Sulphur Springs K 8 School

2023-24

Schoolwide Improvement Plan (SIP)

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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[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.

Vision Statement
Building a Community for Success

Mission Statement
Sulphur Springs K-8 Community School will provide a Nurturing Learning Environment for Academic Excellence.

Provide the school's vision statement.

Sulphur Springs K-8 Community School is committed to the success of every child, every day.

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
Gaillard, Marc	Principal	Responsible for the overall instruction and operations of the campus
Edwards, Yvette	Assistant Principal	Supporting the principal with overseeing the instruction and overall instructions of the K-5 side of the campus.
Vega, Cristina	Assistant Principal	Supporting the principal with overseeing the instruction and overall instructions of the 6-8 side of the campus.
Etienne, Ayana	Reading Coach	
Perdomo, Lisette	Other	
Goldwire, Laura	Other	

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.

Our SIP was developed with the involvement pf parents and members of the community to be served and individuals who will carry out the plan, to include teachers, the principal, and other school leaders. This plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the state academic standards, particularly the needs of those students who are failing, or at risk of failing, to meet the state standards. We looked at and discussed data from 2022-2023 data and PMA 1.

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 will monitor the implementation and revise the plan as necessary based on student needs to ensure that all students are provided opportunities to meet the state standards. We will use ongoing data throughout the year as a way to monitor academic performance and progress. The data will be presented and discussed at our monthly SAC meetings with adjustments to the academic plan as needed.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
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) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: F
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	27	26	48	29	29	21	28	20	228
One or more suspensions	0	0	3	7	10	7	14	14	17	72
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	10	1	11
Course failure in Math	0	0	0	0	0	0	0	5	1	6
Level 1 on statewide ELA assessment	0	0	0	52	22	22	31	14	0	141
Level 1 on statewide Math assessment	0	0	0	41	16	16	20	15	0	108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	13	26	23	21	26	18	129

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	12	0	0	0	0	0	12
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	25	39	47	17	14	26	21	34	223
One or more suspensions	0	0	1	3	3	4	4	9	24	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	38	25	36	36	34	41	210
Level 1 on statewide Math assessment	0	0	0	13	14	17	21	20	39	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	46	53	39	35	43	20	18	20	292

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	11	9	3	2	8	16	50

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	15	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	25	39	47	17	14	26	21	34	223
One or more suspensions	0	0	1	3	3	4	4	9	24	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	38	25	36	36	34	41	210
Level 1 on statewide Math assessment	0	0	0	13	14	17	21	20	39	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	46	53	39	35	43	20	18	20	292

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	11	9	3	2	8	16	50

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	15	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	23	51	53	18	51	55	17		
ELA Learning Gains				45			34		
ELA Lowest 25th Percentile				58			37		
Math Achievement*	46	50	55	30	41	42	20		
Math Learning Gains				59			38		
Math Lowest 25th Percentile				74			60		
Science Achievement*	12	48	52	13	48	54	9		
Social Studies Achievement*	43	65	68	70	57	59	27		
Middle School Acceleration		70	70		51	51	33		
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	56	52	55	57	73	70	29		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	6
Percent Tested	97
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	3
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	1
ELL	27	Yes	4	1
AMI				
ASN				
BLK	26	Yes	1	1
HSP	34	Yes	1	
MUL				
PAC				
WHT	48			

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	32	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	39	Yes	3	
ELL	40	Yes	3	
AMI				
ASN				
BLK	48			
HSP	43			
MUL				
PAC				
WHT	29	Yes	3	2
FRL	47			

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			46			12	43				56
SWD	5			25			0	30			6	33
ELL	16			35			0	31			6	56
AMI												
ASN												
BLK	20			44			14	35			5	
HSP	25			45			0	44			6	59
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	31			64							2	
FRL	21			44			11	39			6	57

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	18	45	58	30	59	74	13	70				57
SWD	5	46	57	23	56	72	0					53
ELL	7	40	47	26	55	67	18					57
AMI												
ASN												
BLK	18	48	64	31	60	76	11	72				
HSP	15	38	53	29	60	69	18					58
MUL												
PAC												
WHT	20	25		25	46							
FRL	18	45	59	30	59	75	11	70				57

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	37	20	38	60	9	27	33			29
SWD	7	30	39	5	42	57	0	8				14
ELL	8	30	29	13	40	58	8	27				29
AMI												
ASN												
BLK	16	35	43	20	36	56	5	26				15
HSP	21	32	26	21	44	67	10	31				35
MUL				17								
PAC												
WHT	17			25								
FRL	17	34	37	20	38	60	9	27	33			29

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide</u>
<u>assessments</u>.

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	37%	53%	-16%	54%	-17%
07	2023 - Spring	21%	47%	-26%	47%	-26%
08	2023 - Spring	18%	44%	-26%	47%	-29%
04	2023 - Spring	36%	54%	-18%	58%	-22%
06	2023 - Spring	17%	47%	-30%	47%	-30%
03	2023 - Spring	18%	46%	-28%	50%	-32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	53%	-21%	54%	-22%
07	2023 - Spring	27%	36%	-9%	48%	-21%
03	2023 - Spring	48%	55%	-7%	59%	-11%
04	2023 - Spring	58%	59%	-1%	61%	-3%
08	2023 - Spring	29%	57%	-28%	55%	-26%
05	2023 - Spring	65%	53%	12%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	9%	41%	-32%	44%	-35%
05	2023 - Spring	17%	47%	-30%	51%	-34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	64%	-22%	66%	-24%

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 progress monitoring data in grades K-8 for reading are in need of improvement. Based on the progress monitoring data for science grades 5th and 8th are in need of improvement.

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

Based on the progress monitoring data for civics in 7th/8th is in need of improvement. Our Tier 3 teacher lacked sufficient content knowledge to implement instruction effectively.

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.

The data components that had the greatest gaps compared to the state average were in grades K-8 for reading; and science grades 5th and 8th are in need of improvement. Teacher implementation of science instruction and knowledge of subject matter needs improvement. In reading, teachers need increased opportunities to teach to the depth of the standard.

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

When comparing the state data and progress monitoring data, our 3rd-5th grade math showed the most improvement. The school implemented small group instruction for all grade levels to build upon knowledge of mathematical content. Intensive tutoring was also provided to ensure student understanding of math content.

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

Based on our EWS data two areas of potential concern that impact our students is behavior and attendance.

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

1. Employ high leverage instructional practices and structures that allow students to master grade level benchmarks and standards.
2. Implement small group instruction in all academic areas utilizing questioning and student discourse.
3. Decrease the number of suspensions and student absences across grade levels.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Teachers will leverage student data to provide ongoing feedback and appropriate scaffolding to accelerate learning on grade level (BEST) standards aligned to content.
Based on progress monitoring data in grades K-8 for reading , all grades show a need for improvement in reading. Based on progress monitoring data in grades K-8 math all grades except for 4 and 5. BEST Standards are new for all teachers in each grade level and content area.

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

1.By October 2023, during instruction, 90% of teachers will use standards-aligned tasks.
2. By December 2023, during instruction, 90% of teachers will provide opportunities for students to work with and practice grade-level tasks.
3.By December 2023, 90% of the teachers will implement appropriate scaffolding strategies to support all learners in reaching grade-level expectations.
4. By December 2023, 90% of teachers provide ongoing target aligned academic feedback through the monitoring of student learning.
5. By December 2023, 95% of teachers will conduct small group instruction daily with fidelity
Student outcomes:
6. By December, 2023, 45% of students at SSK8, as measured by common assessments in ELA, Math, Science, Civics, will score in the proficient range.

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

1. The Reading (Civics)/Math coach and Regional Science Coach will facilitate subject?area planning with all ELA, Civics, Math, and Science teachers during weekly common
planning periods focusing on improving target/task alignment during the first grading period.
2. The Leadership Team will measure target/task alignment using classroom walkthrough tool aligned to the Instructional Priority and components of the Four Principles of Excellent Instruction.
3. The Leadership Team members will use a Look-For data-gathering tool to monitor implementation appropriate scaffolding strategies.
4. The Leadership Team members will use Look-For data-gathering tool to monitor the implementation of teachers providing target aligned academic feedback through monitoring.
5. Following monthly common and/or 3-6 week cycle unit assessments, the leadership team members will facilitate monthly data chats to identify and address the most pressing problems to monitor teacher effectiveness and student outcomes. Coaches will review lesson data points in planning sessions with teams.

Person responsible for monitoring outcome:

Marc Gaillard (marc.gaillard@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.)

Teacher clarity
Monitor student data
Observation and feedback
Instructional Teams refine instructional units that are standards-aligned with a focus on what grade-appropriate questions can be asked as well as the misconceptions that students might have when answering those questions, and how the teachers can scaffold in the moment those misconceptions arise. Our Standards-aligned units of instruction include objectives and criteria for mastery as well as how to scaffold in the moment as opposed to starting with the scaffolding. Instructional plans will include formal and informal assessments to gauge student mastery. Instruction will include a variety of differentiated learning activities and materials that are well planned/developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.

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

There is a need for ongoing authentic instruction and assessment which is aligned with the standards, as evidenced by walkthroughs, student data, and teacher observation. Students are more likely to learn when instruction is focused, clearly communicated, and students are assessed on what they have learned. School-wide progress monitoring data shows improvement is needed in these areas.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The K-5 Reading Coaches will focus on coaching, modeling, lesson planning, data analysis, and student intervention, focused on ELA grade-level standards, with teachers and students. The Reading Coaches and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June 2024

The Literacy Resource teacher focuses on coaching, modeling, lesson planning, data analysis, and student
intervention, focused on the ELA grade-level standards, with teachers and students. The Literacy Resource Teacher and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June 2024

The Reading Resource teacher will focus on student progress and monitor data of her targeted small groups. The resource teacher will attend planning sessions and collaborate with the teachers and reading coaches to drive her small group instruction. The reading resource and the administration team will meet

bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of small group and the impact on teacher practice and student achievement

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June2024

K-8 Math Coach focuses on coaching, modeling, lesson planning, data analysis, and strategic student intervention, focused on the grade-level standards, with teachers and students. The Math Coach and the administration meet bi-weekly to discuss and follow-up on teacher and student progress. Data (assessment data and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement. Middle school will be supported by district math coach.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June2024

Teachers have a common planning time for math and ELA in which there is a focus on Math being taught conceptually using the CRA continuum with connections made to procedural fluency, application, and with a strategic focus on questioning and scaffolding. ELA planning time will be used to internalize instructional guides, develop teacher clarity of BEST benchmarks, and develop small group lessons for small group instruction.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June 2024

The Teacher Assistant focuses on implementing intervention resources with our ESE, ELL, and Economically Disadvantaged subgroups, such as, Rise (Jan Richardson), I-Ready, Magnetic (formally READY LAFS) and UFLI Foundational Skills for Reading. The Reading Coach will work with the Teacher Assistant to create strategic groups. Student data with be utilized to monitor the progress of these students.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2024-June 2024

After School Tutoring and Saturday School will provide students with extra time for intervention instruction needed. Progress monitored using common assessments.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June 2024

The following purchases will support and enhance standards-aligned instruction and allow for scaffolding and differentiation:
-USA Test Prep and Penda Learning to support Civics and Science instruction.
-Classroom supplies to support teachers with instruction in the classroom.
-Magnetic to support Core Reading Instruction in the classroom.
-Scholastic Time for Kids & Storyworks - additional reading materials to support content learning
-Really Great Reading materials - phonics instructional materials (letter tile boards)
Monitoring will occur through planning notes, walkthroughs, and student data.
-Study sync spotlight lessons
-I-Ready small group lessons
-Achieve 3000 selected articles
- Newsela
-Scholastic Scope and News
-UFLI

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: August 2023-June2024

#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.

Although our discipline data has improved from the prior year, behavior continues to impact instruction. Students are missing instructional time due to disruptive behaviors and discipline. Teachers are losing instructional time handling behaviors in the classroom. Teachers need support in the effective implementation of SEL instruction. Effective implementation will allow for a more positive impact on classroom management. SEL instruction done effectively with create deeper relationships with teachers and students as well as stronger relationships between the students

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

By October 2023, 100% of staff will be implementing SEL lessons with fidelity.
By October 2023, 100% of staff will be awarding students PBIS points
Student Outcome:
By December 2023, only 4% of the student population will have one or more suspensions.

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

The administration and SEL champion will conduct walkthroughs to monitor the fidelity of SEL instruction. The use of PBIS points will be monitored by a teacher leader and trends shared with admin. Monthly student services meetings will be held to monitor suspension data and assess whether or not percentages are trending towards our goals

Person responsible for monitoring outcome:

Marc Gaillard (marc.gaillard@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.)

Implementation of Second Step: SEL lessons, coupled with a structured MTSS process for behavior intervention and PBIS House Systems to promote positive, appropriate behaviors. MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address behavioral concerns as well as academic issues in subgroups performing under 41% (white/black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged

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

Second step lessons are used to teach students appropriate social-emotional skills and how to be successful in the classroom and community. MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address school attendance, behavioral concerns, as well as academic issues in subgroups performing under 41% (white/black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged). The goal of MTSS is to intervene early so students have the ability to perform as well as their peers within national norms. Our PBIS/House system is a proactive approach used to promote positive behavior and create a safe learning and work environment. The focus of PBIS is prevention, not punishment. PBIS/House system recognizes that students can only meet behavioral expectations if they know what the

expectations are. Everyone learns what's considered to be appropriate behavior and uses common language to talk about it, K-8 students understand what is expected of them.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The RTi-Resource, and both guidance counselors support individual student behavior plans with check-in and check-out systems, small group guidance sessions, with identified students, classroom guidance lessons with all classrooms, support admin when threat assessments, etc need to be completed, support teachers with classroom management strategies etc, train and support teachers in using Second Step lessons within the
classroom. Admin will meet with the student services team monthly to monitor the progress students are making. Effectiveness will be monitored by the progress of students on behavior plans as well as the number of suspensions.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

Implementation of common School-Wide Expectations. Expectations of student culture and climate are shared with parents and students to ensure common understanding of the expectations. Purchase the PBIS app to support student culture/climate,and communicate with stakeholders. Teachers share the protocols used for earning points through the PBIS app with students and parents. School staff uses the PBIS app to give students points based on their meeting or exceeding the schoolwide expectations. Students will have the opportunity to use PBIS points to "purchase" incentives. In August and September it will be every other week, after that it will be once a month. Admin will add the use of PBIS app to admin meeting agenda twice a month. Progress monitored through a number of suspensions and number of students eligible.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

Professional Development delivered to all staff related to Second Step Implementation, teaching students with trauma, and MTSS, etc. and classroom management strategies. Staff meets with the student services team PLCs as needed to discuss interventions being used for students. Monitored through walkthroughs and student suspensions data.

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

Implementation of Common Responses to Student Behavior
-Master Schedule includes time for explicit SEL instruction
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-All teachers implement Second Step SEL lessons with fidelity
-Bi-Monthly scheduled progress monitoring of tier 2 and tier 3 behavior students with a focus on White/ Black/Hispanic/multiracial/SWD/ELL/Economically disadvantaged subgroups
-Monthly student services team meetings to discuss behavior within the building-What is working? What's not working? Student needs?

-Monitor and complete RTI packets for Tier 2 and 3 behavior students.
-Restorative Practices room will be used to teach students better ways to respond in given situations.
Monitored through fidelity walks as well as student suspension numbers and the office and restorative
practice room logs

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

House systems implemented and led by a team of teachers.
-all staff and students belong to a house (staff house leader for each house)
-Weekly House meetings
- House Pep Rally quarterly
-PBIS app used to give house points and determine house of the month and year
-House Presidents and ambassadors will be elected and asked to become a part of school decision

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

Parent Liaison contacts parents about student behaviors, attendance, and other needs to help students be
more successful in school. This Liaison supports the social worker with family contact and support as well.
This person develops rapport with students that need some extra mentoring regarding behavior and social
skills. This person will also work with the student services team to try to attend IEP meetings, facilitate
sessions with parents about behavior, and social-emotional learning

Person Responsible: Marc Gaillard (marc.gaillard@hcps.net)

By When: By October 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure
resources are allocated based on needs. This section must be completed if the school is
identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying
interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The admin team and academic leadership team work together to plan and implement professional
development based on our school improvement goals. We will utilize additional funding for instructional
planning, data, analysis, and implementing programs to support the needs of our staff and students; and
progress monitor regularly.

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

Small group instruction using the Flamingo structure and literacy work stations are the identified practices that will increase our student achievement in grades K - 2. Students will receive targeted instruction based on individual student data. Students will engage in differentiated targeted activities that will meet their specific needs.

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

Small group instruction is our instructional practice identified to increase student achievement in grades 3 - 5.
Students will receive targeted instruction based on individual student data. Targeted students are identified through a triangulation process that will place them in a specific level for the intended lesson track.
Ongoing progress monitoring will take place to ensure student success.

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

Based on 2022-2023 school year data, we currently have 68% of kindergarten, 44% of first grade, and 41% of second grade students scoring at or above benchmark on the ELA STAR assessment AP3 in May 2024.

Our goal is to increase the percentage of students at or above level by 10%. That would equate to 78%

of kindergarten; 54% of first grade, and 51% of second grade students will score at or above grade level FAST STAR assessment AP3 data point - spring 2024.

Grades 3-5 Measurable Outcomes

Based on the 2022-2023 school year data, we had 24% of students scoring a level three or higher, exhibiting proficiency in reading on the ELA FAST data point.

Our goal is to increase our proficiency percentage by 4%. That would equate to a total of 28% of students in grades 3 - 5 demonstrating proficiency on our Grade 3 - 5 FAST Reading assessment AP3 data point - spring 2024.

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.

K - Grade 2 FAST STAR Assessments: Early Literacy & Reading
Grade 3 - 5 ELA Reading FAST

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

Edwards, Yvette, yvette.edwards@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?

Grades K - 2: Implementation of the explicit phonics instruction, UFLI during the reading block. The FCRR activities are research based instructional tasks and strategies that are designed for students to practice, demonstrate, and extend their learning of what has already been explicitly taught by the teacher. The variety of instructional activities include components which address phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use the Flamingo structure for their small group instruction.

Grades 3 - 5: Teachers will use the UFLI phonics instruction to help close the gap for students in grades 3 - 5 whole group and specific small groups. Teachers will also use the Curriculum Associates Magnetic Reading program to deliver explicit instruction as it relates to the ELA reading benchmarks. Teachers will also use real-world articles through Scholastic readers to ensure that they engage in authentic literacy

that builds content knowledge. Students will also be exposed to several texts listed on the BEST library book list through read alouds and small group instruction to ensure students are equipped with the skills to tackle grade level benchmarks and material.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence based programs include a variety of activities and strategic routines that address the identified needs of the students. The identified programs and practices have a proven record of effectiveness for elementary school-age students.

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
Professional Development-teachers received a face-to-face professional development training on an overview and getting started with guided reading in their classrooms facilitated by the reading coach. Teachers will continue to receive ongoing guided reading trainings that target specific areas such as assessment, lesson planning, lesson structure, hands on activities, increased discussion, and extension activities during guided reading. Literacy Coaching-Teachers will engage in formal and informal coaching cycles to improve their guided reading instruction and support the targeted activities and lessons in place for their students. Teachers will observe modeled lessons with their students, and coaches will collect data during lesson observations to share and discuss with teachers. They will use this data to improve student outcomes and teacher effectiveness. Assessment-Teachers will administer ongoing assessments such as regular progress monitoring tools, Leveled Literacy Intervention assessments, and running records & engage in data PLCs to discuss student progress and measurable goals for their students.	Gaillard, Marc, marc.gaillard@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This information is disseminated through our SAC, Faculty PLC's, Parent/ Family engagement events; Community partner cabinet meetings monthly; and our school webpage.

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

We utilize the Parent link weekly, website, and marquee. We also, have monthly events for "ALL Pro-Dads" and "Muffins with Moms" where we discuss school wide academic and student well-being. Our Community Partners- YMCA also holds monthly in-service programs for our parents on health, wellness, and engagement.

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))

1. The Reading (Civics)/Math coach and Regional Science Coach will facilitate subject area planning with all ELA, Civics, Math, and Science teachers during weekly common planning periods focusing on improving target/task alignment during the first grading period.
2. The Leadership Team will measure target/task alignment using classroom walkthrough tool aligned to the Instructional Priority and components of the Four Principles of Excellent Instruction.
3. The Leadership Team members will use a Look-For data-gathering tool to monitor implementation appropriate scaffolding strategies.
4. The Leadership Team members will use Look-For data-gathering tool to monitor the implementation of teachers providing target aligned academic feedback through monitoring.
5. Following monthly common and/or 3–6-week cycle unit assessments, the leadership team members will facilitate monthly data chats to identify and address the most pressing problems to monitor teacher effectiveness and student outcomes. Coaches will review lesson data points in planning sessions with teams.

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

n/a

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

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

-

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))

-