Twin Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Twin Lakes Elementary School

8507 N HABANA AVE, Tampa, FL 33614

[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.

We will provide a safe environment where students' efforts are recognized and they are encouraged to develop skills that enable them to excel in a global society.

Provide the school's vision statement.

Empowering a community of learners and leaders.

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
Batista, Kilsys	Principal	The duties of a school principal is to serve as an instructional leader. The responsibilities include coordinating staff schedules, establishing and enforcing various school, district, and state policies, assessing and evaluating teachers, monitoring student achievement, encouraging parent involvement, managing the school budget, ensure facilities safety and maintenance.
Osborn, JamesL	Assistant Principal	The Assistant Principal serves as an instructional leader supporting all of the duties and responsibilities of the school principal.
Purcell, Stephanie	SAC Member	Develop, implement, and facilitate the goals as outlined in the School Improvement Plan in collaboration with the School Advisory Council.

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

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

During the spring of 2023, stakeholders were provided the opportunity to provide input on the impact the School Improvement Plan had on student academic and emotional success. The stakeholders included parents, teachers, non-instructional staff, school counselor and social worker, SAC Chair, academic coaches, and administration. The process included data analysis of student academic performance, data related to attendance and behavior, along with family participation in school-related activities.

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 SAC Committee will meet monthly to monitor the progress towards set areas of focus. This will include monitoring student attendance, family participation in school-related activities, and student academic performance in core subjects, reading and math.

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	94%
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	43	49	18	27	30	23	0	0	0	190
One or more suspensions	10	0	2	4	13	10	0	0	0	39
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	47	56	36	0	0	0	139
Level 1 on statewide Math assessment	0	0	0	26	55	49	0	0	0	130
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	4	0	1	21	28	23	0	0	0	77

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	7	13	3	5	0	0	0	0	0	28
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	56	26	30	33	21	31	0	0	0	197
One or more suspensions	0	0	0	2	5	3	0	0	0	10
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	49	22	46	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	35	37	50	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	19	1	5	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	14	5	12	3	0	0	0	0	40
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	56	26	30	33	21	31	0	0	0	197
One or more suspensions	0	0	0	2	5	3	0	0	0	10
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	49	22	46	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	35	37	50	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	19	1	5	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	14	5	12	3	0	0	0	0	40
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*	30	50	53	36	53	56	38		
ELA Learning Gains				50			51		
ELA Lowest 25th Percentile				52			53		
Math Achievement*	31	56	59	39	50	50	30		
Math Learning Gains				53			47		
Math Lowest 25th Percentile				59			56		
Science Achievement*	26	50	54	24	59	59	33		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	71			52		

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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	168
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

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	384
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	1	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	19	Yes	3	2
HSP	34	Yes	1	
MUL				
PAC				
WHT				
FRL	33	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	42			
ELL	49			
AMI				
ASN				
BLK	26	Yes	2	1
HSP	52			

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	39	Yes	1	
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	30			31			26					57
SWD	20			29			25				5	39
ELL	25			32			28				5	57
AMI												
ASN												
BLK	35			13			10				3	
HSP	31			34			26				5	55
MUL												
PAC												
WHT												
FRL	30			29			23				5	56

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	36	50	52	39	53	59	24					71
SWD	27	45	47	38	45	58	23					56
ELL	35	50	50	39	52	65	27					71
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	20	43		18	21							
HSP	38	50	61	43	57	63	29					72
MUL												
PAC												
WHT	47			31								
FRL	35	51	55	38	54	59	22					72

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	38	51	53	30	47	56	33					52
SWD	28	47		20	59		25					29
ELL	42	58	58	35	51		31					52
AMI												
ASN												
BLK	35	58		31	50		33					
HSP	38	50	57	30	51	53	30					52
MUL												
PAC												
WHT	45			36								
FRL	37	49	50	29	46	56	32					52

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	35%	53%	-18%	54%	-19%
04	2023 - Spring	23%	54%	-31%	58%	-35%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	14%	46%	-32%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	55%	-23%	59%	-27%
04	2023 - Spring	21%	59%	-38%	61%	-40%
05	2023 - Spring	23%	53%	-30%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	47%	-27%	51%	-31%

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.

The English Language Arts Progress Monitoring Assessment 3 administered in Spring of 2023 to students in grades 3-5, had only 27% of the students demonstrate proficiency on the FAST assessment with a level 3 or above score. Specifically, 26% of students in grade 4 demonstrated proficiency, a drop of 22% points from the prior year state assessment. Another grade level presenting significant low performance is 3rd grade with only 15% of students demonstrating proficiency in the same assessment.

Student demographic groups demonstrating low proficiency include White with 33% performing at proficiency and Black with 32% proficiency.

Contributing factors would include low teacher efficacy, less than effective consistent teaching strategies aligned to state standards, poor teacher attendance, and limited content support. Student proficiency from the 21-22 school year was low, indicating a need for students to receive intensive intervention and high-quality instruction, both of which were not consistently provided during the 22-23 school year.

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

Only 26% of students in grade 4 demonstrated proficiency on the ELA Progress Monitoring Assessment 3, a drop of 22% points from the prior year. The grade level included 17 students with a language proficiency A, monolingual and 16 students with varying exceptionalities. Although the needs of students

indicated specialized instruction, the teacher vacancies to support English Language Learners and students served with varying exceptionalities created a challenge to meet the needs of these students. Ineffective teaching practices and low teacher efficacy also contributed to the low performance of students.

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.

Only 15% of students in grade 3 demonstrated proficiency on the ELA Progress Monitoring Assessment 3, a difference of 35% points compared to the state grade level average.

Contributing factors would include low teacher efficacy, less than effective consistent teaching strategies aligned to state standards, poor teacher attendance, and limited content support. Student proficiency from the 21-22 school year was low, indicating a need for students to receive intensive intervention and high-quality instruction, both of which were not consistently provided during the 22-23 school year.

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

39% of students in grade 5 demonstrated proficiency in the ELA Progress Monitoring Assessment 3, a performance higher than other grade levels and an increase of 15% points from the 21-22 school year data. The teachers in the grade level had high teacher efficacy, consistently planned with content coaches, and collaborated on teaching practices to improve student achievement.

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

Consistent student attendance is an area of focus for our school as 40% of students in grades K-5 had 10 or more absences during the 22-23 school year.
47% of students in grades 3-5 performed at a level 1 on the ELA Progress Monitoring Assessment 3.

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

Improve student attendance and student academic performance.

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.

Positive culture and environment specifically relating to student achievement will focus on improving student attendance in order to positively impact student achievement, particularly with students who are chronically absent- defined as missing 10% or more of the school year.

In Gottfried's 2019 study (Chronic absenteeism in the classroom context: Effects on achievement), "...students who are chronically absent have lower achievement outcomes." (p. 25) "Students in classrooms with a higher percentage of chronic absenteeism have lower test scores." (p. 26)

The percentage of students with 90% or higher attendance, shown in EdConnect attendance reports:
Q1 2021-22 70% Q1 2022-23 76%
Q2 2021-22 66% Q2 2022-23 65%
Q3 2021-22 67% Q3 2022-23 67%
Q4 2021-22 64% Q4 2022-23 64%

47% of students identified as White and 75% of students identified as Black had 10 or more absences during the 2022-2023 school year.

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

The percentage of all students with 90% or higher attendance rate, as measured by EdConnect, will increase as follows comparing 2022-2023 to 2023-2024:

Q1 2022-23 76% to 86%
Q2 2022-23 65% to 75%
Q3 2022-23 67% to 77%
Q4 2022-23 64% to 74%

The number of students with chronic absences of 25 days or more, as measured by EdConnect, will decrease from 96 students (18% of K-5 student enrollment) in 2022-2023 to less than 50 students (10% of K-5 student enrollment) in 2023-2024.

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

Student attendance, led by the attendance team, will be monitored weekly, monthly, and quarterly by analyzing data from EdConnect and Student Information System. The data will be monitored and tracked to look for trends and patterns and used to intervene before chronic absences can occur. The data processor will submit daily attendance to a member of the attendance team. The attendance will be reviewed so attendance plans, for students who are chronically absent, can be adjusted, if necessary. The attendance team will meet weekly to review all data to adjust the SIP's Action Steps. The attendance team will share attendance data with the leadership team, School Advisory Council, teachers, and parents on a monthly basis to inform and involve them in implementing action steps to improve student attendance.

Person responsible for monitoring outcome:

Kilsys Batista (kilsys.batista@hcps.net)

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

Response to Intervention (Rti)
Rti will be focused on strengthening Tier 1, 2, and 3 to improve student attendance, particularly with students with chronic absenteeism (25+ absences).

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

The rationale for using Rti for attendance is to utilize a schoolwide process that supports students at all three tiers. The following two sources document the effectiveness of Rti:
-John Hattie's Effect Size on Response to Intervention: 1.29
-Kim and Streeter's Strategies and Interventions for Improving School Attendance/ Encyclopedia of Social Work (oxfordre.com)

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.

Ongoing communication specific to the expectations for student attendance, observable attendance data trends, and the impact absences have on student learning will be shared with all stakeholders through Class Dojo, First Day Packets, ParentLink phone calls, and teacher newsletters.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: Weekly, monthly, and quarterly between August 2, 2023- June 1, 2024.

Parents will receive information specific to the expectation of student attendance during the annual Meet the Teacher event. Parents will sign a "pledge", a commitment to having good attendance.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: August 8, 2023

Teacher attendance monitoring protocols will be implemented and utilized to determine needed supports. This will include an excel document noting students with absence ranges from 5-7, 8-10, and 11+ managed by the attendance team on a weekly, monthly, and quarterly basis.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: Weekly, monthly, and quarterly between August 2, 2023- June 1, 2024.

Students with 5-9 absences, Tier 2, and students with 10+ absences, Tier 3, will receive Bi-weekly grade-specific attendance meetings. Students meeting attendance goals within their tiered level of support will be incentivized.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: Biweekly between August 10, 2023- June 1, 2024.

Tier 1 plan Last Friday "Atten-dance" for students with 0 absences within prior month (in courtyard). Students with zero absences in a set month will engage in a celebratory "attenDANCE" party in the courtyard.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: Monthly between August 2023 and May 2024.

Students with chronic absences in the underperforming ESSA subgroups, White and Black, will receive additional support from the social worker. The support will include parent contact to identify barriers and needed resources.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: Monthly between August 2023 and May 2024.

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

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

Develop and implement benchmark-aligned learning intentions, student success criteria, and adapted instruction to address student academic needs.

3rd-5th grade student proficiency (level 3 or higher) on the 2022-2023 Progress Monitoring Assessment 3 was 27% in English Language Arts and 29% in math. The low proficiency levels due in part to a misalignment of state benchmarks, success criteria, and limited teacher clarity and efficacy during core instruction. Limited support for core content planning due to teaching vacancies, led to instruction that lacked full alignment.
In developing and implementing benchmark-aligned core instruction, with clear learning intentions, success criteria, and differentiated instruction student academic performance will improve.

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

As measured by the 2023-2024 3rd-5th grade FAST Progress Monitoring Assessment 3, the percent of students meeting proficiency will increase from the 2022-2023 27% to 35% in English Language Arts and from 29% to 35% in math.

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

Student proficiency in the 2023-2024 3-5th grade FAST Progress Monitoring Assessment will be monitored by administration during the Fall Progress Monitoring 1 (August) and Winter Progress Monitoring 2 (December) periods.

Person responsible for monitoring outcome:

Kilsys Batista (kilsys.batista@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 involves the instructional moves a teacher makes that begin with carefully planning a lesson and making the learning intentions for that lesson or unit clear to herself and her students. It extends to consistently evaluating where her students are in the learning process and in describing the success criteria and on which students can assess their own progress. It includes clarity of organization such that structured lessons in links to the objectives and outcomes of learning.

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

The strategies identified to support teacher clarity were based on the research found in "Visible Learning" by: John Hattie, Douglas Fisher, Nancy Frey. Teacher Clarity has an effect size of .75, "High in the Zone of Desired Effect".

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.

Professional development focused on adapting instruction planned during grade level's weekly collaborative planning of core instruction and how to adapt small group instruction using formative assessments.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Cohesive map of resources readily available to teachers by content area (Imagine Learning, UFLi, iReady, Magnetic Reading) that supports students performing at Tiers 1, 2, and 3.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Implement a schoolwide instructional framework to include timeframes for all components of English Language Arts (foundational skills, BEST benchmark whole group and tiered small group instruction) and math (BEST benchmark whole group and skills-based small group instruction).

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24,, 2024

Classroom teachers will engage in quarterly learning walks and quarterly progress monitoring meetings focused on identifying effective adaptive instruction and benchmarks-aligned lessons.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Strategies and framework will be aligned to the Science of Reading to support student proficiency of foundational skills using UFli curriculum, will be implemented during small groups to all students in K-2 and Tier 2/3 students in grades 3-5.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Explicit language lessons will be provided to students identified as language proficiency A by the English Language Learner (ELL) teacher or ELL paraprofessional.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Math resource teacher will focus on coaching, modeling, and collaborative lesson planning with K-5 teachers as well as providing small-group interventions with a focus on our White and Black students. Resource teacher will focused on job-embedded professional development that supports adapted instruction and benchmarks-aligned lessons.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

Reading resource teacher will focus on coaching, modeling, and collaborative lesson planning with K-5 teachers as well as providing small-group interventions with a focus on our White and Black students. Resource teacher will focused on job-embedded professional development that supports adapted instruction and benchmarks-aligned lessons.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

White and Black students will be provided with weekly additional small group instruction from the reading and math resource teachers to support growth in the areas of reading and math.

Person Responsible: Kilsys Batista (kilsys.batista@hcps.net)

By When: May 24, 2024

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).

On February 20, 2023 and February 27, 2023, members of the school leadership team (Administration, Student Services, Exceptional Student Education teacher, English Language Learner representative, Math and Reading resource teachers, Parent Family Engagement liaison) met to complete a Comprehensive Needs Assessment. The meeting included a review of current student data (FAST Progress Monitoring Assessment 2 for students in grades 3-5, iReady winter diagnostic for students in grade K-5, and FAST and iReady specific to White and Black students) identifying strengths and areas of opportunity. The team conducted the 5 Why's Protocol for two areas needing improvement: student attendance and adapted 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

Based on the 2023 Early Literacy or STAR Reading Progress Monitoring state assessment, 50% or more of students scored below Level 3 proficiency (Kindergarten 60% below the 40th percentile, 1st grade 61% below the 40th percentile, 2nd grade 63% below the 40th percentile). The results are due to a misalignment of state standards, learning tasks, and success criteria during core instruction. By focusing on ELA, the instructional improvements will include standards-aligned instruction with success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement, resulting in an improvement in student proficiency on the 2024 ELA state progress monitoring assessment.

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

Based on the 2023 FAST ELA Progress Monitoring state assessment, 50% or more of students scored below Level 3 proficiency (3rd grade 85%, 4th grade 73%, and 5th grade 61%). The results are due to a misalignment of state standards, learning tasks, and success criteria during core instruction. By focusing on ELA, the instructional improvements will include standards-aligned instruction with success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement, resulting in an improvement in student proficiency on the 2024 ELA state progress monitoring assessment.

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

Kindergarten students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 31% in May 2023 to 50% in May 2024.
1st grade students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 39% in May 2023 to 50% in May 2024.
2nd grade students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 37% in May 2023 to 50% in May 2024.

Grades 3-5 Measurable Outcomes

3rd grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 15% in May 2023 to 50% in May 2024.
4th grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 27% in May 2023 to 50% in May 2024.
5th grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 39% in May 2023 to 50% in May 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.

The implementation of standards-aligned instruction with success criteria, accountability, and feedback practices with increased student ownership and active engagement will be monitored weekly during classroom walkthroughs, biweekly during grade level professional learning communities, quarterly through student progress monitoring assessment by administration, content coaches, and instructional teachers. Data gathered will be evaluated in September 2023, December 2023, and May 2024 to analyze impact on teacher practice and student learning.

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

Batista, Kilsys, kilsys.batista@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?

Develop and implement student success criteria, accountability, and feedback practice in order to increase student ownership of work and active engagement.

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?

Kindergarten students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 31% in May 2023 to 50% in May 2024.
1st grade students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 39% in May 2023 to 50% in May 2024.
2nd grade students performing at the 40th percentile or higher on the Early Literacy or Star Reading Progress Monitoring state assessment will increase from 37% in May 2023 to 50% in May 2024.

3rd grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 15% in May 2023 to 50% in May 2024.
4th grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 27% in May 2023 to 50% in May 2024.
5th grade students performing at Level 3 proficiency or higher on the FAST ELA Progress Monitoring state assessment will increase from 39% in May 2023 to 50% in May 2024.

The results are due to a misalignment of state standards, learning tasks, and success criteria during core instruction. By focusing on ELA, the instructional improvements will include standards-aligned instruction with success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement, resulting in an improvement in student proficiency on the 2024 ELA state progress monitoring assessment.

Teacher clarity involves the instructional moves a teacher makes that begin with carefully planning a

lesson and making the learning intentions for that lesson or unit clear to herself and her students. It extends to consistently evaluating where her students are in the learning process and in describing the success criteria and on which students can assess their own progress. It includes clarity of organization such that structured lessons in links to the objectives and outcomes of learning.

The strategies identified to support teacher clarity were based on the research found in "Visible Learning" by: John Hattie, Douglas Fisher, Nancy Frey. Teacher Clarity has an effect size of .75, "High in the Zone of Desired Effect".

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
Teachers will receive professional development on reading strategies that help students connect and apply skills to new concepts.	Batista, Kilsys, kilsys.batista@hcps.net
Conduct focused walkthroughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement during reading.	Batista, Kilsys, kilsys.batista@hcps.net
Job-embedded professional development within coaching model/planning to focus on reading fluency (vocabulary, high frequency words, phonics), and the application of skills to new learning.	Batista, Kilsys, kilsys.batista@hcps.net
Collaborative planning with teachers in grades K-5 will be supported by reading resource teacher focused on standards-aligned learning objectives, learning tasks, and success criteria.	Batista, Kilsys, kilsys.batista@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.

The School Improvement Plan (SIP) will be communicated with the faculty during a meeting at pre-planning on the week of August 2, 2023. Parents will be invited to participate in the School Advisory Council where the chair will communicate the school's instructional plan. Invitations will be sent to families through paper, communication app, and verbal invitations from the teachers during the Meet the Teacher event. The SIP will also be shared with families during the annual Title 1 Parent Meeting on August 8, 2024.
The SIP will be made available to all stakeholders through the school website: hillsboroughschools.net/twinlakes

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))

Twin Lakes is committed to the following in support of building positive relationships with all stakeholders:
Multiple opportunities throughout the year for all stakeholders to provide input and be involved in decision making through surveys, SAC, PTA, and Principal focus groups.
All school to home communication will be translated and in-person translators will be available at all conferences and events.
Opportunities for families to celebrate student success through classroom student showcases, monthly character awards breakfasts, and quarterly report card awards.
Ongoing support for learning at home focused on foundational skills through quarterly workshops and take-home games and activities.
Multiple methods for two-way communication: Class Dojo, "Take Home Tuesday" folders, monthly calendars, and newsletters.
Timely information about each child's progress through monthly graded work portfolios, mid-quarter progress alerts, and quarterly conferences.
Family Fun Nights twice a year that build connections and encourage active participation.
Focused ELL monthly meetings to support families that are new to the country.
The Family Engagement Plan will be made available to all stakeholders via school webpage, hillsboroughschools.org/twinlakes.

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))

Teachers will develop and implement benchmark-aligned learning intentions, student success criteria, and adapted instruction to address student academic needs.

3rd-5th grade student proficiency (level 3 or higher) on the 2022-2023 Progress Monitoring Assessment 3 was 27% in English Language Arts and 29% in math. The low proficiency levels due in part to a misalignment of state benchmarks, success criteria, and limited teacher clarity and efficacy during core instruction. Limited support for core content planning due to teaching vacancies, led to instruction that lacked full alignment.

In developing and implementing benchmark-aligned core instruction, with clear learning intentions, success criteria, and differentiated instruction student academic performance will improve.

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))

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

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

Yes