

Hillsborough County Public Schools

Washington Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Washington Elementary School

1407 ESTELLE ST, Tampa, FL 33605

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide an equitable education and safe environment that supports and empowers our students, families, and community.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. With that in mind, we have developed the following Vision for our school:

Building Together We Excel

Theme: #EPIC- Every Person Impacts Culture

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
Barber, Monica	Principal	
Brascom, Satonya	Assistant Principal	
King, Jesenia	Teacher, K-12	

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.

- Communication of the revised SIP when the data is available, the rationale for the areas of need, a timeline and how they can contribute. Meeting will be held to update stakeholders on progress. During those meeting feedback, suggestions and strategies will be welcomed.

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))

-Establishing a monitoring team: A team of administrators, teachers, and other key stakeholders will be formed to oversee the implementation of the school improvement plan. This team will be responsible for regularly monitoring the progress made towards achieving the plan's goals. They will review data from

formative assessments leading to FAST. Plans will be created to ensure instructional changes are made as needed per the data review. Support will also be provided to teacher when areas of need arises.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

Using the table above, complete the table below with the number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	9	0	10	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	9	0	10	0	0	0	0	0	20
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*	28	50	53	27	53	56	30		
ELA Learning Gains				49			55		
ELA Lowest 25th Percentile				50					
Math Achievement*	49	56	59	50	50	50	32		
Math Learning Gains				71			52		
Math Lowest 25th Percentile				63					
Science Achievement*	39	50	54	21	59	59	15		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	47			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)	N/A
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
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	0
Total Points Earned for the Federal Index	378
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	27	Yes	1	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	36	Yes	1	
MUL				
PAC				
WHT				
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	45			
AMI				
ASN				
BLK	42			
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				
FRL	44			

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	28			49			39					58
SWD	29			35			45				4	
ELL	21			72			30				5	58
AMI												
ASN												
BLK	31			39			39				4	
HSP	21			68			33				5	58
MUL												
PAC												
WHT												
FRL	27			47			39				5	57

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	27	49	50	50	71	63	21					47
SWD	32	52		43	52		31					
ELL	18	50	57	53	76		11					47
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	28	42		47	66		26					
HSP	22	56	60	53	75	62	13					47
MUL												
PAC												
WHT												
FRL	29	46	38	49	67	56	20					46

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	30	55		32	52		15					46
SWD	26	40		29	33		20					42
ELL	29	50		34	70							46
AMI												
ASN												
BLK	28	56		33	56		15					
HSP	28	53		30	47		15					45
MUL												
PAC												
WHT												
FRL	30	55		33	52		15					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	30%	53%	-23%	54%	-24%
04	2023 - Spring	44%	54%	-10%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	4%	46%	-42%	50%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	13%	55%	-42%	59%	-46%
04	2023 - Spring	82%	59%	23%	61%	21%
05	2023 - Spring	59%	53%	6%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	47%	-14%	51%	-18%

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 amount of ELL and Black students who are proficient.

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

-ELA Achievement Points had the lowest performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

-The amount of students who are reading with proficiency. Our heaviest grade level for our ELL, students who receive free and reduced lunch and our black population.

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

Our ELA Learning Gains showed the most improvement.

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

-We are concerned about the number of students who are reading below level and the number of students who do not have 90% or higher attendance rates.

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

- Reading scores
- Student Attendance

Area of Focus

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

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

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

Teachers focused on students' well-being needs (electricity/food/water) and provided standard review sessions t (worksheets of previously taught materials) due to shortage of computers and internet; which lacked teacher created questions on new grade-level appropriate content and led to teacher-led discourses instead of student-led.

Measurable Outcome:

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

100% of our teachers using strategies that empower students and make space to direct curriculum and learning. This will result in ELA proficiency improvement on FAST.

Monitoring:

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

Follow-up data will be collected monthly to progress monitor implementation of coaching, remediation groups, and acceleration groups. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from implementation of the strategies. Administration will review evaluation data to measure effectiveness of strategy implementation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Teachers will effectively monitor exemplary teachers address students need whole group and small group instruction and have preplanned questions to anticipate students understanding. Teachers will effectively monitor student progress during learning goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is a research based effective instructional strategy.

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.

Hire a Reading Coach. The Reading Coach will focus on coaching, side-by-side coaching, modeling, and lesson planning focused on planning effective questions that address grade-level questions with teachers in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5. The Reading Coach will meet with teachers once a month to discuss student work

towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

Person Responsible: Monica Barber (monica.barber@hcps.net)

By When: August 2023

Teachers will participate in a job embedded professional development monthly entitled, "Observe Me". Teachers will provide feedback to their colleagues based on targeted strategies. All debriefs will be held immediately after school. Teachers will participate in a follow-up observation approximately one month later. Administration will do walkthroughs to ensure strategies are used effectively. Administration will send monthly surveys to teachers asking for feedback in regard to effectiveness and next steps. Also, administration will review evaluation data to measure effectiveness of strategy implementation.

Person Responsible: Satonya Brascom (satonya.brascom@sdhc.k12.fl.us)

By When: August 2023

#2. ESSA Subgroup specifically relating to Black/African-American

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.

50% of our caregivers will attend events or provide designed to center their voices. 90% of caregiver conferences will empower the caregiver as the individual who knows their child the most and will shift the balance of power to the caregiver. 100% of the teachers will teach using strategies that empower students and make space for them to direct the curriculum and learning experiences.

Measurable Outcome:

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

50% Black students will score proficient on our FASST assessment.

Monitoring:

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

Follow-up data will be collected monthly to progress monitor Black and ELL student achievement. We will create remediation groups and acceleration groups to support students' needs. Administration will attend monthly Professional Learning Communities to discuss students' learning gains from instructional strategies provided to students. Administration will review evaluation data to measure effectiveness of strategy implementation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

100% of our teachers using strategies that empower students and make space to direct curriculum and learning. This will result in ELA proficiency improvement on FAST.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Accountable Talk Professional Development
- Observe Me Professional Development
- Collaborative Planning Sessions
- Five Practice for Orchestrating Productive Mathematics Discussion
- Teacher-Coach Analysis of scripted lessons

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.

Hire a Reading Coach. The Reading Coach will focus on coaching, side-by-side coaching, modeling, and lesson planning focused on planning effective questions that address grade-level questions with teachers

in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5. The Reading Coach will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

Person Responsible: Monica Barber (monica.barber@hcps.net)

By When: August 2023

Hire a Reading Resource. The Reading Resource will focus on pulling small groups of students in grades 3-5 that fall in our Black and ELL ESSA categories for extra remediation or passed third grade via Portfolio using Scholastic Edge, LLI, Reflex Math, and/or Reading Blast-Off. The remediation instruction will focus on all content areas and progress monitoring. The Reading Resource will assist the Reading Coach with modeling and side-by-side coaching with teachers in grades 3-5. The modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Resource will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of remediation small groups.

Person Responsible: Monica Barber (monica.barber@hcps.net)

By When: August 2023

Teachers will participate in a job embedded professional development monthly entitled, "Observe Me". Teachers will provide feedback to their colleagues based on targeted strategies. All debriefs will be held immediately after school. Teachers will participate in a follow-up observation approximately one month later. Administration will do walkthroughs to ensure strategies are used effectively. Administration will send monthly surveys to teachers asking for feedback in regard to effectiveness and next steps. Also, administration will review evaluation data to measure effectiveness of strategy implementation.

Person Responsible: Satonya Brascom (satonya.brascom@sdhc.k12.fl.us)

By When: May 2024

#3. 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.

50% of our caregivers will attend events or provide designed to center their voices. 90% of caregiver conferences will empower the caregiver as the individual who knows their child the most and will shift the balance of power to the caregiver. 100% of the teachers will teach using strategies that empower students and make space for them to direct the curriculum and learning experiences.

Measurable Outcome:

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

70% of our students will achieve 90% or higher on their yearly attendance rate.

Monitoring:

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

Weekly our social worker will monitor student absences and report the absences to our Life Skills Leadership Team. We will make a proactive plan to support our students and assist with their barriers.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

We will monthly student incentives to inspire or caregivers and students to increase their attendance rate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our caregivers are the individuals responsible for bringing our students to school.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

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

Students will deepen their understanding of reading strategies through productive dialogue in small groups using high quality instruction aligned to standards.

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

Students will deepen their understanding of reading strategies through productive dialogue in small groups using high quality instruction aligned to standards.

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

- 50% of our Booker T. Washington Elementary students will score proficient on our 2024 STAR ELA assessment.

Grades 3-5 Measurable Outcomes

Booker T. Washington Elementary 2024 FAST ELA proficiency scores provided by the state are: 3rd grade 28%, 4th grade 18%, and 5th grade 30%. Grades 3-5 ELA proficiency as a need, based on these scores, is recommended.

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.

Administration will conduct walkthroughs to ensure our students are grasping the strategies being presented during small group instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Grades K-2 are implementing BLAST. Grades 4 and 5 are implementing HD word. Grade 3 will be implementing UFLI. All grade levels will be utilizing iReady and small group reading instruction.

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 researched based programs have been proven effective at the school. UFLI is a new program that has been created and studied by University of Florida.

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
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- The Reading Coach will focus on coaching, side-by-side coaching, modeling, and lesson planning focused on planning effective questions that address grade-level questions with teachers in grades k-5. The coaching and modeling will occur weekly under the supervision of the school principal. The side-by-side coaching will occur once a month under the supervision of the principal. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5. The Reading Coach will meet with teachers once a month to discuss student work towards meeting the targeted grade level appropriate standard. Follow-up data will be collected monthly to progress monitor implementation of coaching.

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Teachers will participate in a job embedded professional development monthly entitled, "Observe Me". Teachers will provide feedback to their colleagues based on targeted strategies. All debriefs will be held immediately after school. Teachers will participate in a follow-up observation approximately one month later. Administration will do walkthroughs to ensure strategies are used effectively. Administration will send monthly surveys to teachers asking for feedback in regard to effectiveness and next steps. Also, administration will review evaluation data to measure effectiveness of strategy implementation.

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Teachers will participate in a job embedded professional development during pre-planning to build their calendar math skills. Administration will attend and our leadership team will develop the professional development during the summer and lead the professional development throughout the school year.

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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.

- Communication at Booker T. Washington Elementary School is fostered through classroom and schoolwide newsletters, email communication from school personnel, Booker T. Washington Elementary School Webpage, parent-teacher-student conferences, progress reports, report cards, Parent Teacher Organization (PTO) activities and newsletter, BLOOMZ, the school sign, student led conferences, and Parentlink, which is an automated calling system to relay current school and community related information and events.

<https://www.hillsboroughschools.org/btwashington>

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))

-Parental involvement activities to dissemination information to our caregivers are planned to include flexible times, locations, and topics. The flexible scheduling of these activities is designed to accommodate the needs of the students and parents at Booker T Washington Elementary School. A combination of informational and fun activities are offered each year. Caregivers are provided the opportunities to offer suggestions, share ideas with other parents and school personnel, participate in educational decision-making, facilitate classroom activities, be equipped with skills to help their child(ren) with schoolwork, and enjoy fun activities as a family at Booker T Washington Elementary School.

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)

- Parents will be presented with a copy of the current Schoolwide Plan, Parent Involvement Policy, and School-Parent Compact. A Parent Comment form will be distributed to parents to take home and make suggestions for revision of these three documents. At the annual meeting, parents will receive a schedule of other Title 1 school meetings, which involve activities that outline how parents can assist their children with academics at home. It is our hope that our plan will strengthen our academic program- especially in reading and with our black students.

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))

-Booker T. Washington staff recognizes that provisions for a pleasant, smooth transition from pre-school to kindergarten are crucial. These students are exposed to pre-kindergarten and kindergarten, teachers have opportunities to discuss and plan for academic and social needs when students are making the transition from pre-k to kindergarten.

Our staff works with our student nutrition staff to ensure our students are fed a well-balanced breakfast and lunch.

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))

-School counselor and school social worker work with other educators to ensure student success. They address students' emotional needs and design approaches to help students chart a course for their lives and careers beyond school. Our Counselor and Social Worker work from a separate office, or they may take their program into classrooms for sessions with entire classes.

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

-NA

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

We work with teachers to support all tiers of behavior. Our Life Skills Leadership Team meets weekly to discuss data and next steps. Professional Development is provided for grade levels to create positive reinforcement, common expectations, and accountability systems. Our Life Skills Leadership Team supports with overall implementation and the how tier 2 and 3 supports will be part of the system.

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))

-At Booker T. Washington Elementary there is a strong emphasis on positive school culture and positive professional relationships. Teachers are provided with pertinent, ongoing, job-embedded professional learning and frequent professional feedback and support from school leaders. Purposeful, focused strategies are used with staff, students, and parents to foster a positive working and learning environment. Each staff/leadership meeting begins with a different focus. Also, there is time for each leadership team leader to report on activities, upcoming events, and/or updates. Ongoing team building activities to strengthen collegiality are also a regular part of staff interactions.

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))

-Booker T. Washington staff recognizes that provisions for a pleasant, smooth transition from pre-school to kindergarten are crucial. These students are exposed to pre-kindergarten and kindergarten, teachers have opportunities to discuss and plan for academic and social needs when students are making the transition from pre-k to kindergarten.