

Hillsborough County Public Schools

Shore Elementary Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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Shore Elementary Magnet School

1908 E 2ND AVE, Tampa, FL 33605

[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.

Shore Elementary Magnet school students will use the arts to shine academically in reading and math to be successful leaders within the community.

Provide the school's vision statement.

Shore's ARTS star students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

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
Bollinger, Cheri	Principal	<p>Sets the vision, mission and expectations for the school</p> <ul style="list-style-type: none"> • Leading school to meet or exceed state academic standards, including benchmark scores in standardized testing • Budgeting and managing school expenses • Conducting teacher and staff evaluations • Planning school events such as open houses, back-to-school nights, fairs • Assigning teaching schedules • Supervising custodial workers, guidance counselors, teachers, school nurse, bookkeepers, school nutrition staff and students. • Disciplining delinquent students • Setting up systems to identify students with special needs • Supporting faculty with training, feedback, enrichment and goal setting to build capacity in meeting student needs • Maintaining accurate academic records • Building relationships with the parents, community and business partners to support all Shore initiatives • Hiring faculty and other support staff • Preparing for the upcoming school year during the summer • Meeting with superintendents and school board members
Druga, Brian	Magnet Coordinator	<p>Facilitates the vision, mission and expectations for the school</p> <p>Participates in the recruitment and retention of potential and current students to the magnet program, including marketing the magnet program to families and the community. These activities include attending district- and school-based day, evening, and weekend magnet marketing events.</p> <p>Seeks professional development opportunities to strengthen classroom practice and theme integration.</p> <p>Disseminates curricular and instructional information from the district and other sources, as appropriate.</p> <p>Serves as a liaison between staff, administration, families, the Magnet Office, the community, and professional organizations that partner with the magnet program. Completes and submits applications for grants, awards, and certifications to enhance the standing of the program and demonstrate each program's commitment to excellence.</p> <p>Collaborates with on-site staff on the use of available school technology and resources to increase student achievement</p>
Smith, Christine	SAC Member	<p>Facilitates the vision, mission and expectations for the school</p> <p>Maintain a school-wide perspective on issues, Regularly participate/ facilitate school meetings,</p> <p>Participate in information and training programs, Act as a link between the school and the community,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Encourage the participation of parents and others within the school community</p> <p>Work to improve student achievement and performance</p>
Escamilla, Melissa	Instructional Media	<p>Facilitates the vision, mission and expectations for the school Assists with the implementation of district initiatives in the area of English Language Arts through Media Services.</p> <p>Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>Serves as a resource to the school for strategies and materials to increase English Language Arts achievement.</p> <p>Assists teachers in implementing the Language Arts Florida Standards.</p> <p>Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction.</p> <p>Provides small group instruction for selected students.</p> <p>Assists with English Language Arts competitions.</p> <p>Assists with textbook media book implementation and circulation.</p> <p>Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction.</p> <p>Performs any other duties as assigned.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership team listed above as well as our entire 22-23 staff and teachers met to create a plan to produce better student outcomes. Using the 2022-2023 state assessments, the team conducted a comprehensive evaluation to determine the overall effectiveness of the 2023 plan and whether it achieved its intended outcomes. Through discussions and feedback, the team identify areas for improvement, and highlighted critical data-driven decision-making needs for all accountable indicators. Based on the data and feedback collected, we made necessary adjustments to the school improvement plan to enhance its effectiveness for the 23-24 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))

Monitoring the school improvement plan is crucial for ensuring that the efforts put into enhancing student achievement are effective and yielding positive results. We created (SMART) goals that are aligned with increasing student achievement and include targets for state assessments and attendance. We will create a timeline to ensure regular data collection is happening that includes gathering information on student performance, teacher evaluations, attendance rates, and other relevant data points. We will analyze the data to identify trends, strengths, weaknesses, and areas that require improvement. We will conduct mid-year and end-of-year assessments to evaluate the overall effectiveness of the school improvement plan. Compare the actual outcomes with the targeted goals to determine if adjustments are needed for the following academic year.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
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: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	19	21	12	17	0	0	0	78
One or more suspensions	1	1	5	6	5	5	0	0	0	23
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	5	23	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	8	8	48	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	3	10	9	0	0	0	24

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	3	10	9	0	0	0	24

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	1	0	1	3	0	0	0	0	0	5
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	20	12	30	18	23	0	0	0	103
One or more suspensions	0	3	1	4	4	4	0	0	0	16
Course failure in ELA	0	0	0	19	0	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	13	19	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	12	20	18	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	17	13	13	10	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	1	2	2	8	9	2	0	0	0	24
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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	7	0	1	0	0	0	8
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0
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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	20	12	30	18	23	0	0	0	103
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One or more suspensions	0	3	1	4	4	4	0	0	0	16
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Course failure in ELA	0	0	0	19	0	0	0	0	0	19
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Course failure in Math	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide ELA assessment	0	0	0	3	13	19	0	0	0	35
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Level 1 on statewide Math assessment	0	0	0	12	20	18	0	0	0	50
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Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	17	13	13	10	0	0	0	65
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The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	1	2	2	8	9	2	0	0	0	24
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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	7	0	1	0	0	0	8
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0
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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*	44	50	53	51	53	56	43		
ELA Learning Gains				62			42		
ELA Lowest 25th Percentile				57			47		
Math Achievement*	43	56	59	50	50	50	33		
Math Learning Gains				55			19		
Math Lowest 25th Percentile				52			17		
Science Achievement*	32	50	54	35	59	59	20		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59	24			32		

** 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	386
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	13	Yes	1	1
ELL	44			
AMI				
ASN				
BLK	39	Yes	1	
HSP	29	Yes	1	1
MUL	50			
PAC				
WHT	63			
FRL	35	Yes	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	47			
AMI				
ASN				
BLK	49			
HSP	44			
MUL				
PAC				
WHT	73			
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	44			43			32					
SWD	8			25							3	
ELL	50			38							2	
AMI												
ASN												
BLK	41			45			26				4	
HSP	32			27			21				4	
MUL	67			33							2	
PAC												
WHT	63			63			64				3	
FRL	39			38			24				4	

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	51	62	57	50	55	52	35					24
SWD	17	59	58	22	57	50						
ELL	39	50		44	77							24
AMI												
ASN												
BLK	51	58	56	47	47	48	37					
HSP	38	55	50	43	67		23					33
MUL												
PAC												
WHT	73	82		70	65							
FRL	46	60	57	46	53	56	25					24

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	43	42	47	33	19	17	20					32
SWD	6	31		4								
ELL	22			11								32
AMI												
ASN												
BLK	45	45	50	30	15		20					
HSP	38	36		28	20		8					29
MUL												
PAC												
WHT	46			50								
FRL	39	43	47	27	20	17	20					32

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	51%	53%	-2%	54%	-3%
04	2023 - Spring	43%	54%	-11%	58%	-15%
03	2023 - Spring	47%	46%	1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	57%	59%	-2%	61%	-4%
05	2023 - Spring	31%	53%	-22%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	51%	-19%

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.

When analyzing our Florida Assessments of Student Thinking, our area for growth needs to be our English Language Arts (ELA) and Math proficiency. Our ELA scores for students in third grade through fifth grade scored 47% proficient with math at 46% proficient. Our students in K- 5 grade lack math procedural fluency and application. In ELA, students lack fluency and vocabulary proficiency which is needed to read and write for grade level standards. We did increase student achievement with proficiency throughout the year during all three progress monitoring sessions. However, more work is needed in closing the opportunity gap to increase grade level proficiency.

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

Our math scores showed the greatest decline to 46% proficient this year from 50% proficient the prior year. Some reasons for this decline are students having prior years learning gaps. Math is a subject that builds upon previous knowledge. If students have unresolved gaps in their understanding of foundational concepts, they may struggle to grasp more advanced topics, resulting in lower scores. In addition, we had two teachers resign in the middle of the year which caused changes in learning formats which

impacted students' learning experiences and lead to a decline in academic performance, including math scores.

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.

Our science proficiency scores 32% showed the greatest gap compared to the state 41% proficiency. Some reasons for this gap include complexity of concepts. Science vocabulary can be complex, making it difficult for some students to grasp the material. Lack of teacher content knowledge play a crucial role in making science interesting and understandable. If the teaching methods don't engage students or fail to clarify difficult topics, it can lead to confusion and disinterest.

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

Our ELA proficiency scores 47% showed the most improvement. Analyzing the PM2 data for Grades 3-5 in January 2023 allowed us to divide students in groups for differentiated instruction. Small groups were consistently held and supported by our classroom teachers, ELP teachers, ELL teacher, and Content Area coaches.

In addition:

Facilitated weekly standards-based planning/PLCs/ ILTs for ELA

Coaching cycles from content area coach

Analyzed data through monthly analysis of district assessments & unit tests, looking for trends and misconceptions.

We used the data to support their lessons that included differentiation for students. Closely monitored i-Ready and Achieve usage through fidelity checks. Also, goal setting with students and celebrated students' success on assessments

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

Reading and math proficiency are major concerns. We have too many students who are not performing on grade level. We need to continue to provide opportunities to understand the whole child. Design student driven learning experiences where students are actively involved in the decision-making process and take ownership over the outcomes. Regularly review student work and assessments making instructional adjustments to meet the needs of the students.

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

We will develop and implement intentionally focused student success criteria, student goals with accountability and feedback practices in order to increase student ownership of work and active engagement to increase the percentage of proficiency on grade level standards in third grade through fifth grade for reading and math.

Area of Focus

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

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher clarity is the most direct avenue to provide support to our teachers which then provides a direct link to student learning. Students need to know what it is they are learning and how they will know when they learned it. Having a success criteria that is directly linked to the learning intention with on level instruction allows for unfinished learning to rise naturally when dealing with new content allowing for just in time instruction and reengagement of students in the context of grade level work.

Measurable Outcome:

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

We will develop and implement intentionally focused student success criteria, student goals with accountability and feedback practices in order to increase student ownership of work and active engagement to increase the percentage of proficiency on grade level standards in ELA in grade 3 (46% to 50%), grade 4 (47%to 52%) and grade 5 (47% to 52%) for math grade 3 (52% to 55%) grade 4 (57% to 60%), grade5 (30% to 35%) on the Florida state assessment.

Monitoring:

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

Our school will stay focused on the priorities and monitor progress through weekly classroom walkthrough fidelity checks, teacher PD, PLC discussions and data dives on formative assessments. The subgroup SWD, ELL and AGP will be monitored closely. Teachers and students will create, implement and monitor goals to maximize achievement quarterly and make adjustments as needed.

Person responsible for monitoring outcome:

Cheri Bollinger (cheri.bollinger@hcps.net)

Evidence-based Intervention:

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

Teachers will collaboratively plan to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practice and evidence-based strategies. Teachers will develop and implement student success criteria that describe what students are expected to do and the level of success, accountability, and feedback practices to increase student ownership of work and active engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is the most direct avenue to provide support to our teachers which then provides a direct link to student learning. Students need to know what it is they are learning and how they will know when they learned it. Having a success criterion that is directly linked to the learning intention with on level instruction allows for unfinished learning to rise naturally when dealing with new content allowing for just in time instruction and reengagement of students in the context of grade level work.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement. ·

Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria.

Develop equitable practices around providing students feedback across the ELA/Math block, as learned in PD, utilizing the success criteria and exemplars as a guide.

Conduct focused walk throughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.

Conduct data dives using student work, formative assessments to progress monitor student learning.

Analyze AGP, ELL and SWD monthly to ensure that they are receiving additional support with the action team that assist in creating actions plans to increase learning in the classroom.

Person Responsible: Cheri Bollinger (cheri.bollinger@hcps.net)

By When: Progress monitoring is ongoing daily, weekly and monthly throughout the 2023-2024 year. We will conduct deep data dives in January to revise/create additional steps as needed.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will continue utilize data provided in EdConnect to develop rigorous, differentiated opportunities for all students. Teacher's will conduct a comprehensive analysis of number of incidents by reporting category (attendance, behavior and course performance). Teachers will participate in PD to support SEL within the classroom and whole school. Teachers will teach students how to be a part of a community that is kind, cooperative, intelligent, and emotionally healthy. Teachers will conduct morning meetings with students using the Peace of Mind or Second Step and conduct one on one goal setting and data review with each student during the 4 grading periods. Administration will use parentlink to communicate with parents about school and district events. School website is updated weekly for parents to reference. Student and staff celebration monthly.

Measurable Outcome:

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

100% of students will be able recognize mindfulness and apply strategies to help focus their attention, resolve conflicts and build positive relationships. Students will hold themselves to high expectations and work to improve their own learning and mindfulness through our Art Star PBIS plan.

Monitoring:

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

Teachers will conduct one on one goal setting and data review with each student during the 4 grading periods. Teachers will celebrate student success on iReady. Administration will conduct fidelity checks monthly. School counselor will monitor Art Star PBIS incentives including student of the week celebrations.

Person responsible for monitoring outcome:

Cheri Bollinger (cheri.bollinger@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.)

Communication and Feedback: Encouraging open and transparent communication within all stakeholders to build trust and a sense of belonging. Having regular feedback sessions and two-way communication channels can facilitate a positive exchange of ideas and concerns.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating a positive culture and environment is crucial for fostering productivity, engagement, and overall well-being.

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.

Administration Monitoring the implementation of SEL/ PBIS (Art Stars)
 Action Teams facilitating and coordinating SEL/ PBIS Art Star trainings, implementation of schoolwide procedures PBIS (Art Star)
 PBIS celebration
 Academic Celebrations
 Attendance celebrations
 PTA collaborating with site based employees and parents to plan community involvement events
 Teachers and school services team implementing morning meetings and SEL curriculum

Person Responsible: Cheri Bollinger (cheri.bollinger@hcps.net)

By When: Progress monitoring will occur monthly. A deep data analysis will occur in January to revise action steps as needed.

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).

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

In 2022-2023 from our state assessments, 29% of kindergarten, 94% grade 1, 44% grade 2, 57% grade 3, 57% grade 4 and 59% grade 5 of students were not proficient in Reading. It is evident that small group instruction is needed to provide access to and acceleration of grade level content. Students will be assessed in September using baseline assessments. Data will be analyzed in PLCs to ensure students receive targeted interventions based on needs through the MTSS process. Foundational skills lessons will be implemented within the ELA block to ensure student learning gaps are targeted early. Students will use iReady reading to provide additional targeted support. Data will be

tracked every two weeks during PLCs to ensure students needs are met. Our VE and ESOL Resource teacher will also provide small group instruction to identified students.

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

In 2022-2023 from our state assessments, 29% of kindergarten, 94% grade 1, 44% grade 2, 57% grade 3, 57% grade 4 and 59% grade 5 of students were not proficient in Reading. It is evident that small group instruction is needed to provide access to and acceleration of grade level content. Students will be assessed in September using baseline assessments. Data will be analyzed in PLCs to ensure students receive targeted interventions based on needs through the MTSS process. Foundational skills lessons will be implemented within the ELA block to ensure student learning gaps are targeted early. Students will use iReady reading to provide additional targeted support. Data will be tracked every two weeks during PLCs to ensure students needs are met. Our VE and ESOL Resource teacher will also provide small group instruction to identified students.

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

All students in grades K-2 will achieve their typical growth gains by May 2024 based on the iReady Reading Assessment. 40% of all K-2 students will be on grade level based on the Spring STAR Reading Test in May.

Grades 3-5 Measurable Outcomes

All students in grades 3-5 will achieve their typical growth gains by May 2024 based on the iReady Reading Assessment. 40% of all 3-5 students will be on grade level based on the Spring FAST Reading in May.

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.

iReady diagnostics assessments will take place in September, January, and May.
 PLCs will monitor and analyze data every two weeks.
 STAR PM1 & PM2 will be analyzed and monitor progress (grades K-2)
 FAST PM1 & PM2 will be analyzed and monitor progress (grades3-5)
 Wonders unit assessments will also be analyzed to monitor progress.
 Classroom walkthroughs conducted by Administration will be used to monitor implementation and teacher's effective use of small group instruction. Actionable feedback will be given on Microsoft Forms.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bollinger, Cheri, cheri.bollinger@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?

Students will use iReady Reading in grades K - 5 on a daily basis as part of their Reading Rotations during the ELA block. Students who have phonics deficiencies will receive targeted small group instruction. This is in addition to the grade level (core) curriculum provided using the Ufli, Imagine Learning and iReady toolbox resources.

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?

Based on Hattie's Visible Learning for Literacy research proves that small group instruction has an effect size on student achievement of .47, scaffolding grade level content has an effect size of .82, and acceleration strategies has an effect size of .68. These strategies will support the development of high-quality, small group instruction and deepen teachers' understanding of grade level content and standards. This will ensure students receive instruction aligned to the expectations of grade level standards while scaffolded to meet the individual needs.

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
<ol style="list-style-type: none"> 1. Identify students who are not reading on grade level and develop a schedule for support and intervention. 2. Conduct goal setting with students to encourage student ownership. 3. Analyze assessment results to develop a plan of action for intervention. 4. Group students based on needs, create a list of who will provide the interventions and what interventions used. 5. Analyze data every six weeks with PSLT to determine MTSS next steps and response to interventions. 6. Targeted classroom walkthroughs by administration will be conducted weekly during small group instruction to provide in-the-moment coaching and actionable feedback to improve instructional practice. 7. Grade level PLCs will be scheduled in the master schedule to provide teachers with an 30 minutes of additional PLC time during the day each week for progress monitoring. 	<p>Bollinger, Cheri, cheri.bollinger@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.

Below is a comprehensive plan to share and disseminate this information to various stakeholders, ensuring that it is presented in a language that parents can easily understand:

School Website: www.hillsboroughschools.org/shore

Parent-Teacher Meetings

Newsletters

Social Media Platforms: Facebook, Twitter and Instagram

Email Updates

Student Assemblies

Family Nights

Transparent communication and collaboration will foster a stronger sense of involvement and support for the school's improvement efforts.

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))

Building positive relationships with parents, families, and other community stakeholders is essential for the school to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. We will implement various strategies to achieve this goal:

Parent-Teacher Conferences:

Family Engagement Events

Open Communication Channels: Establish and maintain open communication channels with parents, families, and stakeholders

Volunteer Opportunities

Community Partnerships

Culturally Responsive Practices: Show appreciation for cultural traditions and incorporate them into the school environment when appropriate.

School Website: www.hillsboroughschools.org/shore

By actively engaging with parents, families, and community stakeholders, the school can strengthen its support system, create a positive learning environment, and ultimately fulfill its mission of providing the best possible education for its students.

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 learning time, and provide an enriched and accelerated curriculum, the school will focus on the following strategies:

Curriculum Review and Enhancement

Differentiated Instruction

Extended Learning Opportunities

Utilization of Technology

Professional Development for Teachers

Parent and Community Involvement

Data-Driven Instruction

By implementing these strategies and focusing on academic excellence and enrichment, the school aims to elevate the quality of its academic program, increase learning time, and provide an enriched and accelerated curriculum that meets the diverse needs of its students. These efforts will contribute to the overall success and growth of the school community.

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))

The development of the School Improvement Plan (SIP) is a collaborative process that aims to create a comprehensive and holistic approach to address the needs of students and the school community. The school coordinates with various Federal programs supported under the Every Student Succeeds Act (ESSA). This includes Title I, which provides funds for schools with high numbers of students from low-income families, as well as other Title programs like Title II (Professional Development), Title III (English Language Acquisition), and Title IV (Student Support and Academic Enrichment). The SIP aligns the goals and strategies of these programs to support student achievement and school improvement efforts. The school collaborates with nutrition programs to ensure that students' nutritional needs are met. The SIP ensures that various resources and initiatives work together to address the unique needs of the school and its students, leading to improved outcomes and academic success for all.

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))

Here are some ways to meet this criterion:

Shore conducts a comprehensive needs assessment to identify the specific needs of our student population.

We provide school counseling services that may include school based mental health services.

We identify students with specific learning or behavioral needs and provide specialized support services tailored to their requirements. Shore implements a Positive Behavior Intervention and Support (PBIS) framework (Art Stars) to create a positive school climate. PBIS reinforces positive behaviors, reduces disciplinary issues, and fosters a supportive learning environment. These efforts contribute to a well-rounded education that addresses students' needs both inside and outside the academic subject areas.

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

NA

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

Multi-Tiered System of Supports (MTSS)

Positive Behavioral Interventions and Supports (PBIS) Art Stars

Data-Based Decision Making

Targeted Interventions and Support Services

Professional Development

Collaboration with Special Education Services

Family Involvement and Engagement:

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))

Shore provides ongoing professional development opportunities for teachers, paraprofessionals, and other school personnel to enhance their instructional practice. Teachers are trained in using data from academic assessments to inform their instructional decisions. Professional learning opportunities focus on culturally responsive teaching practices. Teachers are trained to create inclusive and culturally sensitive classrooms that celebrate diversity and address the needs of all students. They learn how to analyze assessment results, identify areas of student strength and weakness, and tailor instruction accordingly. Data-driven practices help teachers target specific areas of improvement and monitor student progress effectively. Shore fosters a culture of collaboration and establishes Professional Learning Communities (PLCs). Teachers and school personnel engage in regular meetings to share best practices, discuss student data, and collaborate on instructional strategies that yield positive outcomes.

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))

Shore has a VPK on campus. We foster strong collaboration between the staff of the preschool program and the elementary school. Our preschool and elementary school teachers participate in joint

professional development opportunities. Training sessions, workshops, and seminars address effective practices for transitioning students and aligning curricular goals. Parents and families of preschool children receive clear and timely information about the transition process. Preschool and elementary school staff work together to ensure the alignment of curricular goals and teaching approaches. This alignment helps bridge the gap between early childhood education and the early grades of elementary school. Shore hosts orientation sessions for parents to learn about the kindergarten program, school policies, and ways to support their child's adjustment to elementary school. A well-coordinated and supportive transition process sets the stage for positive learning experiences and academic achievement in the early years of elementary education.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No