Mort Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[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.

Mort Elementary engages families and partners to provide services that inspire the community to ensure students excel as successful and responsible citizens.

Provide the school's vision statement.

We support the district's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. With that in mind, we have developed the following Vision for our school:

Mort Elementary will create an innovative environment which empowers students, encourages parents, enriches families, and elevates the community.

Tagline: "Uniting the community today to nurture the leaders of tomorrow."

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
Hailey-Brown, Latiecea	Principal	Maintain the direction of the school as a community school while creating a safe environment for all that is conducive to learning
Snellgrove, Kelly	Assistant Principal	Maintain the direction of the school as a community school creating a safe environment for all that is conducive to learning
Dyer, Jamie	Instructional Coach	Supports literacy across all grade levels via side-by-side coaching/ planning and professional development.
Kontra, Kristen	Instructional Coach	Support Math instruction via side-by-side coaching/planning and professional development.
Richards, Stacy	Instructional Coach	Supports interventions and writing literacy K-5 as well as coaching and planning
Bhagwandeen-Girwarnath, Sangeeta	Teacher, K-12	SAC Chair- Serves as a liaison between the staff, community members, and parents while assisting with developing, implementing, and editing our School Improvement Plan.
	Other	Francesca Perrone is the MTSS Coach/Teach Leader at Mort Elementary, a Community Partnership School. Some of the responsibilities she has are to make MTSS sensible, sustainable, and successful by streamlining the framework. Another task is pulling students to give them tier 3 interventions. This way teachers can also see a model of effective intervention instruction.

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.

We have six core partners who have signed a long-term Memorandum of Agreement, making the commitment to work collaboratively to improve the Mort community as well as the lives of our students, staff, and families. As a community school, stakeholders communicate, address concerns, and assist in problem-solving as part of the counsel of the school including the principal, community school director, business partners, the leadership team, and members of the SAC committee. Feedback and input positively impact the school culture and achievement.

Through these partnerships, support is provided on the campus to help bridge the gaps and wrap our families in needed services, including a base of volunteers who assist with students, staff, and parents. Additional supports include clothing, meals, health and wellness services, increased parental involvement, academic enrichment, and tutoring, all of which release teachers and administrators to

focus on academics. The community partnership school's objective is to meet the social, emotional, mental, physical, nutritional, and sometimes financial needs of students so they are ready and able to fully engage in the rigorous academic opportunities offered by their school.

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))

Monitoring of the SIP for effective implementation will be conducted in 5 by 5 weekly walkthroughs by the administration and leadership team. Coaches will conduct coaching cycles in areas of focus whether it is grade level or school-wide based on trends from walk-throughs. Common collaborative planning of teachers with coaches to internalize B.E.S.T standards and Benchmarks. For our SWD students, we will conduct weekly fidelity walks through ESE classrooms and provide additional support through ELP after-school tutoring. Also, data chats will concur with ESE teachers each quarter to closely monitor the growth of the SWD students. SIP will be a living document for monitoring, revising, and implementing throughout the year based on feedback from weekly fidelity checks.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 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	77	52	72	91	51	53	0	0	0	396
One or more suspensions	2	0	1	5	8	7	0	0	0	23
Course failure in English Language Arts (ELA)	0	0	0	16	0	0	0	0	0	16
Course failure in Math	0	0	0	16	0	0	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	72	55	52	0	0	0	179
Level 1 on statewide Math assessment	0	0	0	63	57	33	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	0	0	0	0	0	16

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	0	16	0	0	0	0	0	16
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	2	1	1	3	14	0	0	0	23
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	86	41	58	0	0	0	185
Level 1 on statewide Math assessment	0	0	0	81	50	43	0	0	0	174
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	

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	0	0	0	0	0	0	0	

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	0	37	1	0	0	0	0	38
Students retained two or more times	0	0	0	4	0	1	0	0	0	5

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	0	0	0	0	0	0	0	0	
One or more suspensions	2	2	1	1	3	14	0	0	0	23
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	86	41	58	0	0	0	185
Level 1 on statewide Math assessment	0	0	0	81	50	43	0	0	0	174
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	

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	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	37	1	0	0	0	0	38
Students retained two or more times	0	0	0	4	0	1	0	0	0	5

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*	29	50	53	31	53	56	31		
ELA Learning Gains				57			47		
ELA Lowest 25th Percentile				53			73		
Math Achievement*	47	56	59	40	50	50	29		
Math Learning Gains				70			42		
Math Lowest 25th Percentile				62			45		
Science Achievement*	36	50	54	29	59	59	28		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	81	59	59	74			42		

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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99
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	25	Yes	3	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	42			
MUL	54			
PAC				
WHT	53			

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%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	50			
AMI				
ASN				
BLK	51			
HSP	51			
MUL	47			
PAC				
WHT	54			
FRL	51			

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	29			47			36					81
SWD	13			30			13				5	65
ELL	15			44			20				5	81
AMI												
ASN												
BLK	25			39			40				4	
HSP	27			48			29				5	81
MUL	54			54							2	

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
PAC												
WHT	48			57							2	
FRL	30			47			39				5	82

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	31	57	53	40	70	62	29					74
SWD	14	38	47	19	59	62	4					52
ELL	31	49	49	40	70	61	24					74
AMI												
ASN												
BLK	21	72	75	27	72	71	17					
HSP	33	52	44	43	69	59	31					74
MUL	43			50								
PAC												
WHT	33	80		46	58							
FRL	31	56	52	38	68	61	28					75

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	31	47	73	29	42	45	28					42
SWD	11	30		18	43	47	16					40
ELL	30	53	74	32	50	58	26					42
AMI												
ASN												
BLK	24	38		14	24	27	5					
HSP	33	49	71	35	48	58	33					42
MUL												
PAC												
WHT	32			21								
FRL	31	46	70	30	42	42	29					42

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	32%	53%	-21%	54%	-22%
04	2023 - Spring	32%	54%	-22%	58%	-26%
03	2023 - Spring	24%	46%	-22%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	55%	-12%	59%	-16%
04	2023 - Spring	41%	59%	-18%	61%	-20%
05	2023 - Spring	56%	53%	3%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	47%	-16%	51%	-20%

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.

Based on data from grades 3 to 5, our lowest performance content area is in English Language Arts. Some contributing factors related to performance are unfamiliarity with new state testing with new state benchmarks along a high population of English language learners. Teachers need to better understand new benchmarks and how to differentiate instruction for students with deficits in multiple grades below to see growth.

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

According to the data, all of our proficiencies increased from the previous year..
ELA POINT 32 to 33
MATH POINTS 40 to 49
SCIENCE POINTS 35 to 41
All teachers will be trained in the BEST standard for ELA and Math. In addition, there will be continuous ESE and ELL training to support our subgroups. Professional development will be based on the needs and trends witnessed in walkthrough data.

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.

According to the previous year's data, the greatest gap when compared to the state average is in the area of reading. Attendance concerns, students' unfamiliarity with new state testing on the computer, and students with a larger achievement gap due to world, health, and family concerns, Our school had a larger than normal ELL student population that contributed to this gap.

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

In the area of mathematics, our data showed an increase from 40 to 49 points. The contributing factors that assisted in this growth were the emphasis on small group instruction with a focus on the student's clear academic path, tutoring offered in school and after school, consistent coaching cycling, and collaborative planning with grade level and content coaches. There were bi-weekly walkthroughs for fidelity checks to ensure planning transfer to practice.

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

After reflecting on the data and our school's Early Warning System, an area of concern would be students' attendance.

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

Mort's instructional priorities for the 2023-2024 school year
-small group instruction
-planning for benchmark-aligned instruction (collaborative planning with grade level and content coaches)
-new social worker to connect with families while monitoring and assisting with attendance concerns.

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 Benchmark-aligned Instruction

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 specifically related to standards/benchmark-aligned instruction.

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

Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

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

Conducting walkthroughs and fidelity checks
Coaching cycles
Use data from common and formative assessments to progress monitor student performance

Person responsible for monitoring outcome:

Latiecea Hailey-Brown (latiecea.hailey-brown@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.)

Walkthroughs, common planning sessions, Professional Development

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

Reflections and data(through conversations, coaching cycles, walkthroughs, and analyzing trends)

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.

-5 by 5 Daily/Weekly walks
-Followed by coaching cycles with classroom teachers
-Common Collaborative planning to internalize standards and benchmarks

Person Responsible: Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

By When: -Weekly walkthroughs -Coaching cycles based on trends or needs of teachers (ongoing throughout the year)

-Professional Development in all subject areas
-Mini-Mondays
-Tuesday Trends

Person Responsible: Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

By When: On-going throughout the year- based on data from walk-through trends and coaching cycles as well as ongoing progress monitoring.

#2. 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.

Increase opportunities to build and maintain a healthy school culture with students and families.
Rationale: During the 2022-2023 school year, our daily student attendance ranged from 80%to 92%. Our overall district goal was set to 96% or higher. Our tracking data showed students were absent due to doctor appointments and or other family issues.

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

Increase student attendance by 10% each month
Increase parent involvement by 10% for the year

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

Monitored through daily and monthly attendance,

Person responsible for monitoring outcome:

Latiecea Hailey-Brown (latiecea.hailey-brown@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.)

Structures to support coordination
Structures to support parent involvement and engagement events or services.

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

Previous school year 2022-2023
312 students had attendance below 90 percent.
126 students were referred to school-based or community-based mental health services.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

-The hiring of a School Social worker to oversee concerns with families and the attendance incentive program
-Maintaining a healthy school- Our casa program, is a school-based character program to ensure leadership and culture within the student body.
-Working with parents in our PRC room with the Community School Director and the Parent Resource Coordinator. (classes, meetings, Pantry, etc)

Person Responsible: Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

By When: End of the year

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).

The leadership team which includes two classroom teachers reviewed school-based survey data, state testing data, and school-based testing data as well as staff and student surveys to determine the following areas that will be supported with any available funds.

Literacy Coach to address student gaps and professional development of teachers, Math coach to address student gaps and professional development of teachers, RTI specialist to address students' gaps and support interventions as well as enrichment. Funds will also be used to support extended learning during the day and after school.

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

Area of Focus: Instructional practice specifically related to standards/benchmark-aligned instruction.
Rationale: Walkthrough data indicates a need for explicit and intentional instruction aligned with the intended learning of the benchmark.
Instructional Priority #1: Deliver content, concepts, new resources, or skill that is planned for and aligned to the standards/benchmark and intended learning outcome

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

Area of Focus: Instructional practice specifically related to standards/benchmark-aligned instruction.
Rationale: Walkthrough data indicates a need for explicit and intentional instruction aligned with the intended learning of the benchmark.
Instructional Priority #1: Deliver content, concepts, new resources, or skill that is planned for and aligned to the standards/benchmark and intended learning outcome

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

K-2 expectation is that 50% of each grade level will reach grade level by the spring STAR.
Last year our Kindergarten was at 20% at grade level, first grade was 25% at grade level, and second grade was at 18% at grade level on STAR.

Grades 3-5 Measurable Outcomes

3-5 expectation is that 50% of each grade level will reach grade level by the spring FAST.
Last year our 3rd grade was at 23% at grade level, 4th grade was at 36% at grade level, and 5th grade was 38% at grade level.

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.

Action Step: 5by5 Daily/Weekly Walks Evidence: Walkthroughs, planning sessions
Action Step: Common Collaborative Planning --> Internalize Standards and Benchmarks Evidence: Vocabulary, common language, classroom visuals, tools.
Action Step: Professional Development Evidence: Coaching cycles (PD into Practice), Mini-Mondays, Tuesday Trends

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

Dyer, Jamie, jamie.dyer@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?

Planning with and walking through for look fors that include:
-Teacher provides tasks aligned to the intended learning of the benchmark (R1)
-Teacher provides a clear visual and/or example to model application of intended learning. (R3)
-Teacher asks questions to deepen understanding of the intended learning (R11ELA R7 MATH)
-Teacher uses academic language to support intended learning.

The students should be:
-Students apply intended learning to complete assigned tasks. (r4)
-Students use academic language through writing or discussion to deepen understanding (m12, m9, r6 math)

Expecting and Inspecting these in planning and practice should help to move all students closer to grade level.

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?

Hatties percentage of planning and predicting is a .78 This correlation is strong with student achievement and is why we are focusing on this as well as the implementation of what is being planned.

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
Current Action Step supporting: Instructional practice specifically related to standards/ benchmark-aligned instruction. -5by5 Daily/Weekly Walks -Common Collaborative Planning --> Internalize Standards and Benchmarks -Professional Development -For our SWD students, we will conduct weekly fidelity walks through ESE classrooms and provide additional support through ELP after-school tutoring. Also, data chats will concur with ESE teachers, classroom teachers, and the leadership team each quarter to closely monitor the growth of the SWD students.	Dyer, Jamie, jamie.dyer@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 SAC committee consists of administration, staff, parents, community, and business partners. These stakeholders come together once a month to discuss ongoing progress monitoring data of the school, as well as the implementation, revising/ editing, and creating of short and long-term goals for the school improvement plan. During these meetings, previous and current school-wide data is presented looking for trends while parents offer input and feedback on problem-solving strategies. Parents and partners are encouraged to be a part of the decision-making process of the school plan to ensure buy-in and that their voices are heard as an essential part of our school community.

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 have six core partners who have signed a long-term Memorandum of Agreement, making the commitment to work collaboratively to improve the Mort community as well as the lives of our students, staff, and families.
Through these partnerships, support is provided on the campus to help bridge the gaps and wrap our families in needed services, including a base of volunteers who assist with students, staff, and parents. Additional supports include clothing, meals, health, and wellness services, increased parental involvement, and academic enrichment and tutoring. All of these indicators release teachers and administrators to focus on student and their academics. The community partnership school's objective is to meet the social, emotional, mental, physical, nutritional, and sometimes financial needs of students so they are ready and able to fully engage in the rigorous academic opportunities offered by their school.

The Parent Resource Center (PRC) at Mort strives to build positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission and support the needs of students. The PRC is run by a coordinator who is fluent in Spanish and English and the center provides a safe and comfortable space for parents to convene, learn, and receive needed assistance. The PRC coordinates with local community organizations to provide a variety of adult education classes and programs for parents and families. The PRC also leads a Very Involved Parent (VIP) program which encourages greater parent involvement by providing incentives for parents who are increasingly involved in their child's education, volunteer opportunities, and frequently attend programs offered at the PRC.

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)

To ensure support systems, small group, and individual needs are met, the leadership and teachers review school-wide data on an ongoing basis, identifying instructional needs across the school and supporting the implementation of high-quality instructional practices during core and small groups that are specifically aligned to the benchmarks//Standards. The school leadership team reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) while communicating and facilitating problem-solving within the content/grade level teams. Professional development will be developed based on trends from bi-weekly walkthroughs(5 by 5). Academic coaches will support during coaching cycles, common collaborative planning, Mini-Mondays PD, and Tuesday trends for instructional staff.

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

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))

As a community school, Mort has a community director and a Parent Resource Coordinator who works with the school social worker and guidance to oversee support services for our students and families. 126 students at Mort were referred to school-based or community-based mental health services last year. Some supports include health care referrals and services from the on-site pantry and clothes closet. Children's Homes Society mental health counselor services students on site as well as Brother and Big Sisters. There are many other community partners that support tutoring (1-2 times a week) in school. These tutors assist in one-to-one or small groups to enhance students' academics. The after-school programs director helps to provide enriching experiences for students such as boys and girls scout, soccer, golf, stem groups, a variety of clubs, and the arts.

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

N/A

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

Teachers meet every 6 weeks to discuss academic, behavioral, and attendance interventions that are being implemented with the MTSS/PSLT team. MTSS (Multi-Tiered Systems of Support) is a framework that teachers use to document and organize what is working for students. When a teacher has data/finds concern about a student, they will then start documenting and giving tier 2 interventions. From there, an initial meeting begins. After 6 weeks, the team will meet again to discuss the student's progress and either decide that they need additional interventions or find a different tier 2/3 intervention that works for them.

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))

Teachers and staff engage in professional learning biweekly on Fridays. The leadership team develops professional learning based on data trends of students and staff. Teachers also engage in professional learning communities at least once a month to discuss grade-level trends in data and develop a plan for remediation/enrichment/core instruction based on the data. The leadership team also strategically chooses teacher leaders to engage in developing and delivering professional learning. This happens at least once a month.

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))

At Mort, we have three peeps/VPK blended classrooms which consist of 10 VPK students and 8 Exceptional students. This model provides a regular school day program running from 7:40 AM until 1:55 PM throughout the school year. Children ages three to five who meet eligibility requirements can receive services designed to meet each child's individual needs. Developmentally appropriate learning experiences provide opportunities for individual growth and assistance with areas of special need. Each classroom has 2 aides to support instruction and students' needs. Our ESE department meets annually to discuss needs and evaluate students' progress. Based on the results of the evaluation, the team decides the recommendation for the child in which they would be most successful if they need to be in general education class full time or with support. This transition helps the child make a smooth transition while providing structure and school readiness.