

Hillsborough County Public Schools

Robles Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	0

Robles Elementary School

4405 E SLIGH AVE, Tampa, FL 33610

[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.

Mission Statement:

Robles Elementary School is committed to providing a nurturing and inclusive learning environment that empowers our students to reach their full potential. Our mission is to foster a love for learning, inspire critical thinking, and cultivate well-rounded individuals who are prepared to succeed in an ever-changing world. Through collaboration, innovation, and a focus on individualized instruction, we strive to instill a strong foundation of academic excellence, social-emotional growth, and cultural awareness in our students. We are dedicated to fostering a sense of community, promoting respect, and celebrating diversity, ensuring that every student feels valued and supported. Together with our dedicated staff, engaged parents, and supportive community, we aim to create a positive and enriching educational experience that prepares our students for a lifetime of success.

Provide the school's vision statement.

We support the District’s vision of Preparing Students for Life. Robles will create a nurturing and inclusive learning environment that empowers students to reach their full potential by fostering a love for learning and preparing each individuals for success in an ever-changing world.

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
Harris, Christine	Principal	Not in the dropdown to add as School Leaders: Augustine Bautista - Teacher K-5 (Math) Ciera Fox - MTSS/RTI Resource Lhdi Evans - Assistant Principal Nicole Williams - Math Resource Michelle Zayas - ELL Resource Bonnie James - Parent Engagement Liaison
Small, Brooke	Behavior Specialist	
Pass, Shantell	Instructional Coach	
Gibbs , Dara	Teacher, K-12	K-5 ELA

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.

During the 22-23 school year (SY) and after the new administration was established in January, a memo went out to all instructors in March to define & recruit leaders for the 23-24 SY. This was accomplished by defining the new SY, signing up in the admin office, screening as needed by the district, and or volunteering to be a member of the Robles leadership team. All personnel that showed interest have been added to the team.

Robles then gathered input for their school improvement plan per ESSA 1114 (b)(2) through various methods, such as surveys (Panorama and Insight), focus groups (grade level & leads), and meetings with parents, teachers, students, and community members throughout the school year.

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 School Improvement Plan (SIP) will be regularly monitored to increase student achievement through ongoing data analysis, progress monitoring, and regular check-ins with teachers and administrators. This includes reviewing student performance data monthly, assessing the effectiveness of instructional strategies weekly, and making necessary adjustments to ensure continuous improvement. Regular communication and collaboration among staff, parents, and community stakeholders will also be maintained to ensure alignment and accountability in implementing the SIP goals and strategies.

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	96%
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)

	Economically Disadvantaged Students (FRL)
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: D
	2018-19: D
	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	15	16	12	26	20	17	0	0	0	106
One or more suspensions	0	2	2	5	6	6	0	0	0	21
Course failure in English Language Arts (ELA)	0	0	0	10	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	64	38	25	0	0	0	127
Level 1 on statewide Math assessment	0	0	0	62	42	31	0	0	0	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	92	57	45	0	0	0	194

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	75	35	28	0	0	0	142

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	8	0	0	0	0	0	8
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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0	0	0	0	0	0	0
Students retained two or more times	0	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*	23	50	53	24	53	56	17		
ELA Learning Gains				49			34		
ELA Lowest 25th Percentile				58			33		
Math Achievement*	23	56	59	32	50	50	19		
Math Learning Gains				63			35		
Math Lowest 25th Percentile				81			38		
Science Achievement*	43	50	54	26	59	59	16		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	54	59	59	40			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	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	156
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	373
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	15	Yes	1	1
ELL	31	Yes	4	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	31	Yes	1	1
MUL				
PAC				
WHT	27	Yes	1	1

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	30	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	39	Yes	3	
AMI				
ASN				
BLK	49			
HSP	45			
MUL				
PAC				
WHT				
FRL	46			

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	23			23			43					54
SWD	19			19							3	
ELL	20			31							4	54
AMI												
ASN												
BLK	24			20			44				5	60
HSP	20			34							4	51
MUL												

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	27			27							2	
FRL	22			22			42				5	53

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	24	49	58	32	63	81	26					40
SWD	22	44	55	26	60	67	32					
ELL	21	43		39	74		17					40
AMI												
ASN												
BLK	23	49	61	30	60	79	28					58
HSP	32	52		41	86		21					35
MUL												
PAC												
WHT												
FRL	24	48	57	31	64	82	26					36

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	17	34	33	19	35	38	16					42
SWD	24	29		18	29		22					
ELL	5	18		19	27		0					42
AMI												
ASN												
BLK	17	32	35	20	33	28	17					40
HSP	15			18			10					32
MUL												
PAC												
WHT	33			8								
FRL	18	34	33	19	35	38	15					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	25%	54%	-29%	58%	-33%
03	2023 - Spring	13%	46%	-33%	50%	-37%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	19%	55%	-36%	59%	-40%
04	2023 - Spring	27%	59%	-32%	61%	-34%
05	2023 - Spring	28%	53%	-25%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	47%	-9%	51%	-13%

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 the data collected internally, both math and ELA (in a hold harmless year) performed equally with 26% proficiency. The state has not yet released the standard achievement expectation and scores; thus, the proficiency-only data slightly increased from baseline to PM3. Factors for low performance is multi-faceted with the following contributors:

New Administration was appointed in Dec. began in January

Limited to no data analysis from the previous year (as seen in the lack of data in CIMS) to the current year

Lack of Accountability in Instruction

Student absences at 10+ at 17.5%, with 40+ at 14%

Student Suspensions @ 4.5%

Vacancies

cert teachers

Teacher Turn Over

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

Mathematics was Roble's most significant decline from 2021 at 19% proficiency to 2022 at 32% to now 2023 at 26%, a difference of 6%. As it pertains to ELA, Robles is still functioning in low percentages, with 17% in 2021, 24% in 2022, and today in 2023 at 26%, an increase of 2%.

In either component Robles decline and increase have been a very minimal deviation. At each variation from year to year and subject to subject the factors contributing to insufficient increases are the following: 10 instructional vacancies, 30+% of certified teachers, teacher attendance, student attendance, and less than 20% discipline incidents.

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.

Mathematics was Roble's most significant decline from 2021 at 19% proficiency to 2022 at 32% to now 2023 at 26%, a difference of 6%. As it pertains to ELA, Robles is still functioning in low percentages, with 17% in 2021, 24% in 2022, and today in 2023 at 26%, an increase of 2%.

In either component Robles decline and increase have been a very minimal deviation. At each variation from year to year and subject to subject, the factors contributing to insufficient increases are the following: 10 instructional vacancies, 30+% of certified teachers, teacher attendance, student attendance, and less than 20% discipline incidents.

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

Science matched closely to the district and state with 44% proficient. This is an increase from the previous years, where in 2021, 16% were proficient, and in 2022, 25% were proficient. Thus improving by 18%. More drill and practice with the school-based Science Coach and grade 5 teachers holding a valid FLDO Teaching Certificate.

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

Attendance and Reading Deficiencies were identified as potential areas of concern.

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

Attendance, Reading Deficiencies, and the Instructional block (structure with academic ownership to include blended learning for technological academic rigor)

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Focusing on a positive culture and environment as part of a school improvement plan has several benefits and rationales. Here are Robles' description and rationale

1. **Student Engagement and Well-being:** A positive school culture and environment enhances student engagement and well-being. When students feel safe, supported, and valued, they are more likely to be motivated, participate actively in their learning, and develop positive relationships with peers and teachers. This can be a direct reflection to how instructional plans are built, structured, and implemented.
2. **Academic Performance:** When students feel connected to their school community, they are more likely to be motivated to learn, take risks, and strive for success. A positive environment can also foster effective teaching practices and collaboration among educators, leading to improved instructional quality. Robles will improve, with fidelity, a PBIS system that recognizes and celebrates children's behavior and academic performance.
3. **Behavior and Discipline:** Students' improved behavior and discipline for and by all stakeholders. When students feel respected and included, they are more likely to exhibit positive behavior and adhere to school rules. This can reduce disciplinary incidents and disruptions, creating a conducive learning environment for all students.
4. **Teacher Retention and Satisfaction:** When teachers feel supported, valued, and part of a collaborative community, they are more likely to be motivated, engaged, and committed to their profession. This can increase teacher retention rates and a more stable, experienced teaching staff.
5. **Parent and Community Engagement:** When parents feel welcomed, involved, and informed about their child's education, they are more likely to actively support their child's learning and engage in school activities. Robles will attract community resources and support, further enhancing the educational experience for students.

Measurable Outcome:

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

1. **Student Engagement and Well-being:** In grades K-5, Wellness Labs with 100% fidelity using Stanford Harmony teachers. A survey 2x a year for grades 4 & 5 (Panorama) to check for 25% increases in percentages relating to a safe and risk-free learning environment
2. **Academic Performance:** Comparing PM1 to PM3 data and looking for percentile ranking increases in grades 3-5 % TBD (State data release)
3. **Behavior and Discipline:** Leaders track discipline referrals & suspensions prior to PBIS school-wide ClassDojo Store/Points monthly to view earned are increased for those who had previous discipline referrals, with a decrease in reports of 25% by 5/2023.
4. **Teacher Retention:** Teacher retention as measured by intent to return will increase by 20% from 2022-2023 SY to the current 2023-2024 SY

5. FACE: Using insight survey questions about parents' perception of being informed and involved will increase by 15% from the 2022-2023 to the 2023-2024 SY.

Monitoring:

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

1. Student Engagement and Well-being: Monitored by the Student Services team, School counselor, & Principal
2. Academic Performance: Monitored by the Academic Support Team & Principal via TIDE - State Data
3. Behavior and Discipline: Monitored by Behavior Support Resource, Assistant Principal, & Principal via Ed Connect & District Doc.
4. Teacher Retention: Assistant Principal and Principal via Outlook Form
5. FACE: School counselor, School Parent Liasion, Assistant Principal, and Principal via Insight Survey

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.)

District-wide tiered support that equips educators with actionable indicators (Panorama & Insight) surveys. Wellness Lab for Restorative Practices, Behavior Interventions, and Inclusive Cultural Practices as advised in ESSA

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for implementing Social and Emotional Learning (SEL) programs as an evidence-based positive climate and culture intervention in accordance with ESSA is that these programs have been shown to improve students' social-emotional skills, academic performance, and overall well-being.

Research and meta-analyses have demonstrated the positive impact of SEL programs, including improved social-emotional competencies, reduced behavioral problems, and increased academic achievement. Additionally, success for all learners found in the specific programs has been found to have long-term benefits, such as higher graduation rates and better mental health outcomes.

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. 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.

The rationale for implementing benchmark-aligned instruction in both math and English language arts (ELA) for Robles Elementary

To establish clear learning goals for teachers and students to take ownership of lessons, practices, and best strategies. Teams, via Common Planning time will focus on specific skills and knowledge that students need to master at each grade level. This clarity helps guide instruction and ensures students progress toward grade-level expectations.

To ensure consistency and continuity through benchmark-aligned instruction which is promoted across classrooms and grade levels. When teachers intentionally plan, students receive a cohesive and coherent learning experience as they progress through the elementary grades. This consistency helps prevent gaps in learning and ensures a smooth transition from one grade to the next.

To implement targeted differentiation with Benchmark-aligned instruction through small groups to meet the diverse needs of students. Robles need to understand the specific benchmarks or standards is evident in our low proficiencies for Level 3 and higher performers. Teachers identify areas where students may need additional support or extension for additional programs and or extended learning options. Targeted instruction groups are tailored to individual student needs, promoting growth and achievement for all learners.

To assess and monitor progress by aligning instruction with benchmarks. Teachers will utilize designed assessments that measure student progress toward specific learning goals. Regular progress monitoring will allow teachers to identify areas of strength and areas that require additional support, enabling timely intervention and instructional adjustments.

To prepare for college and career readiness with standards that reflect higher-order thinking skills and real-world applications. This focus on college and career readiness ensures that students are well-prepared for future academic and professional pursuits.

Measurable Outcome:

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

Increase proficiency rates by 20% over time impacting instruction & student achievement:

Reduce achievement gaps between student subgroups (ESSA). Data from last year's subgroups has not been released, Robles will look at previous trends until a comparison is made available @41%+.

Analyze improvement in progress monitoring through state and district requirements. Measuring the %'s of students who show growth in meeting benchmark-aligned learning goals impacting instruction, teacher performance, and individual student growth (TBD).

Increase alignment with grade-level expectations via the % of rooms systematically set up for success: instructional materials, access, timely structures, lesson planning, subject-area blocks, & assessments to ensure instruction is consistent with the intended learning outcomes.

Enhance teacher understanding & implementation of lessons through surveys, observations, or self-assessments; providing insights into the effectiveness of PD support provided in implementing

benchmark-aligned instruction.

Improve student engagement re: how instruction engages and motivates students to actively participate in their learning.

Monitoring:

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

The following action steps will address the area of focus with specific individuals using intentional methods, practices, and strategies that will increase aligned instruction, directly impacting student achievement by 20% this school year:

1. Weekly Common planning - Intentional "how to" plans, not the "what" to include Resource Teachers, MGT (External Operator)
2. Monthly Data Chats - analysis of grade-level teacher Leads, including AP and P
3. Monthly MTSS Collaborations - small group instruction with grade-level liaisons, RTI Teacher, including AP and P
4. Weekly PLCs - Weekly subject area PD, workshop, and intra-active action planning with ELA Resource, Math Resource, MGT (External Operators), including AP and P
5. Weekly Academic Support Meeting - 2-week goal and action board, heat map, & logs with the following monitors: ELL Resource, RTI Resource, BRT Resource, ELA Resource, Math Resource, ESE Specialist, including AP, P, MGT

Person responsible for monitoring outcome:

Christine Harris (christine.harris@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.)

Weekly Common Planning with clear learning targets where teachers communicate the learning targets or benchmarks to students, ensuring they understand the specific knowledge skills they need to achieve.

Monthly Data Chats with ongoing monitoring with teachers using various assessment strategies, such as exit tickets, quizzes, observations, and student self-assessments, to gather data on student progress toward meeting benchmarks, making adjustments, and advising targeted interventions.

Weekly PLCs with immediate feedback where teachers learn to provide timely and specific feedback to students based on learning objectives/tasks. This feedback highlights areas of strength and areas that need improvement, guiding students toward meeting benchmarks.

Monthly RTI-MTSS Meetings where teachers analyze data to identify patterns, trends, and areas of instructional focus that help identify students who may need additional support.

Weekly ASM monitors student progress, provides targeted feedback, and explores instructional adjustments to ensure the instructional resource team remains aligned to support student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Formative assessment strategies support benchmark-aligned instruction by providing real-time feedback on student learning, allowing teachers to make timely instructional adjustments and students to monitor their progress toward meeting benchmarks.

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

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).

NA

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

The rationale for implementing benchmark-aligned instruction in both math and English language arts (ELA) for K-2 Robles Elementary

To establish clear learning goals for teachers and students to take ownership of lessons, practices, and best strategies. Teams, via Common Planning time will focus on specific skills and knowledge that students need to master at each grade level. This clarity helps guide instruction and ensures students progress toward grade-level expectations.

To ensure consistency and continuity through benchmark-aligned instruction which is promoted across classrooms and grade levels. When teachers intentionally plan, students receive a cohesive and coherent learning experience as they progress through the elementary grades. This consistency helps

prevent gaps in learning and ensures a smooth transition from one grade to the next.

To implement targeted differentiation with Benchmark-aligned instruction through small groups to meet the diverse needs of students. Robles need to understand the specific benchmarks or standards is evident in our low proficiencies for Level 3 and higher performers. Teachers identify areas where students may need additional support or extension for additional programs and or extended learning options. Targeted instruction groups are tailored to individual student needs, promoting growth and achievement for all learners.

To assess and monitor progress by aligning instruction with benchmarks. Teachers will utilize designed assessments that measure student progress toward specific learning goals. Regular progress monitoring will allow teachers to identify areas of strength and areas that require additional support, enabling timely intervention and instructional adjustments.

To prepare for college and career readiness with standards that reflect higher-order thinking skills and real-world applications. This focus on college and career readiness ensures that students are well-prepared for future academic and professional pursuits.

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

The rationale for implementing benchmark-aligned instruction in both math and English language arts (ELA) for 3-5 Robles Elementary

To establish clear learning goals for teachers and students to take ownership of lessons, practices, and best strategies. Teams, via Common Planning time will focus on specific skills and knowledge that students need to master at each grade level. This clarity helps guide instruction and ensures students progress toward grade-level expectations.

To ensure consistency and continuity through benchmark-aligned instruction which is promoted across classrooms and grade levels. When teachers intentionally plan, students receive a cohesive and coherent learning experience as they progress through the elementary grades. This consistency helps prevent gaps in learning and ensures a smooth transition from one grade to the next.

To implement targeted differentiation with Benchmark-aligned instruction through small groups to meet the diverse needs of students. Robles need to understand the specific benchmarks or standards is evident in our low proficiencies for Level 3 and higher performers. Teachers identify areas where students may need additional support or extension for additional programs and or extended learning options. Targeted instruction groups are tailored to individual student needs, promoting growth and achievement for all learners.

To assess and monitor progress by aligning instruction with benchmarks. Teachers will utilize designed assessments that measure student progress toward specific learning goals. Regular progress monitoring will allow teachers to identify areas of strength and areas that require additional support, enabling timely intervention and instructional adjustments.

To prepare for college and career readiness with standards that reflect higher-order thinking skills and real-world applications. This focus on college and career readiness ensures that students are well-prepared for future academic and professional pursuits.

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

Increase proficiency rates by 20% over time, impacting instruction & student achievement:

Reduce achievement gaps between student subgroups (ESSA) @41%+ in each subgroup through iReady & STAR Reports.

Analyze improvement in progress monitoring through state and district requirements. Measuring the percentage of students who show growth in meeting benchmark-aligned learning goals impacting instruction, teacher performance, and individual student growth (TBD).

Increase alignment with grade-level expectations via the % of rooms systematically set up for success: instructional materials, access, timely structures, lesson planning, subject-area blocks, & assessments to ensure instruction is consistent with the intended learning outcomes.

Enhance teacher understanding & implementation of lessons through surveys, observations, or self-assessments; provide insights into the effectiveness of PD support in implementing benchmark-aligned instruction.

Improve student engagement regarding: how instruction engages and motivates students to actively participate in their learning.

Grades 3-5 Measurable Outcomes

Increase proficiency rates by 20% over time, impacting instruction & student achievement:

Reduce achievement gaps between student subgroups (ESSA). Data from last year's subgroups has not been released, Robles will look at previous trends until a comparison is made available @41%+.

Analyze improvement in progress monitoring through state and district requirements. Measuring the %'s of students who show growth in meeting benchmark-aligned learning goals impacting instruction, teacher performance, and individual student growth (TBD).

Increase alignment with grade-level expectations via the % of rooms systematically set up for success: instructional materials, access, timely structures, lesson planning, subject-area blocks, & assessments to ensure instruction is consistent with the intended learning outcomes.

Enhance teacher understanding & implementation of lessons through surveys, observations, or self-assessments; provide insights into the effectiveness of PD support in implementing benchmark-aligned instruction.

Improve student engagement re: how instruction engages and motivates students to actively participate in their learning.

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.

The following action steps will address the area of focus with specific individuals using intentional methods, practices, and strategies that will increase aligned instruction, directly impacting student achievement by 20% this school year:

1. Weekly Common planning - Intentional "how to" plans, not the "what" to include Resource Teachers, MGT (External Operator)
2. Monthly Data Chats - analysis of grade-level teacher Leads, including AP and P
3. Monthly MTSS Collaborations - small group instruction with grade-level liaisons, RTI Teacher, including AP and P
4. Weekly PLCs - Weekly subject area PD, workshop, and intra-active action planning with ELA Resource, Math Resource, MGT (External Operators), including AP and P
5. Weekly Academic Support Meeting - 2-week goal and action board, heat map, & logs with the following monitors: ELL Resource, RTI Resource, BRT Resource, ELA Resource, Math Resource, ESE Specialist, including AP, P, MGT

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Harris, Christine, christine.harris@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?

Per ESSA, points of correlation:

Weekly Common Planning with clear learning targets where teachers communicate the learning targets or benchmarks to students, ensuring they understand the specific knowledge skills they need to achieve.

Monthly Data Chats with ongoing monitoring with teachers using various assessment strategies, such as exit tickets, quizzes, observations, and student self-assessments, to gather data on student progress toward meeting benchmarks, making adjustments, and advising targeted interventions.

Weekly PLCs with immediate feedback where teachers learn to provide timely and specific feedback to students based on learning objectives/tasks. This feedback highlights areas of strength and areas that need improvement, guiding students toward meeting benchmarks.

Monthly RTI-MTSS Meetings where teachers analyze data to identify patterns, trends, and areas of instructional focus that help identify students who may need additional support.

Weekly ASM monitors student progress, provides targeted feedback, and explores instructional adjustments to ensure the instructional resource team remains aligned to support student achievement.

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?

Formative assessment strategies support benchmark-aligned instruction by providing real-time feedback on student learning, allowing teachers to make timely instructional adjustments and students to monitor their progress toward meeting benchmarks.

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
<p>Content Area Resource Teachers: Educators who collaborate to provide leadership and support in a specific content area, such as math, English language arts, science, or social studies. Content expertise educators with expertise in a specific content area. These individuals deeply understand the content standards, instructional strategies, and assessment practices specific to their subject by leveraging their expertise. Curriculum Alignment is crucial in ensuring curriculum alignment within a content area. It reviews and analyzes curriculum materials, textbooks, and resources to ensure they align with content standards and reflect best practices. Instructional Supports that provide instructional support to teachers within their content area. Facilitating professional development sessions, modeling effective instructional strategies, and providing resources and materials to enhance instruction.</p> <p>Content Area Leadership Team (Academic Support Meeting): Robles data analysis leaders explore student data related to their content area to identify trends, strengths, and areas for improvement. They can help teachers interpret and use data effectively to inform instructional decisions and interventions. This includes collaboration and communication among leaders with a platform for sharing best practices, discussing instructional challenges, and developing common assessments. Leaders will also facilitate vertical alignment conversations, ensuring a smooth progression of content knowledge and skills across grade levels. Through intentional documentation and plan leaders identify professional development opportunities, recommend resources and research, and provide coaching and mentoring to enhance teachers' content knowledge and instructional practices.</p> <p>Each action to implement will leverage the expertise of content area specialists to ensure high-quality instruction, curriculum alignment, and professional growth within specific content areas including behavioral supports & individualized instruction. This collaborative approach will help improve Robles student achievement and support teachers in delivering effective instruction aligned with content standards.</p>	<p>Harris, Christine, christine.harris@hcps.net</p>

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 SIP plan will be established with the leadership team, voted on by staff upon printing and sharing during staff meet-ups with Q&A, and then shared with all stakeholders.
These methods, yet not limited to, will be implemented to articulate a planned protocol:

School Website: Publish the SIP plan on the school's website, ensuring ease of access for families and staff. Create a dedicated page or section where the plan can be downloaded or viewed online.
<https://www.hillsboroughschools.org/Page/345>

Parent and Staff Meetings: Present the SIP plan during parent-teacher meetings, back-to-school nights, or staff meetings. This allows for direct communication and provides an opportunity for questions and discussions.

Newsletters and Emails: Include a summary or key highlights of the SIP plan in regular newsletters or emails sent to families and staff. Provide links or attachments for those who want to access the full plan.

Blackboard - Communication Platforms: Utilize school communication apps or platforms to share the SIP plan. Send push notifications or messages to families and staff, providing them with updates and access to the plan.

Parent-Teacher Associations (PTAs) and Staff Organizations: Collaborate with PTAs and staff organizations to disseminate the SIP plan. Share the plan during their meetings or events, and encourage their members to spread the information within their networks.

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))

By combining these methods, schools can effectively disseminate their SIP plan to families and staff, ensuring transparency, engagement, and shared understanding of the school's improvement goals and strategies. Quarterly progress alerts and two conference nights will support parents in keeping informed about their child(rens) progress.

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 strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, a school may implement the following strategies:

Extended Learning Opportunities: Robles will offer extended learning opportunities beyond regular school hours, such as before or after-school programs, tutoring sessions, or enrichment clubs. These programs will provide additional time for students to engage in academic activities and explore advanced topics.

Differentiated Instruction: Teachers and leaders will implement differentiated instruction strategies to meet the diverse needs of students. This includes providing individualized support and challenging tasks based on students' abilities and interests. In January, all resources will be differentiated through targeted groups so that all students are appropriately challenged and can progress at their own pace.

Enrichment Programs through Clubs: Robles will begin development and offer enrichment programs that allow students to explore advanced topics or pursue their interests in-depth. This can include specialized courses, project-based learning experiences, or partnerships with community organizations or experts.

Technology Integration: Robles will pilot a Blended Learning Lab to utilize technology tools and resources that enhance learning experiences and provide access to a broader range of educational materials. This will include computer-based programs that complement aligned benchmarks & instruction with digital resources that support an enriched and accelerated curriculum.

Flexible Scheduling is intentionally planned through blended learning (CLL) Collaborative Learning Lab (PLL) Power Up Learning Lab to implement flexible scheduling options that allow for personalized learning experiences, such as block scheduling & independent study periods. This flexibility allows students to delve deeper into subjects of interest or engage in independent research.

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))

-

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))

-

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))

-

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).

-

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))

-

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))

-