Trapnell Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Trapnell Elementary School

1605 W TRAPNELL RD, Plant City, FL 33566

[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.

District Mission: To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Trapnell Mission: To create successful learners by teaching students to be safe and responsible, be respectful, focus on learning, be a problem solver, and talk it out.

Provide the school's vision statement.

District Vision: Preparing students for life.

Trapnell Vision: Students first.

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
Perkins, Krissy	Principal	Serves as instructional leader, engages all stakeholders, and collaborates with others to ensure compliance and effectiveness of all school policies, processes, and procedures.
Patino, Olga	Assistant Principal	Assists the Principal in the aforementioned duties.

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

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

We solicited SAC members for the 23-24 school year at the end of the 22-23 school year as well as during our Teacher Meet & Greet Night (8.8.23) during Preplanning week. At our September meeting, we reviewed our school's 22-23 data and discussed goals and strategies.

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))

Our Instructional Leadership Team meets every Monday at 9:00am and discusses our SIP goals and strategies. With our goals, strategies, look fors, and assessment plan, we are able to monitor our progress towards those goals both with observational data and formative student data. We will adjust course monthly, as needed, based on that progress.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
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: 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	1	13	16	17	14	12	0	0	0	73
One or more suspensions	0	3	1	2	0	2	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	22	24	0	0	0	0	46
Course failure in Math	0	0	0	27	16	0	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	22	28	28	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	27	16	20	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	16	11	15	17	23	0	0	0	97

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	1	7	6	0	0	0	15

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	3	7	4	2	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	23	22	18	12	17	0	0	0	119
One or more suspensions	2	1	0	0	1	1	0	0	0	5
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	28	42	29	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	18	29	17	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	27	23	22	18	12	17	0	0	0	119
One or more suspensions	2	1	0	0	1	1	0	0	0	5
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	28	42	29	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	18	29	17	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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*	38	50	53	35	53	56	37		
ELA Learning Gains				44			52		
ELA Lowest 25th Percentile				34			67		
Math Achievement*	54	56	59	55	50	50	42		
Math Learning Gains				65			33		
Math Lowest 25th Percentile				49			33		
Science Achievement*	39	50	54	38	59	59	34		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	52			46		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	372
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	26	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	30	Yes	2	2
HSP	43			
MUL				
PAC				
WHT	55			
FRL	43			

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	34	Yes	3	
ELL	44			
AMI				
ASN				
BLK	23	Yes	1	1
HSP	49			

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%
MUL				
PAC				
WHT	45			
FRL	48			

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	38			54			39					55
SWD	18			30			21				5	44
ELL	29			50			27				5	55
AMI												
ASN												
BLK	23			36							2	
HSP	35			56			33				5	53
MUL												
PAC												
WHT	49			53			64				3	
FRL	36			53			37				5	54

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	35	44	34	55	65	49	38					52
SWD	17	32	31	39	54	36	23					38
ELL	32	45	36	53	64	45	25					52
AMI												
ASN												

| 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
BLK	8	14		35	46		10					
HSP	36	48	40	57	71	48	36					52
MUL												
PAC												
WHT	40	39		50	50							
FRL	32	46	38	53	67	56	35					54

| 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	37	52	67	42	33	33	34					46
SWD	14	40	62	26	29		24					43
ELL	25	44	85	36	29	29	24					46
AMI												
ASN												
BLK	36	50		28	21		33					
HSP	31	53	87	40	35	33	27					48
MUL												
PAC												
WHT	52	47		52	33		47					
FRL	34	49	65	39	30	32	30					46

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	41%	53%	-12%	54%	-13%
04	2023 - Spring	41%	54%	-13%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	46%	-10%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	55%	-6%	59%	-10%
04	2023 - Spring	60%	59%	1%	61%	-1%
05	2023 - Spring	56%	53%	3%	55%	1%

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

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our reading data- specifically the proficiency levels in grades K-5 are low. There was no systematic phonics program being used in K-2 that aligns with the Science of Reading. Also, many students had a lot of absences and/or tardies and missed reading instruction, which typically occurs in the morning hours.

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

That is tough to say given the state is still in the process of norming and adjusting the new state assessments and scoring system.

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.

For Grades 3-5 ELA proficiency, the state was at 51% on PM3. Trapnell was at 40%, which is an 11% difference. Again, the factors could include poor student attendance and lack of a systematic phonics program aligned with the science of reading.

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

Math- specifically 4th grade math- showed a lot of improvement from PM1 to PM3 (6% proficient to 59% proficient). Our Gifted Teacher partnered with one of the math teachers to learn beside her; math teachers have been in their roles now for 3+ years. Lastly, departmentalizing in grades 4 & 5 has helped teachers to specialize and learn their particular subject areas on a deeper level.

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

Third grade reading is always a concern as students are missing some critical phonemic awareness and phonics skills.

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

1. K-3 Phonemic Awareness & Phonics skills to strengthen reading (core & intervention)
2. K-5 Math intervention
3. K-5 Science instruction
4. Attendance

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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

Students with <90% attendance, especially our SWD and Black students, will be monitored and strategies will be put into place in order to improve their attendance.

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

Student percent of attendance for the 22-23 school year was 92.45%, with a percent of attendance of black students at 91.23%. For the 23-24 school year, the student percent of attendance will be at least 93.45%, with a percent of attendance of black students at 92.23% or higher.

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

Social Worker will pull monthly attendance reports to monitor.

Person responsible for monitoring outcome:

Krissy Perkins (krissy.perkins@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.)

* Attendance Wars (rewarding the homerooms with the highest attendance monthly)
* Letters to parents on Teacher Meet & Greet Night discussing previous year's attendance concerns.
* Daily "Beat the Bell" in which a number is randomly called and if that student is present, they win a prize.

See evidenced-based strategies listed in references at https://www.cde.state.co.us/uip/attendance-strategy-guide.

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

* Attendance Wars: encourages homeroom class attendance- you are important and need to be present every day.
* Letters: informing parents who may not realize how many absences/tardies their child has in a year. Also, the letter explains what qualifies as an "excused absence".
* Beat the Bell: encourages students to be present at school on time daily for a potential reward.

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 2 - Moderate 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.

Principal pulls number of days absent and tardy for each student during the 22-23 school year and creates letters to provide parents with this information.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: Teacher Meet & Greet Night, August 8, 2023.

Social Worker & DP will pull the monthly attendance per homeroom on the first of each month (for the previous month). The homerooms with the highest attendance & most improved attendance will be rewarded.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: Monthly beginning Sept. 1 through end of May.

Social Worker will distribute numbered lists to homeroom teachers, who will fill them out alphabetically. Social Worker will draw a number on the morning show daily (or as specified) and if the student in each homeroom whose number is called is in class by the bell, they can come down to the office for a reward.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: Daily, starting in August 2023.

Report Cards will be marked "needs improvement" in the absences/tardies sections if a student misses more than 5 days or is tardy more than 5 days in a 9 week period. Parents will receive paper communication about the absences and tardies with their report cards.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Starting the first 9 weeks.

Students who miss less than 2 days and/or who are tardy 2 or less days in a 9 weeks will receive the "Awesome Attendance Award" during their quarterly award ceremonies.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Starting the first 9 weeks.

Individual parent conferences and possible CST meetings for caregivers of students with excessive absences during the current school year.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: Beginning when appropriate based on accumulated absences.

#2. Instructional Practice specifically relating to Math

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.

Percent of students scoring proficient on PM3 in each grade:
K- 35% on STAR Math
1- 55% on STAR Math
2- 49% on STAR Math
3- 50% on FAST Math (district = 47%)
4- 59% on FAST Math (disrict = 49%)
5- 56% on FAST Math (district = 53%)

While our proficiency is fairly high as compared to the district, we have many students who need intensive intervention in mathematics in order to reach proficiency.

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

Each grade level will meet or exceed the district averages for proficiency for PM3 (STAR or FAST).

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

Math teachers will meet to plan weekly or bi-weekly, including discussions around student performance/ data. Admin will discuss student data (STAR, FAST, district assessments) weekly during Leadership meetings.

Person responsible for monitoring outcome:

Olga Patino (olga.patino@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.)

STEMScopes Math curriculum will be used as the core resource.
https://acceleratelearning.com/research/

iReady Math will supplement 1-5 instruction.
https://files.eric.ed.gov/fulltext/ED604747.pdf

Imagine Math will supplement K instruction.
https://www.imaginelearning.com/research-library

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

STEMScopes core curriculum was chosen by the district.

iReady Math is allowed by the district as a supplemental online program, has shown to improve the math skills of our grade 1-5 learners, and is used to provide data about student math learning.

Imagine Math is allowed by the district as a supplemental online program and has shown to improve the math skills of our English Language Learners.

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 2 - Moderate 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.

Purchase Imagine Learning for Kindergarten students.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: August 2023

Teachers will opt-in for iReady Math after August 21st if they choose to use the program to support math instruction.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Late August 2023

Math planning sessions will begin the week of August 21 in which student learning and instruction will be discussed and planned.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Week of August 21

Data sorts using student math data (iReady, STAR, FAST, district assessments) will be conducted after each PM session and on an ongoing basis as assessment data is available.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Beginning September 2023

Purchase a variety of math materials, resources, and supplies as needed for instruction.

* manipulatives
* paper, pencils, markers, charts, etc.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: As needed throughout the school year, based on need and topic.

#3. Instructional Practice specifically relating to Science

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.

38% of grade five students were proficient on the State Science Assessment taken in May 2023.

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

38% of grade five students were proficient on the State Science Assessment taken in May 2023. In May 2024, at least 45% of students in grade five will be proficient on the State Science Assessment and at least 45% of students in grades 3 and 4 will be proficient on the EOY district science assessment.

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

Science teachers will meet to look at student work/products, plan their long-term investigations, discuss student data on district assessments, and plan for instruction using the district-provided science resources.

Person responsible for monitoring outcome:
Olga Patino (olga.patino@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.)

https://ies.ed.gov/ncee/wwc/Study/81433

Looking at student work is a strong evidence-based strategy.

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

Looking at student work is a form of assessment that can inform instruction daily.

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.

Science Lead will show Science teachers how to access the district online resources in order to plan instruction.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: Preplanning Professional Study Day- August 4, 2023.

K-5 teachers will plan for and implement short-term and long-term investigations with their students to engage them in the nature of science and accompanying objectives.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: September 2023-May 2024

Teachers will post standards/learning targets using student-friendly language in order for students to understand what they are working on/learning in class.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: September 2023-May 2024

District Resource Teacher and/or Science Lead will provide a mini-workshop on critical vocabulary for science units of instruction, including student-friendly definitions, examples, visuals.

Person Responsible: Olga Patino (olga.patino@hcps.net)

By When: January 2024

Purchase new document cameras to replace outdated/dysfunctional ones in order to support classroom science investigations.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: October 2023

Purchase STEM/ Science materials, resources, and supplies as needed to support instruction.

* items used for hands-on learning
* paper, pencils, markers, crayons, charts, binders, folders, etc.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: As needed throughout the school year based on topic and need.

Purchase BrainPop Jr. for Kindergarten teachers to use in their science instruction.

Person Responsible: Krissy Perkins (krissy.perkins@hcps.net)

By When: September 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)).

Due to our low reading proficiency percents at each grade level, Title One funding will provide a full-time Reading Coach, who will work with Kindergarten through Grade 5 ELA teachers and a full-time Reading Resource Teacher, who will provide intensive ELA interventions to students that meets criteria established by the school. Additionally, funding will provide a Title One Aide who supports primary teachers in ELA.

Furthermore, these programs were selected by grade level teams as enhancements to core instruction: Really Great Reading, Scholastic News/StoryWorks, Magnetic Reading, Daffodil Hill, Heggerty, Imagine Learning Math, BrainPop Jr.

Lastly, teachers are able to request classroom materials and supplies needed for daily student use or to enhance instruction.

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

Implementation of Heggerty Phonemic Awareness program and UFLI/ Flamingo resource to teach Phonics skills aligned with the Science of Reading. Students must learn to decode and encode words in order to read. 60% of students in grades K-2 scored below the 40th%ile on STAR Reading/ Early Literacy.

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

Implementation of Really Great Reading HD Word program in grades 3-5 (as needed to address reading deficiencies) to teach Phonics skills aligned with the Science of Reading. Students that are below grade level often need their phonics gaps in reading addressed through small, intensive instruction. 59% of students in grades 3-5 scored below the 40th%ile on FAST Reading.

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

More than 50% of students in K-2 will score at or above the 40th%ile on STAR Early Literacy/ Reading in Spring 2024.

Grades 3-5 Measurable Outcomes

More than 50% of students in 3-5 will score at or above the 40th%ile on FAST Reading in 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.

Data Sorts in grades K-5 will be conducted twice during the year- after PM1 and PM2 to ensure that students are receiving appropriate interventions in order to increase proficiency. Additionally, DIBELs assessments will be given monthly to ensure that students are making progress towards their reading goals and to alert the teacher if they are not making adequate progress.

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

Perkins, Krissy, krissy.perkins@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?

https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
Tier 2- moderate evidence, aligned with the K-12 Comprehensive Evidence-based Reading Plan, and aligned with the BEST standards.

UFLI will be used for Phonics in grades K-2, which is aligned with the Science of Reading. Really Great Reading HD Word will be used for Phonics intervention in grades 3-5, which is aligned with the science of reading.

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?

These two programs are directly aligned with the Science of Reading, which is a body of research that contains the most up-to-date information on how the brain learns to read. They will provide explicit phonics instruction to students and will help address reading deficiencies. They have proven records of effectiveness for our population of 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
UFLI and DIBELs are implemented. 1. UFLI materials are delivered to each teacher from the district. 2. ELA Teachers and other appropriate personnel take trainings related to both UFLI and DIBELs (progress monitoring) to understand implementation. 3. Implement UFLI as the core phonics program in grades K-2. Implement HD Word as an intervention in grades 3-5. Implement DIBELs progress monitoring in grades K-5.	Perkins, Krissy, krissy.perkins@hcps.net
Critical literacy trainings are provided to K-5 ELA teachers through our Title One Reading Coach and Title One Reading Resource Teacher: Reading Coach and Reading Resource Teacher will provide trainings/ workshops on the following topics: DIBELs progress monitoring for grades K-5, HD Word for 3-5, Magnetic Reading for grades 3-5, Hybrid Writing for grades 3-5, Multisensory instruction for K-3, and Monday Drop-In Sessions for general ELA support.	Perkins, Krissy, krissy.perkins@hcps.net
Materials and resources are ordered that supplement various components of the literacy block, including: * Really Great Reading- HD Word * Scholastic News for first and third grades * Scholastic Storyworks for third grade * Heggerty Phonemic Awareness * Book Study books for teachers aligned with the science of reading * New library books for independent reading * Magnetic Reading for fourth grade * Title One Aide to assist teacher and support literacy instruction in Kinder and First * Decodable readers for primary students * Variety of classroom supplies that are used for instruction, including but not limited to: whiteboards, paper, pencils, pens, markers, binders, folders, charts, lamination rolls, boom boxes, whisper phones.	Perkins, Krissy, krissy.perkins@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.

1. School Website: https://www.hillsboroughschools.org/trapnell
2. Paper copies available in the front office for parents/community members to review
3. SAC meetings once/month

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))

1. School Website: https://www.hillsboroughschools.org/trapnell
2. The following events will occur this year. They are created, scheduled, and conducted in an effort to promote a positive school culture and environment:
- Teacher Meet & Greet Night 8.8.23
- Grandparents' & Parents' Breakfast (Fall and Spring)
- SAC meetings monthly
- PTA meetings monthly
- Conference Nights every quarter
- Music Performances three times per year
- Spring Talent Show
- Great American Teach-In (November)
- Clothes Closet twice per year (8.5.23 & December)
3. Many teachers use the Remind app to inform parents of how their child is progressing.
4. Parentlink text messages that provide important school information as well as questions for parents and children to talk about.
5. Phone calls home from the Principal with good news about their child.
6. Migrant/ELL MPAC meetings with parents twice/year
7. Local high school students volunteer their time through translating during parent conference nights and assisting with other events as needed.
8. Community Organizations donate backpacks, school supplies, money, clothing, holiday meals, snacks, etc. to our families throughout the year (Plant City Church of God, Transforming Life Church, First Baptist Plant City, Durant High School FFA, Plant City Food Bank, ETC.).

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))

Attendance: refer to the strategies under this area of focus; students can only learn if they are present and on time to school daily.

ELA: refer to the strategies under this area of focus; we aim to ensure that K-2 students and older, as appropriate, are provided with systematic, explicit phonics instruction aligned with the Science of Reading.

Math: refer to the strategies under this area of focus; we aim to ensure that students with major skill deficits receive the intensive intervention that they require.

Science: refer to the strategies under this area of focus; we aim to ensure that science benchmarks/ standards are taught in every grade level.

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))

This plan is developed at the school site, which includes our Head Start staff.

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))

n/a

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

n/a

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

n/a

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))

n/a

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))

n/a