Limona Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Limona Elementary School

1115 TELFAIR RD, Brandon, FL 33510

[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.

Limona will build a positive, academically challenging and safe environment for students to achieve success.

Provide the school's vision statement.

Limona students will be prepared to succeed in 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
Bates, Marlou	Principal	Oversees curriculum implementation
Link, Donald	Assistant Principal	Oversees curriculum implementation
Levine, Samantha	Other	Assists classroom teachers with planning and classroom models
Jones, Stephanie	Other	Assists classroom teachers with planning and classroom models
Hart, Jennifer	Other	Supports Tier 3 students
French, JeanMarie	SAC Member	oversees SIP

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.

Stakeholders met and reviewed student data, observation information, and school trends to determine the areas of focus for 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))

The leadership team will meet monthly to monitor student data and school progress and will make changes as needed. Our intervention specialist will provide the leadership team with updates and strategies used with tier 3 students.

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	No
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
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) Asian Students (ASN) 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: A 2019-20: B 2018-19: B 2017-18: B
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	32	21	26	19	12	0	0	0	110
One or more suspensions	0	3	3	4	1	3	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	19	17	0	0	0	0	36
Course failure in Math	0	0	0	16	11	0	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	0	19	18	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	0	13	14	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	10	5	11	17	0	0	0	54
	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	2	2	3	6	4	0	0	0	17

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	25	26	33	17	14	0	0	0	115
One or more suspensions	0	0	2	1	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	11	15	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	19	8	24	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	6	12	14	2	7	0	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	6	6	0	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	3	5	9	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

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	25	26	33	17	14	0	0	0	115
One or more suspensions	0	0	2	1	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	11	15	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	19	8	24	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	6	12	14	2	7	0	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	6	6	0	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	3	5	9	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

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*	60	50	53	64	53	56	59		
ELA Learning Gains				65			53		
ELA Lowest 25th Percentile				54			33		
Math Achievement*	69	56	59	72	50	50	65		
Math Learning Gains				72			41		
Math Lowest 25th Percentile				56			42		
Science Achievement*	66	50	54	51	59	59	47		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	71	59	59	56			43		

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	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	322
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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	490
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	20	Yes	4	1
ELL	57			
AMI				
ASN	79			
BLK	49			
HSP	58			
MUL	80			
PAC				
WHT	70			
FRL	59			

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	49			
AMI				
ASN	94			
BLK	53			
HSP	60			
MUL	80			
PAC				
WHT	66			
FRL	57			

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	60			69			66					71
SWD	17			24							3	
ELL	39			61							3	71
AMI												
ASN	75			83							2	
BLK	43			50			46				4	
HSP	53			66			62				5	68
MUL	79			71			90				3	
PAC												
WHT	70			78			69				4	
FRL	52			62			66				5	68

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	64	65	54	72	72	56	51					56
SWD	19	25	25	39	56	50	18					
ELL	46	57	40	56	57		33					56
AMI												
ASN	87			100								
BLK	47	69	50	54	63	56	33					
HSP	60	61	50	71	68	58	56					52
MUL	80	70		80	90							
PAC												
WHT	71	64		79	72	60	48					
FRL	58	60	48	64	66	57	45					58

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	59	53	33	65	41	42	47					43
SWD	23			35			30					
ELL	48	55		52	45		27					43
AMI												
ASN	78			83								
BLK	45	48		39	38		32					
HSP	52	40		59	35		30					47
MUL	79			93								
PAC												
WHT	67	61		75	50		65					
FRL	51	48	35	59	40	44	40					40

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	62%	53%	9%	54%	8%
04	2023 - Spring	64%	54%	10%	58%	6%
03	2023 - Spring	53%	46%	7%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	55%	14%	59%	10%
04	2023 - Spring	74%	59%	15%	61%	13%
05	2023 - Spring	67%	53%	14%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	47%	18%	51%	14%

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.

SWD students in reading and math were our lowest performing areas. Many students' IEP reading and math goals are two to three years below grade level.

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

Our overall proficiency in reading showed a slight decline. This is a new platform and assessment for assessing student knowledge.

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.

Our greatest gap when compared to the state is reading, Our scores are above the state's average but there is still room for student growth.

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

Science data showed the greatest improvement. During ELP, science was included in the rotation and teachers consistently used active thinking with the students.

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

Based on the EWS data, attendance is our greatest area of concern.

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

Our highest priorities for improvement are reading and math.

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

#1. Instructional Practice specifically relating to ELA

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

Based on student ELA data, teachers will continue to use differentiated instruction and ongoing assessment imbedded throughout the duration of the lesson.

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

Based on the ELA data from 2022 FAST PM2 assessment, the percentage of students making proficiency will increase from 43% to 65%. Our SWD students will increase on the FAST ELA PM3 assessment by 10%.

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

Student data, classroom walkthroughs, coaching logs, leadership team meetings will monitor the outcome of the area of focus.

Person responsible for monitoring outcome:

Marlou Bates (marlou.bates@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.)

Aggressive, in the moment, progress monitoring

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

It's important to know throughout the lesson where student understanding is so that time is not lost having to go back and reteach because the majority did not have a clear understanding of the learning objective.

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.

Common Planning with a focus on DI and imbedded questioning with feedback

Person Responsible: Stephanie Jones (stephaniew.jones@hcps.net)

By When: Every two weeks throughout the school year

ELP to enhance the learning of students that are in the bottom quartile or sitting on a high 2/low 3.

Person Responsible: Donald Link (donald.link@hcps.net)

By When: October through April

iReady Magnetic Reading to allow teachers additional materials to support student reading in shared and guided readin

Person Responsible: Stephanie Jones (stephaniew.jones@hcps.net)

By When: August through May

Hire a 0.50 ELA Teacher Lead

Person Responsible: Marlou Bates (marlou.bates@hcps.net)

By When: August 2023

Hire an Academic Interventionist to pull groups based on MTSS needs.

Person Responsible: Marlou Bates (marlou.bates@hcps.net)

By When: August 2023

Modified curriculum for ESE based on needs to include Brain Spring and Rewards

Person Responsible: Marlou Bates (marlou.bates@hcps.net)

By When: August through May

Host family ELA night to provide families with print rich activities and materials

Person Responsible: Stephanie Jones (stephaniew.jones@hcps.net)

By When: Fall 2023

#2. Instructional Practice specifically relating to Math

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

Based on student Math data, teachers will continue to use differentiated instruction and ongoing assessment imbedded throughout the duration of the lesson.

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

Based on the Math data from 2023 FAST PM2 assessment, the percentage of students making proficiency will increase from 39% to our goal of 69% on PM3. Our SWD students will increase on the FAST Math PM3 assessment by 10%.

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

Student data, classroom walkthroughs, coaching logs, leadership team meetings will monitor the outcome of the area of focus.

Person responsible for monitoring outcome:

Marlou Bates (marlou.bates@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.)

Aggressive, in the moment, progress monitoring

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

It's important to know throughout the lesson where student understanding is so that time is not lost having to go back and reteach because the majority did not have a clear understanding of the learning objective.

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.

Hire a 0.50 Math Teacher Lead

Person Responsible: Marlou Bates (marlou.bates@hcps.net)

By When: August 2023

Common Planning with a focus on DI and imbedded questioning with feedback

Person Responsible: Samantha Levine (samantha.levine@hcps.net)

By When: August through May

ELP to enhance the learning of students that are in the bottom quartile or sitting on a high 2/low 3.

Person Responsible: Donald Link (donald.link@hcps.net)

By When: October through May

Modified curriculum for ESE based on needs

Person Responsible: Donald Link (donald.link@hcps.net)

By When: August through May

IReady fluency flight to help build student math fact fluency in all grade levels

Person Responsible: Donald Link (donald.link@hcps.net)

By When: August through May

Host family math night to provide families with Exploration activities and materials

Person Responsible: Samantha Levine (samantha.levine@hcps.net)

By When: Fall 2023

#3. 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.

Teachers reviewed their student behavior tracking in the classroom and determined that students behaving well continuously need an incentive to maintain the positive behaviors displayed around the school.

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

80% of the students in each grade level will earn the monthly behavior reward by May 2024.

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

Data will be collected at each monthly behavior celebration.

Person responsible for monitoring outcome:

Donald Link (donald.link@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.)

Teacher use of agendas for parent notification of behaviors

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

To improve communication between home and school and among students and parents regarding behavior which will help improve our school climate and culture.

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.

Teachers collect data based on students' daily schoolwide behavior plan. The data is compiled at the end of the month. Students meeting the criteria are rewarded with the monthly behavior incentive.

Person Responsible: Donald Link (donald.link@hcps.net)

By When: Monthly

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).

We do not receive any school improvement funding.

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.

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A copy of the SIP will be printed and put in a binder in the main office. Information will be shared during SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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We will be hosting curriculum family nights, agendas will be used to communicate daily with families and teachers, and a Smores newsletter subscription has been purchased for grade levels to send out newsletters.

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))

We will be having ELP for struggling students. Schedules have been arranged to provide the most continuous, noninterrupted blocks of learning. We have an interventionist that will provide select Tier 3 students with targeted small group interventions to help improve student achievement. The teacher leads in ELA and math will support teachers through planning and modeling to increase the quality of student lessons.

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))

N/A