Palm River Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm River Elementary School

805 MAYDELL DR, Tampa, FL 33619

[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.

Palm River Elementary will utilize a student centered approach to teaching and learning where data drives all instructional and behavioral decisions to positively impact the whole child.

Provide the school's vision statement.

Our vision at Palm River Elementary is to develop well rounded, confident and responsible students who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is valued and all achievements are celebrated.

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
McCluney, Kelly	Principal	
Haynes, Sophia	Assistant Principal	
Kozlowski, Jaclyn	ELL Compliance Specialist	
Whitley, Sherry	Instructional Media	

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.

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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))

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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	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) 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: B 2019-20: C 2018-19: C 2017-18: D
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	28	22	24	21	18	0	0	0	113
One or more suspensions	0	1	3	4	4	70	0	0	0	82
Course failure in English Language Arts (ELA)	0	0	0	28	20	1	0	0	0	49
Course failure in Math	0	0	0	23	20	1	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	28	20	1	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	23	20	1	0	0	0	44
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	3	3	15	16	0	0	0	38

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	5	3	3	0	0	0	0	0	11
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	36	35	25	19	20	0	0	0	135
One or more suspensions	0	1	4	2	6	3	0	0	0	16
Course failure in ELA	0	0	0	23	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	1	2	4	7	0	0	0	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	9	0	0	0	0	0	13
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	36	35	25	19	20	0	0	0	135
One or more suspensions	0	1	4	2	6	3	0	0	0	16
Course failure in ELA	0	0	0	23	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	1	2	4	7	0	0	0	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	9	0	0	0	0	0	13
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*	26	50	53	38	53	56	26		
ELA Learning Gains				61			25		
ELA Lowest 25th Percentile				78			27		
Math Achievement*	34	56	59	42	50	50	26		
Math Learning Gains				72			17		
Math Lowest 25th Percentile				71			40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	24	50	54	33	59	59	22		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	46	59	59	48			41		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	443
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	17	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	28	Yes	1	1
HSP	32	Yes	1	
MUL				
PAC				
WHT	29	Yes	1	1
FRL	31	Yes	1	1

	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	44			
ELL	48			
AMI				
ASN				
BLK	46			
HSP	55			
MUL				
PAC				
WHT	45			
FRL	57			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			34			24					46
SWD	16			16			8				4	
ELL	32			41			25				5	46
AMI												
ASN												
BLK	23			30			33				4	
HSP	27			38			25				5	48
MUL												
PAC												
WHT	29			29							2	
FRL	25			34			26				5	45

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	38	61	78	42	72	71	33					48
SWD	19	53	69	14	58	75	6					54
ELL	39	59		38	59		46					48
AMI												
ASN												
BLK	29	67		35	77		22					
HSP	46	60	70	51	69		40					47
MUL												
PAC												
WHT	38	56		33	63		36					
FRL	38	63	82	42	75	74	31					47

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	26	25	27	26	17	40	22					41
SWD	12	19		10	13		13					29
ELL	24	15		20	15		19					41

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN												
BLK	17	22		22	17		11					
HSP	31	22		28	14		25					42
MUL												
PAC												
WHT	26			29								
FRL	26	25	27	25	17	40	22					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	53%	-17%	54%	-18%
04	2023 - Spring	28%	54%	-26%	58%	-30%
03	2023 - Spring	18%	46%	-28%	50%	-32%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	55%	-30%	59%	-34%
04	2023 - Spring	42%	59%	-17%	61%	-19%
05	2023 - Spring	27%	53%	-26%	55%	-28%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	21%	47%	-26%	51%	-30%

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.

-

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

-

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.

-

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

-

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

-

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

-

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.

Fall 2023 iReady Diagnostic #1 data indicated 49% of Kindergarten- 5th grade students received an overall placement in literacy of one year below grade level indicating that the majority of our students are not meeting the instructional requirements to be considered proficient on their grade level benchmarks.

Fall 2023 Mathematics FAST Progressing Monitoring #1 data indicated 97% of 3rd-5th grade students received a Level 1 achievement score indicating that the majority of our students are not meeting the instructional requirements to be considered proficient on their grade level benchmarks.

Essential practices such as explicitly modeling, offering feedback to students that address misconceptions and making adjustments throughout the lesson will be implemented to ensure students are progressing towards mastery of the intended learning target and grade level benchmarks resulting in student achievement.

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

By Spring 2024, 100% of students in grades Kindergarten-5 will show a year's growth by reaching and/or exceeding their iReady typical growth measure from Diagnostic 1 to Diagnostic 3.

By Spring 2024, 35% 3rd-5th grade students receive a Level 3 or higher on the ELA portion of the FAST Progress Monitoring #3 assessment.

By Spring 2024, 40% 3rd-5th grade students receive a Level 3 or higher on the mathematics portion of the FAST Progress Monitoring #3 assessment.

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

Data collection during core instruction with specific checks for understanding as aligned to intended outcome of the lesson which will designed during instructional planning sessions with academic coaches. Data collected will be used to determine student progress towards intended outcome of the lesson. From data collection,
teachers will provide planned targeted, intentional small group instruction with a specific benchmark/skill focus to positively impact student learning.

Analyze formal and informal data and implement needed interventions according to the data from ELA and mathematics mini-assessments, unit tests, Quarterly Math assessments, and FAST Progress Monitoring assessments.

Students applying and articulating use of instructional strategies to text and problem-solving as demonstrated by teacher during explicit model. Students responding to text verbally and in written form allowing for demonstration of learning to take place in multiple ways when solving a problem through computation.

Person responsible for monitoring outcome:

Kelly McCluney (kelly.mccluney@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.)

Response to Intervention (RTI) which has an effect size of 1.29 and is a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Those not making progress are then provided with increasingly intensive instruction usually in small groups (Tier 2). If still no progress, then students receive individualized, intensive interventions that target the students' skill deficits (Tier 3).

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

The research-based work of John Hattie's Visible Learning refers to making student learning visible to teachers so they can know whether they are having an impact on student learning. It also refers to making teaching visible to the student as well so that students learn to become their own teachers, an important component of becoming lifelong learners – something we want students to value. Teaching and learning are visible
when the learning goal is not only challenging but is explicit. When implementing visible
learning instructional strategies, both the teacher and the student work together to
attain the goal, provide feedback, and ascertain whether the student has attained the goal.
Evidence shows that the greatest effects on student learning come when the students become their
own teachers in successful classrooms, both the teaching and learning are visible.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to
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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
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.

No action steps were entered for this area of focus

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

Based on the 2023 STAR Literacy Assessment #1 data, 48% of Kindergarten students are below the 25th percentile.

Based on the 2023 STAR Literacy Assessment #1 data, 60% of 1st grade students are below the 25th percentile.

Based on the 2022 STAR Reading Assessment #1 data, 56% of 2nd grade students are below the 25th percentile.

By focusing on ELA, the instructional improvements will include a strong focus on K-2 proficient demonstration of foundational skills as aligned with UFLI scope and sequence.

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

Based on the 2023 FAST Progress Monitoring Assessment #1, 68% of 3rd-5th grade students scored at level 1. By focusing on ELA, the instructional improvements will include benchmarks based planning, instructional tasks alignment to intended learning outcome and rigor of task, explicit modeling of instructional strategies to support benchmarks taught.

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

On the 2024 STAR Literacy Assessment #3 data, 60% of Kindergarten- 2nd grade students will be above the 50% percentile or above in literacy and mathematics.

Grades 3-5 Measurable Outcomes

On the 2024 FAST Progress Monitoring Assessment #3, 35% of 3rd-5th grade students will score at a level 3 or higher in ELA and 40% of 3rd-5th grade students will score at a level 3 or higher in mathematics.

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.

Areas of focus will be monitored through core instruction classroom observations by administration and academic coaches with specific look-fors to gage student progress towards the intended learning outcomes, analysis of student work to include student work samples and exit tickets. Interventions will be developed and implemented from data analysis. Administrative and academic leadership teams will progress monitor school-wide and grade level data. Data will also be progress monitored for individual and groups of students.

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

McCluney, Kelly, kelly.mccluney@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?

Explicit Modeling- When teachers adopt explicit teaching practices, they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009)
• Direct instruction – 0.59

Feedback- Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal

feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.
• Feedback – 0.73

Response to Intervention (RTI) has an effect size of 1.29 and is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Those not making progress are then provided with increasingly intensive instruction usually in small groups (Tier 2). If still no progress, then students receive individualized, intensive interventions that target the students' skill deficits (Tier 3).

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?

The research-based work of John Hattie's Visible Learning refers to making student learning visible to teachers so they can know whether they are having an impact on student learning. It also refers to making teaching visible to the student as well so that students learn to become their own teachers, an important component of becoming lifelong learners – something we want students to value. Teaching and learning are visible when the
learning goal is not only challenging but is explicit. When implementing visible learning instructional strategies, both the teacher and the student work together to attain the goal,
provide feedback and ascertain whether the student has attained the goal. Evidence shows that the greatest effects on student learning come when the students become their own teachers. In successful classrooms, both the teaching and learning are visible.

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
Design master schedule to include common grade level instructional design sessions centered on benchmark and instructional task alignment to accelerate student learning.	McCluney, Kelly, kelly.mccluney@hcps.net
Weekly grade level plc's will analyze student instructional task and student work samples to determine student progress towards intended learning outcomes, mastery of grade level benchmarks and what misconceptions students are demonstrating that is preventing them from achieving proficiency. Tiered levels of intervention will be implemented according to student data.	McCluney, Kelly, kelly.mccluney@hcps.net
Administrative team will conduct daily walk-thoughs to progress monitor instructional priorities and task alignment to grade level benchmarks. Administration will provide immediate feedback to teachers. Administration will meet weekly with academic coaches to discuss walk-though trend data and observations/feedback data as means to progress monitor implementation of collaborative planning sessions and impact of coaching cycles.	McCluney, Kelly, kelly.mccluney@hcps.net
Leverage academic coaches to provide continuous tiered teacher support and coaching on teacher clarity, success criteria, targeted task alignment and intent and rigor of the grade level standards	McCluney, Kelly, kelly.mccluney@hcps.net
Administrators and academic coaches will progress monitor formal and informal data to gain information on the students' progress towards mastery of grade-level benchmarks. Academic Leadership team will engage teachers in data deep drives to plan specific interventions and/or enrichment opportunities for students as needed according to the data.	McCluney, Kelly, kelly.mccluney@hcps.net
Staff will participate in quarterly data check-ins to progress monitor school-wide progress towards to gains in student proficiency and student learning gains.	McCluney, Kelly, kelly.mccluney@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.

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

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Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

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

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

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

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

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

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

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