Morgan Woods Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Morgan Woods Elementary School

7001 ARMAND DR, Tampa, FL 33634

[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 Morgan Woods Elementary School community will provide opportunities for personal growth and academic success for all students.

Provide the school's vision statement.

Morgan Woods Elementary School will develop individuals who are capable of successfully meeting the challenges of the future.

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
Kepa, Jessica	Principal	The principal is responsible for ensuring a safe environment for learning, and serves as the instructional leader of the school building. The principal makes frequent observations, provides feedback, analyzes data and provides suggestions/resources for continued academic improvement.
Kurella, Carrie	Assistant Principal	The assistant principal is responsible for ensuring a safe environment for learning, and serves as an instructional leader of the school building. The assistant principal makes frequent observations, provides feedback, analyzes data and provides suggestions/resources for continued academic improvement.
Farland, Janice	Teacher, K-12	SAC Chairperson

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, including content area coaches, met to review a variety of data and discuss observed patterns and trends. Specific areas of need were identified based on these trends and strategies were suggested to promote increased student achievement.

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 reviewed with stakeholders during monthly meetings. In addition, instructional staff will meet monthly during content area leadership team meetings to review data and make modifications to the instructional plan, as needed, to support student achievement--aligned to the SIP.

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	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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) 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	45	35	33	21	19	0	0	0	153
One or more suspensions	0	1	5	3	0	1	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	45	34	0	0	0	0	79
Course failure in Math	0	0	0	33	32	0	0	0	0	65
Level 1 on statewide ELA assessment	0	0	0	42	33	41	0	0	0	116
Level 1 on statewide Math assessment	0	0	0	32	34	37	0	0	0	103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	17	14	0	0	0	35

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	3	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	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	29	23	27	19	21	0	0	0	119
One or more suspensions	0	0	2	2	1	2	0	0	0	7
Course failure in ELA	0	0	0	33	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	33	17	19	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	36	18	25	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	33	17	19	0	0	0	69

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	9	1	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	12	22	1	0	0	0	42
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	29	23	27	19	21	0	0	0	119
One or more suspensions	0	0	2	2	1	2	0	0	0	7
Course failure in ELA	0	0	0	33	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	33	17	19	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	36	18	25	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	33	17	19	0	0	0	69

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	9	1	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	12	22	1	0	0	0	42
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*	38	50	53	45	53	56	47		
ELA Learning Gains				63			48		
ELA Lowest 25th Percentile				53			40		
Math Achievement*	47	56	59	43	50	50	38		
Math Learning Gains				61			30		
Math Lowest 25th Percentile				44			31		
Science Achievement*	43	50	54	39	59	59	35		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	66	59	59	64			66		

* 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)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	229
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52

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	412
Total Components for the Federal Index	8
Percent Tested	98
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	29	Yes	4	1
ELL	45			
AMI				
ASN				
BLK	26	Yes	4	4
HSP	44			
MUL				
PAC				
WHT	59			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	51			
AMI				
ASN				
BLK	25	Yes	3	3
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	57			
FRL	50			

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	38			47			43					66
SWD	13			20			20				4	64
ELL	36			46			46				5	66
AMI												
ASN												
BLK	38			13							2	
HSP	36			47			43				5	65
MUL												
PAC												
WHT	45			71							3	
FRL	35			44			42				5	66

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	45	63	53	43	61	44	39					64
SWD	12	52	58	35	62		9					36
ELL	38	63	61	38	59	45	36					64
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	33			17								
HSP	43	65	60	44	60	46	38					64
MUL												
PAC												
WHT	60	50		53	64							
FRL	42	61	55	40	59	42	35					65

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	47	48	40	38	30	31	35					66
SWD	30	13		32	40		21					46
ELL	42	46	50	32	27	36	26					66
AMI												
ASN												
BLK	53			27								
HSP	46	44	38	35	27	31	33					66
MUL												
PAC												
WHT	47			56								
FRL	47	48	38	34	25	21	35					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	33%	53%	-20%	54%	-21%
04	2023 - Spring	37%	54%	-17%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	46%	-23%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	34%	59%	-25%	61%	-27%
05	2023 - Spring	38%	53%	-15%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	47%	-14%	51%	-18%

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.

Overall achievement in ELA continues to be an area of focus. In addition, students in the Black and ESE subgroups did not make the same amount of progress as their grade level peers. Students began the school year with significant gaps in learning, largely due to the impacts of COVID on the school community. Student attendance continued to be inconsistent and irregular throughout the school year as families continued to adjust to a post-pandemic lifestyle. With consistent, high-quality, on grade level instruction students will close the gap toward being proficient. In addition, the school will focus on student attendance.

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

Overall achievement in ELA continues to be an area of focus. In addition, students in the Black and ESE subgroups did not make the same amount of progress as their grade level peers. Students began the school year with significant gaps in learning, largely due to the impacts of COVID on the school community. Student attendance continued to be inconsistent and irregular throughout the school year as families continued to adjust to a post-pandemic lifestyle. With consistent, high-quality, on grade level instruction students will close the gap toward being proficient. In addition, the school will focus on student attendance.

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.

Overall achievement in ELA continues to be an area of focus. In addition, students in the Black and ESE subgroups did not make the same amount of progress as their grade level peers. Students began the school year with significant gaps in learning, largely due to the impacts of COVID on the school community. Student attendance continued to be inconsistent and irregular throughout the school year as families continued to adjust to a post-pandemic lifestyle. With consistent, high-quality, on grade level instruction students will close the gap toward being proficient. In addition, the school will focus on student attendance.

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

Student achievement in mathematics showed the largest increase, moving from 43% proficiency in 21-22 to an estimated 51% during the 22-23 school year. Frequent progress monitoring checks were used to evaluate student progress in mathematics, with immediate instructional shifts made based on student data. Targeted small groups were pulled to address specific skill deficits. The Math Resource Teacher provided an additional layer of support during lunch bunches and after school ELP.

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

Student attendance continues to be an area of concern. The School Social Worker will work in conjunction with classroom teachers to monitor student attendance this year, providing early intervention for students with irregular attendance.

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

Overall Achievement across subject areas
Student gains in Mathematics and Reading
Student Attendance

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 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.

The area of focus for the 23-24 school year is to continue cultivating a culture for teaching and learning. School data indicates an increase in mathematics and science achievement. A continued focus on instructional culture, specifically related to student engagement and assessment, will lead to an increase in achievement for all learners across content areas.

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

Proficiency for both reading and mathematics will increase to at least 50 of all students scoring Levels 3-5, as measured by the Florida Assessment of Student Thinking (FAST).

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

Results from ongoing progress monitoring assessments will show gradual improvement as tiered instruction is provided at the core. Frequent classroom walk throughs, and observations made during the school year as part of the formal evaluation process, will show increased differentiation and opportunities for student ownership and engagement.

Person responsible for monitoring outcome:

Jessica Kepa (jessica.kepa@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.)

Teachers will leverage data to provided scaffolding strategies and ongoing feedback to accelerate learning of
on grade level content.

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

Teachers will leverage data to provided scaffolding strategies and ongoing feedback to accelerate learning of
on grade level content.

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.

Provide training opportunities for teachers to build knowledge of standards, increasing alignment and rigor, and learning acceleration. Trainings may be provided by coaches and/or district personnel and may include professional literature or on/off site opportunities with substitute coverage. Trainings may include

but are not limited to: Learning Acceleration versus Remediation, Informational and/or Literature Standards (ELA), and Assessment for Learning.

Person Responsible: Jessica Kepa (jessica.kepa@hcps.net)

By When: December 2023 and ongoing

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible: Jessica Kepa (jessica.kepa@hcps.net)

By When: December 2023 and ongion

#2. 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.

The school will focus on increasing reading and mathematics achievement for students in the Black subgroup. Students within this subgroup demonstrating a need for support based on historic and/or current data, will be provided targeted small group instruction daily.

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

At least 50% of all students within the Black subgroup will demonstrate proficiency on the 2024 Florida Assessment of Student Thinking (FAST).

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

Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.

Person responsible for monitoring outcome:
Jessica Kepa (jessica.kepa@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.)

Small group instruction will be provided by the homeroom teacher or reading/math resource teacher. Students will be provided additional intervention during the Extended Learning Program (ELP), as well, using district-provided, research-based resources.

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

Continued emphasis on response to individual student data in designing just in time supports will result in increased achievement. Teachers will be supported by academic coaches in analyzing student data, creating groups based on this analysis, and planning for/implementing small group instruction using observed trends/patterns of student needs.

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.

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible: Jessica Kepa (jessica.kepa@hcps.net)

By When: December 2023 and ongoing

#3. 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.

The school will focus on increasing reading and mathematics achievement for students in the SWD subgroup. Students within this subgroup demonstrating a need for support based on historic and/or current data, will be provided targeted small group instruction daily.

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

At least 50% of all students within the SWD subgroup will demonstrate proficiency on the 2024 Florida Assessment of Student Thinking (FAST).

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

Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.

Person responsible for monitoring outcome:

Jessica Kepa (jessica.kepa@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.)

Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.

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

Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.

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.

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible: Jessica Kepa (jessica.kepa@hcps.net)

By When: December 2023 and ongoing

#4. 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.

Student attendance will increase as a result of the school's positive culture and environment. Staff will work in collaboration with families to create systems and supports that encourage regular school attendance.

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

Average daily attendance will increase to 95% for the 23-24 school year, increasing from 89.2 % in 22-23.

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

The Problem-Solving Leadership Team will review student attendance during monthly meetings. In addition, the School Social Worker will actively monitor student attendance and provide proactive strategies to instructional staff that promote regular attendance.

Person responsible for monitoring outcome:

Jessica Kepa (jessica.kepa@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.)

Multi-Tiered Systems of Support will be implemented for attendance, including intervention and progress monitoring strategies.

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

Student attendance continues to be irregular post-pandemic. Partnering with instructional staff and families to ensure all stakeholders are aware of the academic impact of repeated absenteeism, and providing supports that promote regular attendance, will increase attendance rates and in turn student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish systems for accountability through ongoing progress monitoring. Teachers will work in collaboration with the SSW to monitor student attendance and implement the steps that are part of the school's attendance plan connected to MTSS.

Person Responsible: Jessica Kepa (jessica.kepa@hcps.net)

By When: December 2023 and ongoing

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).

TSI - Our school's Title I grant funds are used to promote student achievement by funding additional resource personnel, general consumable supplies, technology, subscriptions and equipment and/or experiences to promote student engagement. Funds are assigned after a careful review of our school's data and needs, which are compiled in a schoolwide program plan.

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

Implement a data analysis protocol to ensure opportunities for teachers and student ownership of the data. In addition, the data analysis protocol will ensure teachers make instructional decisions in planning based on both formal and informal data. Based on the 2023 ELA STAR scores, an average of 66% of all students tested scored below the 40% (proficiency).

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

Implement a data analysis protocol to ensure opportunities for teachers and student ownership of the data. In addition, the data analysis protocol will ensure teachers make instructional decisions in planning based on both formal and informal data. Based on the 2023 ELA FSA scores, 65% of all students tested in grades 3-5 scored below level 3 (proficiency).

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The percent of students in grade K-2 scoring at or above proficiency will be at least 50% as measured during the Spring 2024 progress monitoring window on STAR (PM3).

Grades 3-5 Measurable Outcomes

The percent of 3-5 grade students scoring a Level 3 or above on the ELA FAST will increase to 50% when administered in Spring 2023 (PM3).

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.

Results from ongoing progress monitoring assessments will show gradual improvement. Frequent classroom walk throughs, and observations made during the school year as part of the formal evaluation process, will show increased differentiation and opportunities for student ownership and engagement, utilizing data-based instructional decisions.

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

Kepa, Jessica, jessica.kepa@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?

By focusing on ELA, the instructional improvements will include conducting student data chats with kindergarten through fifth grade students--including a review previous year's STAR.FAST data, i-Ready (as applicable), performance tasks, and culminating experience, and pre-requisite data to increase student ownership and teacher awareness of needs. Data chats will continue following each formative assessment administered.

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?

In 2023 the data showed a decrease of 2 percentage points in ELA from the 2022 ELA FSA (school-based prediction). The improvement strategy of increased implementation of data protocols to create ownership and awareness will result in improved student academic performance in ELA.

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
Identify bottom quartile students in third through fifth grade and develop a plan to track the identified student's progress in teacher data chats, as well as student data chats. Regularly share data with the school-based leadership team. Adjust support plans based on on-going data collection. Monitor student's progress through walkthroughs and analysis of student work.	Kepa, Jessica, jessica.kepa@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 school improvement plan will be shared with stakeholders during a meeting of the School Advisory Counsel and posted on the school website. In addition, parents will be directed to the SIP via newsletter. The SIP is also available on our school website at https://www.hillsboroughschools.org/domain/3805.

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))

We encourage parents to participate in all of our events by sending home flyers, making Parent Link phone calls and/or text message alerts, and posting everything on our website and social media platforms. We focus on communicating every child's progress to their families by engaging parents in parent/teacher conferences quarterly and as needed, and sending home quarterly progress reports.

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)

School staff, students, parents, and the school community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and the school community as a whole. Opportunities for participation include, but are not limited to: Meet the Teacher/Open House, SAC, PTA, Newsletters, Website, Edsby, school marquee, Parent Link, quarterly Conference Nights, Volunteer Orientation and Recognition, Academic Family Nights (ELA/STEAM), Committee Events, Great American Teach-In, and Community Partnerships.

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))

Administration and the Leadership Team plan opportunities or parents to engage with the school community. Student Services support individual students demonstrating a need for targeted support. Teachers promote a positive environment buy participating in Mindset Monday with their students, a time set aside to deliver lessons provided to our school as part of its participation as a Foundational 7 Mindsets School this year.

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA