

Hillsborough County Public Schools

Maniscalco K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Maniscalco K 8 School

939 DEBUEL RD, Lutz, FL 33549

[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.

Maniscalco will provide a nurturing and safe learning environment to develop lifelong learners.

Provide the school's vision statement.

Maniscalco will rank in the top 10% of Hillsborough Elementary and Middle Schools.

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
Reale, Tammy	Principal	Staff and Student Needs
Hall, Katie	SAC Member	SAC Chair
Bell, Carmelita	School Counselor	Student Services Support
Carr, Sharnel	Assistant Principal	Staff and Student Needs
Falcone, Stephanie	Assistant Principal	Staff and Student Needs

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 school leadership team, teachers, and school staff spend one day during preplanning discussing data from the previous school year and areas of focus for this current school year (2023-2024). Students spend time during the first weeks of the school year looking at their scores from last year and goal setting for the new year. Families and community leaders are included in school wide meetings, monthly SAC meetings, and data conferences with teachers. Throughout all this collaboration goals and plans are made for students to be successful.

SIP Monitoring

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

The SIP will be regulated at monthly leadership meetings, staff meetings, grade level and school level data conferences with both students and teachers. Students with the greatest achievement gaps will be identified and will receive additional support from ESE teachers, ELP, the Reading Coach, and additional small group support. Every 6 weeks teachers and the leadership team will meet about individual students to discuss what is working well and what needs to change. Any changes will be made if necessary to the SIP to increase student achievement.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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	21	16	14	14	11	12	7	9	4	108
One or more suspensions	1	0	0	0	0	0	2	5	2	10
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	4	1	8
Course failure in Math	0	0	0	0	0	0	5	3	0	8
Level 1 on statewide ELA assessment	0	0	0	13	12	13	12	10	4	64
Level 1 on statewide Math assessment	0	0	0	8	9	9	2	2	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	12	11	10	10	10	10	4	84

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	5	2	3	4	7	2	23

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	3	1	0	0	0	0	0	0	4
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	16	13	11	14	11	11	9	6	10	101	
One or more suspensions	1	0	0	1	2	8	2	4	3	21	
Course failure in ELA	0	0	0	7	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	8	9	9	8	7	4	45	
Level 1 on statewide Math assessment	0	0	0	4	9	10	10	9	0	42	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	22	8	9	9	8	7	4	89	

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	1	0	0	3	0	3	1	2	1	11

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	1	0	0	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	16	13	11	14	11	11	9	6	10	101	
One or more suspensions	1	0	0	1	2	8	2	4	3	21	
Course failure in ELA	0	0	0	7	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	8	9	9	8	7	4	45	
Level 1 on statewide Math assessment	0	0	0	4	9	10	10	9	0	42	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	22	8	9	9	8	7	4	89	

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	1	0	0	3	0	3	1	2	1	11

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	1	0	0	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*	64	51	53	67	51	55	59		
ELA Learning Gains				70			56		
ELA Lowest 25th Percentile				63			54		
Math Achievement*	80	50	55	75	41	42	61		
Math Learning Gains				79			46		
Math Lowest 25th Percentile				74			38		
Science Achievement*	69	48	52	61	48	54	51		
Social Studies Achievement*	78	65	68	84	57	59	59		
Middle School Acceleration	88	70	70	100	51	51	84		
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	88	52	55	63	73	70	54		

** 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)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	736
Total Components for the Federal Index	10
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	43			
ELL	67			
AMI				
ASN				
BLK	66			
HSP	74			
MUL	71			
PAC				
WHT	77			
FRL	70			

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	53			
ELL	62			
AMI				
ASN	80			
BLK	68			
HSP	75			
MUL	69			
PAC				
WHT	71			
FRL	72			

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	64			80			69	78	88			88
SWD	30			59			34	58			5	
ELL	54			69			55				4	88
AMI												
ASN												
BLK	64			79			55				3	
HSP	64			81			67	90	79		7	86
MUL	63			79							2	
PAC												
WHT	65			81			80	75	95		6	
FRL	61			76			57	71	71		7	89

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	67	70	63	75	79	74	61	84	100			63
SWD	31	60	66	45	65	77	28	54				
ELL	51	70	63	56	68	75	47					63
AMI												
ASN	80			80								
BLK	63	66	73	59	80	67	56	80				
HSP	64	72	59	77	79	82	63	88	100			62
MUL	53	77		68	77							
PAC												
WHT	73	70	64	77	78	64	57	83				
FRL	62	69	68	68	77	77	54	82	100			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	59	56	54	61	46	38	51	59	84			54
SWD	24	37	39	39	42	38	10	17				
ELL	43	58	78	50	51	47	27					54
AMI												
ASN	71	60		79	60							
BLK	55	48	54	45	41	27	42					
HSP	54	62	65	59	45	44	51	57	82			52
MUL	59	46		64	23							
PAC												
WHT	65	54	45	65	51	42	51	60	78			
FRL	52	53	56	51	42	38	44	58	79			52

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	65%	53%	12%	54%	11%
07	2023 - Spring	58%	47%	11%	47%	11%
08	2023 - Spring	70%	44%	26%	47%	23%
04	2023 - Spring	73%	54%	19%	58%	15%
06	2023 - Spring	57%	47%	10%	47%	10%
03	2023 - Spring	57%	46%	11%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	81%	53%	28%	54%	27%
07	2023 - Spring	74%	36%	38%	48%	26%
03	2023 - Spring	81%	55%	26%	59%	22%
04	2023 - Spring	79%	59%	20%	61%	18%
08	2023 - Spring	91%	57%	34%	55%	36%
05	2023 - Spring	70%	53%	17%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	41%	33%	44%	30%
05	2023 - Spring	62%	47%	15%	51%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	55%	45%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	64%	14%	66%	12%

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.

ELA F.A.S.T. PMA 3 scores showed the lowest performance overall with 16% lower in proficiency compared to Math F.A.S.T. PMA 3. There was a change in curriculum, standards, and planning guides that led to some instructional discrepancies in reading. There was also a shift in support with no reading coach. Teachers felt tied to a curriculum versus being strategic and autonomous with collaborative planning and instruction to support standards not a curriculum based routine.

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

ELA F.A.S.T. PMA 3 percentage of proficiency from 2021-2022 versus 2022-2023 was the only area where we saw a decrease academically. There was a change in curriculum, standards, and planning guides that led to some instructional discrepancies in reading. There was a shift in support with no reading coach. Teachers felt tied to a curriculum versus being strategic and autonomous with collaborative planning and instruction to support standards not a curriculum based routine.

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.

We trended above the state average in all academic components. Strategies we utilize are school-wide monthly MTSS meetings, monthly data chats, PLCs, and collaborative planning. Utilizing and maintaining a school-wide real time data wall gives us a constant pulse on student academic needs.

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

Science showed the most improvement with a 9% increase from 61% to 70%. 2022-2023 school year we initiated day time and after school ELP for science, Saturday science instruction, and layered in administrative support due to a lack of a 5th grade teacher.

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

Our first area of concern is attendance with 108 students attending school less than 90% of the school year. We have already established new protocols for bring up students at MTSS with attendance concerns and more frequent and sooner outreach to parents and families of students with attendance concerns. Our second area of concern is that 64 students scored a level one on ELA F.A.S.T. PMA 3. We have already created our data wall and will make it available for our teachers to utilize on day one of the 2023-2024, we are going to begin ELP in September this year giving us extra time to offer additional

support to students, the leadership team will be pulling additional small groups to support students, and the reading coach will be working with the bottom quartile as well.

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

- 1.Attendance- 96% average attendance for the school year
- 2.Suspensions- 96% of students will have no suspensions
- 3.Bottom Quartile- Raise the learning gains for students with disabilities, subgroups, and the bottom quartile in both reading and math for 2023-2024 school year
- 4.Progress Monitoring- Use a variety of tools (count sheets, iReady, MTSS Data, and student work) to ensure all students are making academic progress in 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. 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.

Positive Culture and Environment specifically relating to student behavior will focus on improving student ambition and effort in order to positively impact student achievement, particularly with students who are in need of behavior interventions- defined by one or more suspensions and one or more incident reports.

Measurable Outcome:

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

The percentage of all students with one or more behavior indicators as measured by suspensions and incident reports, will decrease as follows for the 2022-2023 to 2023-2024:

Incident Report Suspensions

Q1: 3 student to 0 students Q1: 0 students to 0 students

Q2: 9 students to 4 students Q2: 4 students to 2 students

Q3: 16 students to 8 students Q3: 1 students to 0 students

Q4: 9 students to 4 students Q4: 6 students to 3 students

The number of students with one or more behavior indicators as measured by suspensions and incident reports, will decrease from 48 students in 2022-2023 to 21 students in 2023-2024.

Monitoring:

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

Student behavior, led by the Mustang Pride Committee and the leadership team, will be monitored daily, monthly, and quarterly by analyzing data from suspensions and incident reports. The data will be monitored and tracked to look for trends and patterns before behavior becomes an interference with a child's education. The behaviors will be reviewed so a behavior management plan can be made if necessary. The Mustang Pride Committee and the leadership team will meet monthly to review all data and adjust SIP's Action Steps if needed. The Mustang Pride Committee, administration, and the SAC Chair will meet monthly with the leadership team, the entire staff, School Advisory Council, and parents/ other stakeholders monthly to inform and employ them in implementing action steps to improve student behavior.

Person responsible for monitoring outcome:

Tammy Reale (tammy.reale@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.)

RTI will be focused on improving Tier 1, 2, and 3 to improve student behavior, particularly with student with chronic behavior indicators.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using RTI for behavior is to utilize a school-wide process that supports students at all three tiers. The following source document supports our strategy for behavior management: Lesson in Character.

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.

Summer/Start of the School Year Action Steps:

During preplanning establish a staff understanding of Mustang Pride and use that language to translate expectations to students.

During preplanning share the importance of appropriate behavior management strategies.

Before the school year identify students with previous suspensions and incident report.

During preplanning discuss school-wide behavior plans for RTI at Tier 1, 2, and 3.

During Open House/Meet the Teacher establish clear behavior expectations with parents and families.

Before the school year begins, outreach to parents of students with formerly chronic behavior indicators to be proactive in setting up appropriate behavior support for the student.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: August/September 2023.

Tier 1

Monitor Data: Establish school-wide data tracking procedures that will be used to to discuss students each month at MTSS.

Engage Students and Families: Weekly Monday messages from administration to the entire school. Weekly teacher communication to individual classes.

Recognize Good and Improved Student Engagement: Administration will recognize students on the morning show each week that are identified by classroom teachers for outstanding student behavior. Teachers will provide classroom behavior incentives to encourage appropriate behavior.

Provide Personal Outreach: Classroom behavior plans will clearly be communicated to parents and families. Teachers will provide daily communication to parents and families about behavior concerns. All parent-teacher conferences, throughout the school year, include a discussion about the student's behavior.

Remove Barriers: Meet with staff and SAC to identify effective strategies for student behavior management and potential barriers.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: Reviewed as needed to be completed by the end of May 2024

Tier 2

Monitor Data: The Leadership Team will regularly review behavior data with teachers at MTSS Meeting to ensure timely interventions have started and/or are ongoing.

Engage Students and Families: The Leadership Team will ensure appropriate support is provided as soon

as barriers are identified.

Recognize Good and Improved Student Engagement: Good and improved behavior will be recognized weekly by administration on the morning show. Goals that are met will be rewarded by classroom teachers through their individual incentive plans.

Provide Personal Outreach: Classroom teachers will reach out as needed to individual families about behavior concerns and interventions being put in place.

Remove Barriers: Students needing additional behavior support are given priority for guidance groups, SEEDS, and other supports as needed.

Person Responsible: [no one identified]

By When: Reviewed as needed to be completed by the end of May 2024

Tier 3

Monitor Data: In August/September, the Leadership Team will identify students with a history of chronic behavior indicators and ensure appropriate support are in place for the start of the school year.

Engage Students and Families: The Leadership Team and Mustang Pride Committee will develop and communicate, with staff, clear and consistent guidelines for communication with families when students on Tier 3 are not making appropriate behavior improvements.

Recognize Good and Improved Student Engagement: Good and improved academic behavior will be recognized weekly on the morning show by administration. Goals that are met will be rewarded by classroom teachers through their individual incentive plans daily. Quarterly recognition for report card behaviors.

Provide Personal Outreach: Consider referral to the Guidance Counselor or Social Worker to develop a more specific behavior plan, in partnership with the student's parents.

Remove Barriers: Home visits are conducted by the Social Worker and/or Guidance Counselor and willing teachers. The purpose is to extend care to the family and communicate and identify barriers to the student's behavior. Community agencies that offer resources are partnered with the family following the visit.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: Reviewed as needed to be completed by the end of May 2024

#2. Instructional Practice specifically relating to Student Engagement**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.

Instructional practice relating to student engagement will focus on improving student academic involvement in order to increase student achievement in reading and math, particularly with students who are in the bottom quartile and students with disabilities.

Measurable Outcome:

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

By May 2024, the number of students with a F.A.S.T Score below a level 3 in reading and math will decrease as follows comparing 2022-2023 to 2023-2024.

Reading F.A.S.T.

2022-2023 2023-2024

226 students PMA 1 to 200 students PMA 1

191 students PMA 2 to 165 students PMA 2

120 student PMA 3 to 94 students PMA 3

Math F.A.S.T.

2022-2023 2023-2024

280 students PMA 1 to 250 students PMA 1

167 students PMA 2 to 137 students PMA 2

72 students PMA 3 to 42 students PMA 3

The number of students with F.A.S.T. scores below a level 3 in reading will decrease from 120 students in 2022-2023 to 94 students in 2023-2024. The number of students with F.A.S.T. scores below a level 3 in math will decrease from 72 students in 2022-2023 to 42 students in 2023-2024.

Monitoring:

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

Student engagement, led by the Instructional Leadership Team, will be monitored daily, monthly, and quarterly by analyzing data from count sheets, iReady, Dibels, Collaborative Curriculum/MTSS Conversations, student work samples, and individual student academic gains. The data will be used to look for trends and patterns and used to intervene with new interventions to increase student achievement. The Instructional Leadership Team will meet monthly to review all data to adjust SIP's Action Steps if needed. The SAC chair and administration will share data monthly with the entire staff, School Advisory Council, and parents/other stake holders to inform and employ them in implementing actions steps to increase student engagement in order to increase students student achievement in reading and math.

Person responsible for monitoring outcome:

Tammy Reale (tammy.reale@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.)

RTI will be focused on strengthening Tier 1, 2, and 3 and small group instruction focused on differentiation to increase student engagement which will increase student achievement, particularly focusing on the bottom quartile and students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using RTI and differentiated small group instruction is to utilize a school-wide process that supports students at all three tiers. The following sources document the effectiveness of RTI and differentiated small group instruction _____

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.

Summer/Start of the School Year Action Steps:

During preplanning share important the importance of student engagement leading to student success

Before the school year identify students in the bottom quartile and students with disabilities

During preplanning discuss school-wide plans to increase student engagement through RTI at Tier 1, 2, and 3 and differentiated small group instruction.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: By the end of August 2023.

Tier 1

Monitor Data: Establish school-wide data tracking procedures that will be used to to discuss students each month at MTSS.

Engage Students and Families: Weekly Monday messages from administration to the entire school. Weekly teacher communication to individual classes. Mid-Term progress Reports for all students.

Recognize Good and Improved Student Engagement: Administration will recognize students on the morning show each week that are identified by classroom teacher for outstanding student engagement that led to increased student academic success. Teachers will meet with students weekly or monthly about goal setting and student progress.

Provide Personal Outreach: Goal setting will take place with individual students at the beginning of the school year. All parent-teacher conferences throughout the school year, include a discussion about student engagement and how it is directly connected to student success.

Remove Barriers: Meet with staff and SAC to identify effective strategies for student engagement and potential barriers.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: Reviewed monthly to be completed by the end of May 2024.

Tier 2

Monitor Data: The Leadership Team will regularly review FSA data with teachers to ensure timely interventions have started and/or are ongoing.

Engage Students and Families: The Leadership Team will ensure appropriate support is provided as soon as barriers are identified.

Recognize Good and Improved Student Engagement: Good and improved academic success will be recognized weekly by classroom teachers. Goals that are met will be rewarded by classroom teachers through their individual incentive plans.

Provide Personal Outreach: Classroom teachers will reach out monthly to families where students are not making academic progress to identify reason and needed areas of support. Each grade level will have a member of the leadership team to serve as an additional level of support for students who are not making academic progress.

Remove Barriers: Students not making adequate academic progress are given priority for ELP, SEEDS, and other supports as needed.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: Reviewed monthly to be completed by the end of May 2024

Tier 3

Monitor Data: In August/September, the Leadership Team will identify students in the bottom quartile and students with disabilities to ensure proper interventions are in place.

Engage Students and Families: The Leadership Team will develop and communicate, with staff, clear and consistent guidelines for communication with families when students on Tier 3 are not making appropriate academic progress.

Recognize Good and Improved Student Engagement: Good and improved academic success will be recognized weekly by classroom teachers. Goals that are met will be rewarded by classroom teachers through their individual incentive plans.

Provide Personal Outreach: Students not making appropriate academic progress will be discussed monthly at MTSS to determine what interventions need to be changed. Teachers will update families monthly if a student is not making appropriate academic progress.

Remove Barriers: Students not making adequate academic progress will be provided with additional support by the reading coach and contact will be made with families to identify any barriers that school can help provide support.

Person Responsible: Tammy Reale (tammy.reale@hcps.net)

By When: Reviewed monthly to be completed by May 2024

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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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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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))

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If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan

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

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

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

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

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

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

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