that provide additional intervention groups; and, to purchase a reading coach to support teachers with coaching.

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

Based on the 2023 STAR In grades K-2 our students scored above the minimum of 50% at proficiency, however, reading in all grade levels is a focus at our school.

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

Based on the 2023 ELA FAST In grades 3 through 5, reading is an area of focus for our school. In grade 3, 60% of the students scored below a level 3. In grades 4 and 5 students scored close to the 50% mark with 49% and 46%, respectively, scoring below a level 3. While only grade 3 is a RAISE target area all of our grades are target areas for reading as this continues to be an area of concern. We will use formative data to drive instruction and utilize the UFLI programs and Wonder reading programs to support instruction.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In grades K-2 we will utilize I Ready, FAST and Dibles as our progress monitoring tools. Progress monitoring will occur weekly on all students BL and quarterly on all OL and AL students.

Grades 3-5 Measurable Outcomes

The percent of 3, 4 and 5th grade students scoring at a 3 or above will increase to 50% or higher on the FAST 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.

In grades K - 5 we will utilize I Ready, FAST and Dibles as our progress monitoring tools. Progress monitoring will occur weekly on all students BL and quarterly on all OL or AL students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hall, Janine, janine.hall@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?

Our school will use evidence-based practices and programs designed to achieve successful outcomes in every grade level. Our school will utilize UFLI and Wonders as our primary reading programs. Both of these are approved by Hillsborough County and are vetted and evidenced based. These programs align with Hillsborough County's K-12 Comprehensive Evidence based Reading plan and align to the B.E.S.T. Standards.

Rationale:

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

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

We have recognized that many of our students are lacking foundational and comprehension skills. Both of these programs address these needs. UFLI focuses on building foundational skills and Wonders supports both foundational skills and comprehension. Both programs are vetted, have a proven record of effectiveness and contain support elements which provide alternative and repetitive instruction for students with additional needs.

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
Our school will participate in a year long on the job professional development program using the programs noted to grow student's foundational skills and comprehension. Teachers will participate in literacy coaching experiences which will be guided by our reading coach.	Conrad, Kimberly, kimberly.conrad@hcps.net
Teachers will focus on assessment using on going progress monitoring. This will occur in multiple ways. Teachers will utilize Ready, FAST and DIBELS as initial progress monitoring tools and then will create a plan for instruction based on that initial assessment. Progress monitoring and/or more frequent assessments will be planned according to student needs. Below level students will be progress monitored every two weeks and on level and above level students will be progress monitored three times a year.	Way, Leanne, leanne.way@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 shares our plan with stakeholders in several different ways. We host a title I meeting, share information on the website and communicate and share our plans with our SAC team. Our plan is also communicated to our Hispanic parents in Spanish during their annual MPAC meetings, which are held twice a year. In addition, all of our printed information is sent out in English and Spanish.

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 is focusing this year on improving our positive relationships with parents. We have developed a team of teachers that are actively working on creating experiences for parents. We are planning a series of informational meetings geared toward increasing parental involvement and communication. The first meeting focused on creating a positive conference experience and teachers used parent focused techniques to build positive relationships. Future meetings will revolve on ways parents can help their students with educational techniques and strategies. We also post information on our county based website.

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)

Our school is focusing on reading as our primary area of focus. We will use the new UFLI curriculum and Wonders as our primary reading programs. These programs include instructional support elements which provide layered instruction which is both repetitive and multi-sensory, which will be beneficial to all students.

We will carefully layer each students daily instruction and work to ensure mastery using progress monitoring and small group instruction.

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 school has a strong pre-k program which supports instruction. We have two Head Start units and a PEEPS/VPK program that works in conjunction with district and state mandates for instructional practices. Our school also supports district nutritional programs and violence prevention programs that support academic instruction.

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 provides counseling and mental health services in multiple ways. We host school wide programs on topics such as suicide prevention, gun safety, strangers and recognizing abuse. Our social worker provides attendance groups and opportunities for students struggling with attendance and our mental health team provides individual and group counseling on an as needed basis. In addition, over 80% of our teachers and staff are trained in the Youth Mental Health awareness required training, which aides them in recognizing students who might need additional support.

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

-Our school hosts career weeks which discuss and highlight different opportunities for students after grade K-12. This is also a part of our discussions in classrooms and during scheduled events such as the annual teach-in.

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 school has a positive based school wide behavior plan that allows teachers to design the program to meet the needs in their individual classrooms. This plan includes initiatives for all behavior tiers.

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 school uses an individualized program for on the job training. We offer differentiated professional learning opportunities that teachers can choose from according to their individual needs. In addition, our reading coach uses a teacher focused coaching model that provides opportunities for teachers to grow in the individual areas they want to improve based on their individual needs and practice

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 works closely with our preschool children to include them in all of our daily instructional programs and opportunities. This helps to provide a smooth transition for students when they enter kindergarten. In addition our teachers follow all of the Pre-K standards to ensure that our students are prepared for the kindergarten experience.