Lanier Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lanier Elementary School

4704 W MONTGOMERY AVE, Tampa, FL 33616

[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.

The Lanier Elementary community will foster leadership skills while facilitating an education to develop each child to their fullest potential.

Provide the school's vision statement.

Lanier's students will become lifetime learners and leaders who are prepared for life.

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
Moon, Kevin	Principal	
Gattullo, Kristen	Assistant Principal	
Scudder, Meagan	School Counselor	
Scanlon, June	Curriculum Resource Teacher	MTSS/RTI
Paul, Mary	Teacher, K-12	
Sanfilippo, Sommer	Curriculum Resource Teacher	

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, teachers, and school staff met to review the school data during preplanning. After, the leadership team went over the reflection sheets from teachers reviewing their grade level reflections. Information from insight surveys from both parents and students were utilized. The leadership team worked to develop the SIP utilizing this information. The School Advisory Council met and discussed the SIP.

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))

Administration will support in monitoring the implementation of the SIP through observations and teacher feedback. The leadership team will analyze data and administration will conduct data chats with

teachers. If the plan needs to be revised administration will meet with teams (including the leadership team) after analyzing data and make adjustments.

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	66%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	17	15	11	10	12	0	0	0	65
One or more suspensions	0	0	3	1	3	0	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	8	13	0	0	0	0	21
Course failure in Math	0	0	0	7	18	0	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	3	9	14	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	3	6	17	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	9	6	7	10	15	0	0	0	53

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	1	4	7	0	0	0	13

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	1	2	2	0	1	0	0	0	6
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	15	12	5	6	11	0	0	0	49
One or more suspensions	0	1	2	1	0	4	0	0	0	8
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	15	14	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	7	13	9	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	14	20	13	20	0	0	0	84

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	1	1	3	2	0	0	0	8

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	1	1	0	0	0	0	4
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	15	12	5	6	11	0	0	0	49
One or more suspensions	0	1	2	1	0	4	0	0	0	8
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	15	14	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	7	13	9	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	14	20	13	20	0	0	0	84

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	1	1	3	2	0	0	0	8

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	1	1	0	0	0	0	4
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*	47	50	53	46	53	56	51		
ELA Learning Gains				49			51		
ELA Lowest 25th Percentile				30			57		
Math Achievement*	62	56	59	64	50	50	63		
Math Learning Gains				51			63		
Math Lowest 25th Percentile				58			92		
Science Achievement*	44	50	54	40	59	59	43		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59	60			70		

* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	214
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	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	398
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	28	Yes	4	1
ELL	57			
AMI				
ASN				
BLK	36	Yes	4	
HSP	55			
MUL	50			
PAC				
WHT	60			
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	33	Yes	3	
ELL	58			
AMI				
ASN				
BLK	37	Yes	3	
HSP	47			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
MUL	49			
PAC				
WHT	67			
FRL	48			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	47			62			44					
SWD	26			31			8				4	
ELL	43			71							2	
AMI												
ASN												
BLK	30			41							2	
HSP	47			63			54				3	
MUL	41			68			40				3	
PAC												
WHT	56			66			47				4	
FRL	42			57			31				4	

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	46	49	30	64	51	58	40					60
SWD	16	28	28	38	47	65	6					
ELL	63	62		68	38							60
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	16	35	18	43	61	73	15					
HSP	42	52		58	43		31					55
MUL	47	43		68	36							
PAC												
WHT	67	64		78	54		71					
FRL	39	47	29	61	51	60	33					67

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	51	51	57	63	63	92	43					70
SWD	26	48	60	41	70	90	17					
ELL	56			63								70
AMI												
ASN												
BLK	30	36		43	50		23					
HSP	31	62		62	69		25					58
MUL	54			62								
PAC												
WHT	74	48		78	65		55					
FRL	48	52	57	59	63	92	41					68

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	38%	53%	-15%	54%	-16%
04	2023 - Spring	44%	54%	-10%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	46%	10%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	55%	18%	59%	14%
04	2023 - Spring	59%	59%	0%	61%	-2%
05	2023 - Spring	50%	53%	-3%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	47%	-5%	51%	-9%

III. Planning for Improvement

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

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

The data components that showed the lowest performance were proficiency for ELA (48%) and Science(43%). After looking by grade level, the grades that had the lowest proficiency were Fourth Grade ELA (47%) and Fifth Grade ELA (41%). Last year was the first year with a new core curriculum being implemented by ELA teachers and new Benchmarks. Students could have performed low on science due to their lack of proficiency in reading and understanding content knowledge from past grade levels in the area of science.

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

The previous year scores were made up of proficiency, learning gains and bottom quartile gains. Being that we only have proficiency this year, Math had a 1% decrease from the year prior and a contributing factor was 5th grade math scores being a 51%. Both ELA and Science showed improvement from the year prior. Although, the least amount of improvement was in ELA going from a 46% proficiency in the 21-22 school year to a 48% proficiency in the 22-23 school year.

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

The component that had the greatest gap compared to the state was 4th Grade ELA proficiency. The state scored a 57% and the school was 47% proficient. There were multiple contributing factors to the gaps which was a 10% difference, this includes new curriculum, benchmarks and a new teacher.

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

The component that showed the most improvement was third grade math. The actions taken in this area were push in ELP during the day and after school, highly effective instruction and although the benchmarks changed, the content had not shifted much.

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

Based off the EWS data two potential areas of concern are the number of students who have 10% or more days absent and number of students failing ELA.

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

Our highest priorities are ELA Achievement and Science improvement.

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.

Based off the Early Warning System data we had 65 students with a 10% absence rate or higher. Students attending school correlates with their ability to understand content, consistency and academic achievement.

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

Our school plans to decrease the amount of students with a 10% absence rate or higher by 15 students.

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

Our School Social Worker will be tracking this data and presenting it to the Student Services Team during their weekly meetings.

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.)

According to Institute of Educational Science, providing students with an opportunity to have a staff member to check in and pay close attention to their needs helps form stronger and more meaningful relationships with them and keeps track of what troubles and motivates these students. In addition, developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students can help.
This will help develop a sense of belonging for these students which can increase attendance.

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

By creating a master schedule where teachers have an opportunity to common plan, it allows teachers to identify students who are absent and determine their specific needs. People from our Student Services Team can meet with teachers during these times in addition to other resource teachers to help provide supports. In addition, providing a check in system for students with a specific teacher will help provide a sense of community for these students at a smaller size and help determine student's troubles and specific motivations.

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.

School social worker will provide student services team with weekly attendance data.
Teachers meeting during common planning and discuss attendance.

Person Responsible: Kevin Moon (kevin.moon@hcps.net)

By When: Weekly at Student Service Meetings

#2. 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.

One area of focus identified as a low performing subgroup were our Students with Disabilities. These students were performing at 33%.

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

50% of Students with Disabilities will perform at a Level 3 or higher on their FAST PM3.

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

Students with Disabilities will be monitored through assessments provided in whole group and small group based off research-based instruction and strategies. Teachers will in a PLC to analyze the data quarterly. After receiving assessments, the leadership team, teachers and VE teachers will analyze the data to determine next steps for students. These students will also be offered additional tutoring supports such as ELP or lunch bunches.

Person responsible for monitoring outcome:

Natisha Stokes (natisha.stokes@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.)

According to the Institute of Educational Science, it suggests building students' decoding skills so they can read complex multisyllabic word and routinely use a set of comprehension-building practices to help students make sense of the text.

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

Our students who are currently scoring below proficiency are needing additional support in decoding multisyllabic words and needing a routine to help support making sense of the text. By implementing these supports this can help increase students proficiency in our Students with Disabilities. Providing an opportunity to build word knowledge, ask and answer questions to understand what they read, a routine to determine the gist of a short section and having students monitor their comprehension as they read will develop stronger readers.

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.

PLC analyzing data including subgroups and leadership team analyzing data

Person Responsible: Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

By When: Monthly

Whole group and small group lesson plans discussed during common planning

Person Responsible: Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

By When: Weekly

#3. ESSA Subgroup specifically relating to Black/African-American

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.

After looking at our ESSA Subgroup, African American students were at a 37%.

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

50% of African American students will perform at a Level 3 or higher on their FAST PM3.

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

African American students will be monitored through assessments provided in whole group and small group based off research-based instruction and strategies. Teachers will in a PLC to analyze the data quarterly. After receiving assessments, the leadership team, teachers and resource teachers will analyze the data to determine next steps for students. These students will also be offered additional tutoring supports such as ELP or lunch bunches.

Person responsible for monitoring outcome:
Sommer Sanfilippo (sommer.sanfilippo@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.)

According to the Institute of Educational Science, teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

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

Students in the early stages of reading are most likely familiar with words that are being used in their oral language. Providing explicit vocabulary instruction will allow for students to build their understanding of academic language and understanding of words throughout content. This will help support students achievement and allow them to have a better understanding of the text being read, helping improve comprehension.

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.

ELP Groups & Lunch Bunch

Person Responsible: Kristen Gattullo (kristen.gattullo@hcps.net)

By When: End of October/November

PLC Monthly to analyze data and determine next steps

Person Responsible: Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

By When: monthly

Weekly common planning sessions around small group and whole group utilizing interventions.

Person Responsible: Sommer Sanfilippo (sommer.sanfilippo@hcps.net)

By When: weekly

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).

Funding has been utilized to purchase a Reading Resource and MTSS Resource to help support teacher and student's needs. The Reading Resource will help support with coaching, planning and small group instruction. The MTSS Resource will help support in developing and implementing MTSS systems and structures along with small group support. Wordly Wise has been purchased to help support students in small group instruction who need additional vocabulary support. Magnetic Readers has been purchased to help support 3rd-5th Grade students in comprehension. Extended Learning Program (ELP) will be implemented after school utilizing the additional resources listed above. Our local partnerships help provide mentors, school supplies and tutors for our 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

Instructional practice relating to ELA will be the focus. Teachers will be implementing UFLI into their Foundational Skills Instruction. This explicit systematic phonics instruction will help develop students with strong decoding skills.

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

Instructional practice relating to ELA will be the focus. This will include focusing on our Core Instruction (whole group reading and word study), planning benchmark aligned lessons, and analyzing data. After analyzing the early warning systems and school data, ELA Achievement continues to be a focus for our school. An early warning system identified were the number of students failing in ELA. This has also been evidence by the number of students who are scoring below 50% proficiency achievement on the 4th (47%) and 5th (41%) grade FAST ELA Assessment.

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

62% of students will score above the 50th percentile on their PM3 STAR.

Grades 3-5 Measurable Outcomes

62% of students will score a level 3 or higher on their PM3 FAST Reading 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.

Data will be analyzed from the PM1 and PM2 to ensure that students are meeting the desired measurable outcome in both PLC and as a leadership team. The school leadership team and teachers will have PLC's to monitor benchmarks assessed on biweekly (spotlight assessments) and monthly assessments (Unit Assessments) to ensure students are on track to meet 62% proficiency on their PM3 FAST Reading Assessment. Teachers will also plan with the Reading Resource during Common Planning time to ensure that core instruction is aligned with current benchmarks for reading. Teachers will also have opportunities to go through coaching cycles with the Reading Resource in order to improve their practice and instruction in ELA.

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

Sanfilippo, Sommer, sommer.sanfilippo@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?

According to John Hattie the effective size of Collective Teacher Efficacy is a 1.57 effect size. Self-reported grades are a 1.33 effect size. Teacher estimates of achievement are a 1.29 effect size.

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?

Collective Teacher Efficacy is a belief that teachers can more positively impact the learning of their students if they work as a team. This is why we will be having PLCs and Planning.This will include Coaches, ELL and ESE collaborating in planning. During this time we will discuss data, whole group instruction, and how to best support students based on data. Being that students being able to self-report data shows a great effect size, students will
monitor their data and benchmarks in a data tracker. This data tracker will be implemented in the classroom and the leadership team will provide student incentives based on growth. The Leadership Team will also go into classes and have data chats with students about their data and goals. In planning and PLC teachers will determine where students are based on their data and what appropriate resources to utilize for instruction.

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
Throughout the year we will implement Literacy Leadership. Teachers will plan during common planning with the Reading Resource to unpack benchmarks to build understanding of content knowledge. This will help support teachers in their understanding of what students need to be able to know and do in order to meet the depth of the benchmarks. We will have vertical planning sessions to help teachers understand not only what they need to know in their grade level but where they are coming from and going with other grade level benchmarks. We will also make decisions around strategies and skills to help support student understanding. This will help teachers have an opportunity to collaborate with one another and provide teachers clarity.	Sanfilippo, Sommer, sommer.sanfilippo@hcps.net
Throughout the year we will implement assessment. Teachers will analyze grade level and class data related to reading during a Professional Learning Community (PLC). These PLC's will be conducted with the reading resource and other members of the leadership team. The leadership team will also discuss data and conduct data chats to help ensure students are making growth and meeting their goals.	Sanfilippo, Sommer, sommer.sanfilippo@hcps.net
Throughout the year we will implement Literacy Coaching. Teachers will be able to conduct coaching cycles with the Reading Resource. This will provide an opportunity for teachers to improve their practice and help develop benchmark aligned instruction. Teachers will be able to focus in on specific areas in their practice to help improve their content knowledge and instruction.	Sanfilippo, Sommer, sommer.sanfilippo@hcps.net

Title I Requirements

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

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

The SIP plan will be presented to both the faculty and SAC team at the beginning of the school year. In addition, the SIP along with a title 1 presentation will be held in conjunction with a PTA event where parents/community members will have an opportunity to hear where the school is at and how they will address needs of the school as a whole. In addition, the SIP will be shared frequently encouraging families to review it in our monthly newsletters that go out through parent link. School wide goals will be adjusted and updated to reflect current progress towards the SIP plan and any changes that may need to be made. The sip plan can be viewed at https://www.hillsboroughschools.org/domain/3831

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))

At Lanier, we strive to provide multiple opportunities for families to be engaged with the school. In addition to our planned events in conjunction with PTA, we provide 2 conference nights a year for families to engage in academic progress. In addition, we hold a Leadership Day for families to engage with the school and their child to demonstrate the core habits of our Leader in Me program. Students will review their leadership binders and conduct their own students led conference along with all the activities that build upon the 7 Habits as outline in Leader in Me. This year we will host academic nights to encourage family engagement with the core content areas of ELA and Math. We will host multiple music ensemble performances that engage families and the communities around our special's programs. A monthly newsletter is available to all stakeholders with current dates of programs and ways for families to engage with the school. We have strong community partnerships- Grace Family Church is a close community partner for us. This year they will host a Beautification Day on campus, provide mentors to at-risk students, donate school supplies, and provide tutors for our KG students. In addition, they provide faculty boosters that boost morale via supply our synergy suite with snacks and resources for positive school culture.

https://www.hillsboroughschools.org/Page/221

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 plans to strengthen the academic program in school and increase the amount of quality learning time to enrich and accelerate curriculum by providing teachers with opportunities to plan benchmark aligned instruction and coaching cycles with our Reading Resource during common planning time. During this time, we will look at resources/strategies such as, decoding multisyllabic words, routines to support making sense of the text, building word knowledge, monitoring comprehension, and providing explicit vocabulary instruction. Our teachers will also be able to participate in Professional Learning Communities in order to analyze data and develop next steps to support student learning. These data chats will be reinforced by the leadership team engaging in chats with both teachers and students about their data. In addition to planning and analyzing data, specific students will be identified and pulled in additional small groups to support student learning and work towards our goal of proficiency.

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 Social Worker works to identify families and partner with families who need additional resources. We have a program to provide specific students and families with food over the weekend, so they are able to still have nutritious meals even though they are outside of school for the weekend.

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))

Upon parental request, out Social Services team is here to provide individual and group counseling with students. In addition, we have a Military Family Life Counselor who is onsite 2 days a week to support students with family members who serve in the military! We also enlist volunteers from the community to be mentors to students who need an additional support throughout the day.

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 leadership team works hand in hand with student services and teachers to ensure that student's behavior and early intervention strategies are in place to support students. We have a MTSS/RTI Specialist to assist in implementing the strategies need to be successful. Our team works through Mini Bits protocol to identify areas of concern and appropriate interventions for student. When appropriate members of our ESE team are involved in the data collection process to determine best next steps.

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))

All teachers and staff have access to monthly professional development opportunities provided throughout district. In addition, the school decides on additional inhouse PD's for teachers and staff to participate in. This includes classroom walks and staff highlights throughout the year as needed.

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 VPK team of teachers works with families to ensure enrollment within their neighborhood school at the end of every school year.