Graham Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Graham Elementary School

2915 N MASSACHUSETTS AVE, Tampa, FL 33602

[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.

Create an Environment where Every Child is Successful.

Provide the school's vision statement.

SUCCESS is the Only Option.

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
Felder, Eric	Principal	Instructional Leadership: Provide strategic direction to create an environment for all students and faculty to be successful.
Kagel-Hothem, Stacie	Assistant Principal	Provide strategic direction to create an environment for all students and faculty to be successful.
Anderson, Chris	Math Coach	Monitor, coach and plan MATH instruction.
Flaherty, Meghan	Reading Coach	Monitor, coach and plan ELA instruction.
Hayman, Courtney	SAC Member	Reading resource teacher and SAC chair.

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

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

The process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students and families, and business or community leaders) and how their input was used in the SIP development process is that at the end of the 2022 2023 school year, the School Leadership team, PTA, SAC members and staff reflected on our instructional priorities and progress data based on FAST, iReady, and walk through data. At those times, we suggested that the following year, we would focus on immediate feedback and small group instruction following progress monitoring.

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 SIP will be monitored as monthly SAC meeting, at weekly leadership meetings, and quarterly at faculty meetings. The SIP priorities will be used to create actionable look fors and steps for improvement at Graham.

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	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C 2018-19: C 2017-18: D
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	18	18	20	20	16	14	0	0	0	106
One or more suspensions	0	1	0	2	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	25	13	16	0	0	0	54
Course failure in Math	0	0	0	24	18	0	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	57	41	51	0	0	0	149
Level 1 on statewide Math assessment	0	0	0	47	15	41	0	0	0	103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	14	20	0	0	0	61

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	1	2	4	6	2	4	0	0	0	19

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	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	23	12	16	16	13	0	0	0	80
One or more suspensions	0	1	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	19	0	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	2	2	0	0	0	6
Level 1 on statewide Math assessment	0	0	0	11	8	5	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	21	22	0	0	0	60

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	1	0	5	7	1	0	0	0	14

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	23	12	16	16	13	0	0	0	80
One or more suspensions	0	1	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	19	0	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	2	2	0	0	0	6
Level 1 on statewide Math assessment	0	0	0	11	8	5	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	21	22	0	0	0	60

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	1	0	5	7	1	0	0	0	14

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	15	50	53	21	53	56	19		
ELA Learning Gains				45			20		
ELA Lowest 25th Percentile				59					
Math Achievement*	45	56	59	18	50	50	6		
Math Learning Gains				52			8		
Math Lowest 25th Percentile				56					
Science Achievement*	24	50	54	11	59	59	11		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59	20			50		

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)	CSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	97
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	282
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	4	2
ELL				
AMI				
ASN				
BLK	19	Yes	2	1
HSP	29	Yes	2	2
MUL	50			
PAC				
WHT				
FRL	24	Yes	2	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	19	Yes	3	1
ELL	20	Yes	1	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	25	Yes	1	1

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	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY (table title)

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	15			45			24					
SWD	13			40							2	
ELL												
AMI												
ASN												
BLK	11			40			14				4	
HSP	14			43							2	
MUL	40			60							2	
PAC												
WHT												
FRL	14			45			22				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	21	45	59	18	52	56	11					20
SWD	9	40		0	27							
ELL												20
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	15	41	57	14	47	54	4					
HSP	31			19								
MUL												
PAC												
WHT												
FRL	20	44	59	17	52	56	11					20

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	19	20		6	8		11					50
SWD	0			0								
ELL	35			0								50
AMI												
ASN												
BLK	15	19		7	11		9					
HSP	32			0								60
MUL												
PAC												
WHT												
FRL	19	20		7	8		11					50

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	18%	53%	-35%	54%	-36%
04	2023 - Spring	26%	54%	-28%	58%	-32%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	13%	46%	-33%	50%	-37%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	17%	55%	-38%	59%	-42%
04	2023 - Spring	71%	59%	12%	61%	10%
05	2023 - Spring	38%	53%	-15%	55%	-17%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	23%	47%	-24%	51%	-28%

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 data that showed our lowest performance was grade 3 reading proficiency, with 57% of the students scoring level one. Factors contributing include large teacher /student ratio making it hard to conduct small group instruction, both teachers were new to the grade, and the COVID learning loss that showed a need for foundational reading skills.

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

B. C. Graham did not see a decline in the data; however, we maintained 20% proficiency in Reading. We believe that students need foundational skills in reading and are still making up for the COVID learning loss.

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 greatest gap in the 2022 - 2023 data between Graham and the state by grade level proficiency and the state average for proficiency was in third grade math. The state average was 59% and the school average was 17% with a difference of 42%. Contributing factors were that both 3rd grade teachers had 22 plus students in self-contained classrooms, both teachers were new to teaching math. This year, we have three teachers in 3rd grade and are departmentalized.

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

The data that showed the most improvement was MATH proficiency, the school overall increased from 18% to 39%. Grade 4 math score 70% proficiency. Teachers planned with the math coach weekly after completing prework, small group instruction followed weekly progress monitoring and the hiring of an experienced passionate math teacher in grade 4.

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

One potential area of concern is attendance: 106 students missed 10% or more of school last year. A second potential concern is that the EWS shows 26 of our third graders are substantially deficient in reading and we do not have a reading endorsed teacher.

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

1. Safe caring learning environment for all to be successful.
2. Our instructional priority is employ high level instructional practices and structures that allow all students to master grade level benchmarks and standards.

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

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

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

Employ high level instructional practices and structures that allow all students to master grade level benchmarks and standards. Real life experiences such a feel trips will be implemented to provide students with background knowledge to help build vocabulary.

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

35% of students will master reading benchmarks as measured by FAST, 42% of students will master math benchmarks as measured by FAST and 35% of grade 5 students will master science standards as measured by the online SSA.

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

High level instructional practices will be monitored by weekly coaching sessions, administrative walk-throughs with on the ground feedback, and teachers aggressively monitoring to check for understanding.

Person responsible for monitoring outcome:

Eric Felder (eric.felder@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.)

Whole Group and Small Group Instruction with the system focus on Building Capacity.
Whole:
Phase 1-Aug-Oct: Implement a system for planning/implementation of instruction aligned to the intended learning of the benchmark.

Phase 2- Oct - Dec: Implement a system for coaching to support instructional delivery.

Phase 3- Jan. – March: Capitalize on strengths within the building, set up learning walks or video tape opportunities to use as job-embedded PD to move whole group instructional practice.

Small:
Phase 1-Aug-Oct: Create systems and procedures for small group instruction that allow for students to be engaged in the intended learning of the benchmark or targeted deficiencies.

Phase 2- Oct - Dec: Implement a system for coaching to support small group instructional delivery.

Phase 3- Jan. – March: Capitalize on strengths within the building, set up learning walks or video tape opportunities to use as job-embedded PD to move small group instructional practices.

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

Whole group: Moving teachers from providing procedural directions into modeling for students what they will need to be able to do.

Small group: Moving teachers from small groups without a structure into purposeful explicit, systematic instructional rotations.

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.

1. Develop plan based on last year's data of student data, walk through and teacher evaluations.
2. Train instructional staff on Whole Group and Small Group instruction including structures, purpose and expectations.
3. Set coaching cycles to start right away to model, teach and practice structures of whole group and small group instruction with purposeful accountable practice.
4. Common planning sessions bi-weekly to plan for whole group and small group instruction with academic coaches.
5. Administrative walk-throughs with in the moment feedback.
6. Weekly coaching sessions.
7. The teacher makes the content and skills visible by explicitly modeling through think-alouds and demonstrations. (whole)
8. The teacher asks questions that are task aligned to deepen the understanding of the intended learning. (whole)
9. The teacher gradually releases responsibility to the students by providing scaffolded practice opportunities. (whole)
10. The teacher deliberately checks for understanding of all students and adapts the lesson according to the students' understanding.(whole)

Person Responsible: Eric Felder (eric.felder@hcps.net)

By When: Phase 1: August to October 2023 Phase 2: October to December 2023 Phase 3: January to March 2024

1. The teacher develops an accountable rotation system with meaning practice for independent and teacher led stations. (Small)
2. The teacher sets a purpose and has a thought-provoking question aligned to the benchmark to further understanding (Small)
3. The teacher explicitly teaches a strategy for students to use or reference when release to complete an independent task (Small)
4. The teacher facilitates discussion based on the purpose for learning while maintaining a balance between teacher and student discourse. (Small)

Person Responsible: Eric Felder (eric.felder@hcps.net)

By When: Phase 1: August to October 2023 Phase 2: October to December 2023 Phase 3: January to March 2024

The school will purchase a Literacy Coach. The Literacy Coach will model, plan, and coach classroom teachers. The coach will provide available resources that will enable teachers to understand standards for their grade level. The coach will be a part of lesson planning to ensure lessons are engaging and rigorous.

Person Responsible: Eric Felder (eric.felder@hcps.net)

By When: August-May

The assistant teacher will provide support to classroom teachers. The assistant teacher's small groups will be based on baseline data. The assistant teacher will assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of the classroom teacher.

Person Responsible: Eric Felder (eric.felder@hcps.net)

By When: August-May

Teachers will plan after school with the resource teachers and coaches. The planning will focus on standards and engaging students in their learning. The planning will consist of 20 teachers at a rate of $38 for 2 hours a week for 12 weeks.

Person Responsible: Stacie Kagel-Hothem (stacie.kagel-hothem@sdhc.k12.fl.us)

By When: Weekly from August-May

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

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

B. C. Graham will maintain a positive learning culture and environment by implementing 7 Mindsets to teach Character Education in all classrooms. Real life experiences such a feel trips will be implemented to provide students with opportunities to practice 7 Mindsets in social settings off campus.

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

According the2022- 2023 EWS, 149 students scored level 1 on FAST. In 2023 -2024, after implementing 7 Mindsets with fidelity, we will decrease this number by 20% to 119 students or less by building their self-esteem.

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

The positive learning culture and environment will be monitored by quarterly conversations with a select group of students to conference with the administration, daily walk thoughs, daily check ins with staff members during breakfast and tardy sign ins, and the number students with more than 1 referral in the EWS will decrease and the Panaroma survey in the Fall and Spring.

Person responsible for monitoring outcome:

Eric Felder (eric.felder@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.)

7 Mindsets Academy Program of 7 Mindsets and 28 learning objectives. The Mindsets and learning objectives will be introduced and practiced during faculty meetings. The introduction will maintain the pacing of teaching the mindset and learning objective in each classroom while serving as an example of how to teach it using varies structures such as class meetings, talking sticks, discussions, etc.

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

The 7 Mindsets Academy is a program for teaching students increased self determination and self-awareness; improved behavior, test scores and graduation rates; greater confidence and engagement. Students as well as teachers and administrators experience the benefits to overall school climate.

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.

1- Train staff in overview of 7 Mindests- the What, The Why, and the How
2- Calendar out the 7 Mindsets and 28 Learning Objectives for Weekly bulletin and faculty meetings
3- During Pre Planning set the expectaion that a time and structure are in place to start 7 Mindests

4- During Pre-Planning model with instructional staff the first Mindset of Everything is Possible- Dream big, embrace creativity and expect great results.
5- Maintain weekly staff bullentin with tips

Person Responsible: Stacie Kagel-Hothem (stacie.kagel-hothem@sdhc.k12.fl.us)

By When: 1. Pre Planning 2023 2. Weekly throughout the 2023 - 2024 school year in weekly bulletin and faculty meetings 3. Walk thoughs by administration for feedback

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

The leadership team will meet weekly to review student data and to ensure the funds are allocated to increase student achievement and are aligned with the school's priorities. Funding will be used to purchase a reading coach and teacher assistant along with supplies and to pay for additional planning after hours. The reading coach will help with common weekly planning, unit Internalizations (planning) after school, coaching for reading including UFLI, small groups, and benchmark instruction for explicit whole and small groups. The teacher assistant will be used to support below students in kindergarten, first and second grade.

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

Employing high level instructional practices and structures that allow all students to master grade level benchmarks and standards of foundation reading skills by implementing DIBELs to screen and progress monitor as well as UFLI instruction daily and following the Flamingo structure for small group instruction.

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

Employing high level instructional practices and structures that allow all students to master grade level benchmarks and standards of foundation reading skills by implementing DIBELs and FAST to screen and build small group instruction using the Flamingo structure.

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

K-2, 42% of all K, 1, and 2 students will reach grade level as measure on the EOY STAR Early Literacy or STAR Reading.

Grades 3-5 Measurable Outcomes

In grade 3, 4 and 5, 35% of all students will reach a Level 3 or higher as measured on the PM3 FAST ELA assessment.

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.

Look-Fors
Instructional Walks
Weekly Fidelity Walks with Instructional Coaches
Learning Environment
In the Moment Coaching
Walk Through Data in Microsoft Forms
LTM Non-Evaluated Feedback

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

Felder, Eric, eric.felder@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?

DIBELS
UFLI
Flamingo
Coaching
Common Planning
Instructional Walks with Feedback

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?

Foundational reading skills are not mastered and need to be developed as evidenct by the DIBELs, STAR, i Ready and FAST data.

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
Phase 1-Aug-Oct: Create systems and procedures for small group instruction that allow for students to be engaged in the intended learning of the benchmark or targeted deficiencies. Phase 2- Oct - Dec: Implement a system for coaching to support small group instructional delivery. Phase 3- Jan. – March: Capitalize on strengths within the building, set up learning walks or video tape opportunities to use as job-embedded PD to move small group instructional practices	Kagel-Hothem, Stacie, stacie.kagel-hothem@sdhc.k12.fl.us

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 SIP, UniSIG budget and SWP will be shared with stakeholders on the FLODE website, the Graham Elementary website, at monthly SAC meetings, at a faculty meeting at the BOY, MOY and EOY, and hard copies will be available during Open House and confernece nights in each classroom and the front office.

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))

Graham Elementary School plans to build positive relationships with our parents, families, and other community members by maintaining an up to date website, sending out text messages and automatic calls to keep everyone informed, having a phone tree of all staff members names and numbers to disturb, holding school wide events such as Open house, Meet the Teacher, conference nights, dances, family movie night and maintaining PBIS as well as continuing to work with our business partners.

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))

The teacher makes the content and skills visible by explicitly modeling through think-alouds and demonstrations.

The teacher asks questions that are task aligned to deepen the understanding of the intended learning.

The students are able to articulate the skill or strategy explicitly modeled by the teacher needed to address the grade level benchmark.

The teacher develops an accountable rotation system with meaningful practice for independent and teacher led stations.

The students know the class rotation system and the expected learning outcomes at each station.

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

This plan is developed in coordination and integration ith 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)) by addressing explicit and systematic plans to increase academic achievement in reading, math and science for all students at B. C. Graham. We have a plan for common planning with resource coaches, a plan for coaching and support the day-to-day teaching, and a plan to progress monitor learning on a regular timeline for reteaching. The administrative team has a plan to walk and give feedback daily to support the areas of focus by training, coaching and observing the look fors to support our plan for improvement.

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))

Graham ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas by the guidance counselor having a schedule where she is able to teach a guidance lesson in primary classes one week and intermediate classes the alternative week. Our guidance counselor along with the administration have identified the students who have more than 2 referrals; these students will be offered a group weekly pending parent approval. The guidance counselor will have duty each day by the front gate where all students enter, this will give her an opportunity to interact with each student as the arrive and know if anyone needs her services to start their day off positive.

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
Graham is an elementary school.

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).

Implementation of our Behavior Plan
1- Tier 1- PBIS dollars to reward students demonstrating target behaviors/expectations. Students will have a monthly event, either a store or event to spend their monies earned at. Expectations and consequences are posted in each room. Daily classroom circles will be used to teach the targeted expectation and practice.
2- Tier 2- Teachers will meet with MTSS team to develop and implement a personalized behavior plan targeting one behavior for a child who needs it. Teacher will gain the input of the parent,
3- Tier 3- A formal plan, perhaps a FBA, will be developed to assist the student to be successful in ;the classroom.

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))

Teachers in K, 1, and 2 have been trained or will be trained in UFLI and DIBELS as a resource and structure for their reading block and progress monitoring each students learning and goal setting. The school believes that by focusing on the foundational skills for word recognition and language comprehension and small group instruction that is explicit and systematic our students will have success and it will increase their interest in reading. DIBELS will be trained and utilized for progress monitoring, screening and goal setting. Teachers will have two 50-minute common planning sessions scheduled each work along with a coaching cycle to support the implementation of UFLI and DIBELS.

Teachers in 3, 4, and 5 have will have two 50-minute common planning sessions scheduled each work along with a coaching cycle to support to plan whole group and then small group instruction along with a progress monitoring tool for reading, math and science. Our school has a reading coach and math coach that will lead the common planning and conduct weekly coaching cycles. As for science, or school is assigned a district science coach that will visit weekly for planning and small group rotations.

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))

The strategies Graham employs to assist preschool children in the transition from early childhood education programs to local elementary school programs are as follows: Our Head Start teachers and Kindergarten teachers meet quarterly to discuss the progress of the Head Start students. If students are "reading" o or "doing math" they will join a kindergarten class for small group reading and/or math instruction. Toward the end of the year, Head Start teachers will join kindergarten for story time to learn routines and procedures and build relationships with the campus and the teachers. Head Start teachers also invite their parents to kindergarten registration. Head Start students are invited to participate in all school extra curriculum activities such as dances, PBIS, SAC, etc.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$110,432.12
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1761 - Graham Elementary School	UniSIG	1.0	$49,929.76
			Notes: The school will purchase a Literacy Coach. The Literacy Coach will model, plan, and coach classroom teachers. The coach will provide available resources that will enable teachers to understand standards for their grade level. The coach will be a part of lesson planning to ensure lessons are engaging and rigorous.			
	6400	210	1761 - Graham Elementary School	UniSIG		$6,775.47
			Notes: Retirement			
	6400	220	1761 - Graham Elementary School	UniSIG		$3,095.65
			Notes: FICA			
	6400	220	1761 - Graham Elementary School	UniSIG		$723.98
			Notes: Medicare			
	6400	230	1761 - Graham Elementary School	UniSIG		$9,463.02
			Notes: Health Insurance			
	6400	230	1761 - Graham Elementary School	UniSIG		$29.36
			Notes: Life Insurance			
	6400	240	1761 - Graham Elementary School	UniSIG		$194.73
			Notes: Workers Compensation			
	5100	150	1761 - Graham Elementary School	UniSIG	0.5	$11,335.75
			Notes: The assistant teacher will provide support to classroom teachers. The assistant teacher's small groups will be based on baseline data. The assistant teacher will assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of the classroom teacher.			
	5100	210	1761 - Graham Elementary School	UniSIG		$1,540.98
			Notes: Retirement			
	5100	220	1761 - Graham Elementary School	UniSIG		$704.06
			Notes: FICA			
	5100	220	1761 - Graham Elementary School	UniSIG		$164.66
			Notes: Medicare			

	5100	230	1761 - Graham Elementary School	UniSIG		$1,196.20
			Notes: Health Insurance			
	5100	230	1761 - Graham Elementary School	UniSIG		$6.81
			Notes: Life Insurance			
	5100	240	1761 - Graham Elementary School	UniSIG		$44.29
			Notes: Workers compensation			
	5100	510	1761 - Graham Elementary School	UniSIG		$3,000.00
			Notes: Purchase supplies for teachers and students with their learning. The school will purchase notebooks, paper, pens, notebook paper, file folders, two pocket folders, dividers, crayons, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	519	1761 - Graham Elementary School	UniSIG		$2,720.88
			Notes: The school will purchase headphones, toner, adapters, and thumb drives to support students with their learning in small group instruction.			
	6300	120	1761 - Graham Elementary School	UniSIG		$15,909.79
			Notes: Teachers will plan after school with the resource teachers and coaches. The planning will focus on standards and engaging students in their learning. The planning will consist of 20 teachers at a rate of $38 for 2 hours a week for 12 weeks.			
	6300	210	1761 - Graham Elementary School	UniSIG		$2,158.96
			Notes: Retirement			
	6300	220	1761 - Graham Elementary School	UniSIG		$986.41
			Notes: FICA			
	6300	220	1761 - Graham Elementary School	UniSIG		$230.69
			Notes: Medicare			
	6300	240	1761 - Graham Elementary School	UniSIG		$62.05
			Notes: Workers Compensation			
	5100	520	1761 - Graham Elementary School	UniSIG		$158.62
			Notes: Purchase professional development books for a book study lead by resource teachers. The professional development will provide support for teachers in all academic areas.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$110,432.12**

Budget Approval

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

No