

Hillsborough County Public Schools

Ippolito Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ippolito Elementary School

6874 S FALKENBURG RD, Riverview, FL 33578

[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.

Mission Statement

All stakeholders will contribute to the academic success of all children while supporting their social-emotional development, thus preparing them as positive contributors to America's future.

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. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Vision Statement

Student performance will exceed state averages through innovative, data-driven instruction grounded in best practices.

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
Medina, Eleise	Principal	
Fojaco, Alicia	Assistant Principal	
Cruz-Ginorio, Phyllis	SAC Member	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 leadership team met throughout the 2022-2023 school year to review teacher performance and student achievement data, through which process our instructional priorities and look-fors were identified, as well as our ELA, Math, and climate and culture goals.

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 plan progress will be monitored a monthly review of data collected through classroom walkthroughs, assessment, attendance and behavior tracking.

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	85%
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) Multiracial Students (MUL)* White Students (WHT) 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: 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	31	29	30	25	35	0	0	0	150
One or more suspensions	0	4	3	5	9	18	0	0	0	39
Course failure in English Language Arts (ELA)	0	0	0	39	32	0	0	0	0	71
Course failure in Math	0	0	0	33	35	0	0	0	0	68
Level 1 on statewide ELA assessment	0	0	0	39	32	0	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	33	35	0	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	5	23	32	0	0	0	63

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	
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	50	44	40	30	22	0	0	0	186
One or more suspensions	0	2	4	0	4	4	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	40	36	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	0	40	36	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	0	30	9	4	0	0	0	45

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	3	10	10	3	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	16	1	0	0	0	0	19
Students retained two or more times	0	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	50	44	40	30	22	0	0	0	186
One or more suspensions	0	2	4	0	4	4	0	0	0	14
Course failure in ELA	0	0	0	40	32	0	0	0	0	72
Course failure in Math	0	0	0	34	35	0	0	0	0	69
Level 1 on statewide ELA assessment	0	0	0	0	40	36	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	0	40	36	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	0	30	9	4	0	0	0	45

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	3	10	10	3	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	5	1	0	0	0	0	10
Students retained two or more times	0	4	2	5	8	11	0	0	0	30

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*	26	50	53	27	53	56	35		
ELA Learning Gains				40			43		
ELA Lowest 25th Percentile				37			38		
Math Achievement*	32	56	59	34	50	50	36		
Math Learning Gains				48			42		
Math Lowest 25th Percentile				49			21		
Science Achievement*	28	50	54	19	59	59	25		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	66			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	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN				
BLK	17	Yes	4	1
HSP	35	Yes	1	
MUL	20	Yes	2	2
PAC				
WHT	52			
FRL	29	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	23	Yes	3	1
ELL	42			
AMI				
ASN				
BLK	34	Yes	3	
HSP	41			

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	27	Yes	1	1
PAC				
WHT	57			
FRL	39	Yes	1	

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	26			32			28					49
SWD	15			22			12				4	
ELL	27			33							4	49
AMI												
ASN												
BLK	19			18			17				4	
HSP	30			41			27				5	50
MUL	20			20							2	
PAC												
WHT	39			60			58				3	
FRL	25			29			22				5	52

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	40	37	34	48	49	19					66
SWD	19	26	19	18	34	39	5					
ELL	17	37	58	31	57	58	8					66
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	20	34	39	24	45	61	18					
HSP	26	47	43	40	55	47	13					58
MUL	15	25		30	38							
PAC												
WHT	67	64		52	43							
FRL	24	38	37	30	49	50	18					63

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	35	43	38	36	42	21	25					50
SWD	28	31		30	25		19					
ELL	32	58		33	36		10					50
AMI												
ASN												
BLK	27	37		23	30		0					
HSP	39	46		41	42		28					45
MUL	35			53								
PAC												
WHT	47			50								
FRL	32	39	40	33	47	27	26					48

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	26%	53%	-27%	54%	-28%
04	2023 - Spring	32%	54%	-22%	58%	-26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	21%	46%	-25%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	22%	55%	-33%	59%	-37%
04	2023 - Spring	36%	59%	-23%	61%	-25%
05	2023 - Spring	41%	53%	-12%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	47%	-19%	51%	-23%

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.

Math scores demonstrated the lowest performance on the Spring FAST assessment.

In the 2022 school year, Math proficiency decreased by 1 percentage point. This was a direct result of a large percentage of teachers new to the profession, country, state and/or content as well as the unfamiliarity with the new standards and curriculum. There were also multiple scheduled and classroom staff changes between August and October.

During this school year, learning gains were not acknowledged or recognized by the state.

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

Math scores demonstrated the lowest performance on the Spring FAST assessment.

In the 2022 school year, Math proficiency decreased by 1 percentage point. This was a direct result of a large percentage of teachers new to the profession, country, state and/or content as well as the unfamiliarity with the new standards and curriculum. There were also multiple scheduled and classroom staff changes between August and October.

During this school year, learning gains were not acknowledged or recognized by the state.

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.

3rd grade Math scores demonstrated the greatest gap between state and school performance. 20% of Ippolito's 3rd grade students demonstrated proficiency, while 59% of students across the state were proficient.

During the 22-23 school year, 1 of 2 the 3rd grade Math teachers did not take on the classroom until mid to late September as an EPI teacher from out of the country. Additionally, a master schedule change occurred after the 20th day following unit cuts, and a collapse of a classroom.

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

5th grade students demonstrated the greatest increase in proficiency from the 21-22 school year to the 22-23 school year.

19% of students demonstrated proficiency on the 21-22 Science assessment, whereas 27% of students demonstrated proficiency on the 22-23 science assessment.

During the 21-22 school year, the 5th grade science teacher took a leave of absence, impacting instruction and leaving students with substitute teacher coverage throughout the year. The Science teacher was in her position for the duration of the 22-23 school year, allowing students access to a highly qualified instructor.

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

Attendance
Behavior

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

- Behavior management systems
- High quality instruction through planning, implementation, aggressive progress monitoring and monitoring of implementation of instructional practices.
- Student attendance monitoring, intervention and incentives

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 Instructional Coaching/Professional Learning

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.

In the 2022 school year, Math proficiency decreased by 1 percentage point. This was a direct result of a large percentage of teachers new to the profession, country, state and/or content as well as the unfamiliarity with the new standards and curriculum.

During this school year, learning gains were not acknowledged or recognized by the state.

Measurable Outcome:

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

By the Spring FAST Assessment, 50% of students in grades 3-5 will be proficient in Math.

60% of students in grades 3-5 will demonstrate learning gains from Fall to Spring Math FAST assessment.

According to the FSSA, 50% of students in grades 3-5 will attain a level 3 or higher in Math by the administration of the Spring FSSA.

60% of students participating in FSSA will demonstrate learning gains by the administration of the Spring 2024 FSSA.

75% of students with disabilities will demonstrate learning gains by the administration of the Spring 2024 FAST Assessment.

Monitoring:

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

Progress towards these measurable outcomes will be monitored according to the plan below:

-80% of students will demonstrate learning gains from fall to winter Math FAST assessment.

-Students will participate in District Quarterly Assessments, while 75% of students in grades 3-5 will demonstrate learning gains according to QMT's and Stemsopes unit tests, and 50% will demonstrate proficiency towards grade level Math standards according to these assessments.

-100% of students will participate in iReady progress monitoring and benchmark assessments. 75% of students will demonstrate progressive learning gains between each assessment.

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.)

-Administration and coaches will conduct weekly walkthroughs to monitor and measure the effectiveness of instructional delivery

-Teachers will participate in common planning facilitated by a Math Coach. Planning sessions will focus on standards internalization, planning of benchmark aligned tasks and questions, utilizing student performance data to design small group instruction and opportunities for student demonstration of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the 2022 school year, Math proficiency decreased by _____percentage points. This was a direct result of a large percentage of teachers new to the profession, country, state and/or content as well as the unfamiliarity with the new standards and curriculum.

During this school year, learning gains were not acknowledged or recognized by the state.

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.

Tier 2 and 3 students will have access to after school tutoring based upon performance on the assessments conducted.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: ELP sessions are scheduled to begin October 17th.

Planning sessions will be facilitated by coaches to build capacity of teachers in planning effective instruction and students tasks in alignment with student achievement level descriptors.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

The master schedule will be developed in way that allows for 1hr of common planning to be embedded in the school day.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: August 10th - Completed

Coaches will conduct coaching cycles with teachers based upon their identified areas for development.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing, 1st cycles will begin in October.

Standards internalization will be embedded into weekly common planning to increase teachers' content knowledge and familiarity with grade level benchmarks.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Ippolito will collaborate with an external operator for additional monitoring and coaching on best instructional practices.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Teachers will participate in professional development that is specific to their area of need.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Teachers will participate in quarterly data chats to analyze both school and district based data to determine and develop individual student's instructional paths.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Quarterly, ongoing

Math Coach will facilitate planning and provide side by side coaching to increase teacher capacity.

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

In the 2022 school year, 35% of students in grades k-2 demonstrated proficiency in in reading on the 22-23 star reading assessment. 2nd grade students demonstrated a significantly lower performance with 26% of students demonstrating proficiency. The scores from the 22-23 school year were a direct result of limited instruction from the previous school year, a large percentage of teachers new to the profession, country, state and/or content as well as the unfamiliarity with the new standards and curriculum.

During this school year, gains were not recognized or acknowledged.

Measurable Outcome:

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

50% of rising first and second grade students will demonstrate proficiency by the Spring administration of the 23-24 Star Reading Assessment.

80% of rising first and second grade students will demonstrate learning gains on the spring administration of the 23-24 Star Reading Assessment.

50% of rising third through fifth grade students will demonstrate proficiency by the Spring administration of the 23-24 Fast Reading Assessment.

80% of rising third through fifth grade students will demonstrate learning gains on the Spring administration of the 23-24 FAST Reading Assessment.

Monitoring:

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

Progress monitoring of goals will be measured quarterly according to the following plan:

80% of students will demonstrate learning gains from fall to winter Star Reading assessment.

100% of students will participate in Dibels Benchmark assessment.

80% of students in grades K-2 will demonstrate a progressive increase in mastery of foundational reading skills according to the Dibels assessments.

100% of students will participate in iReady Progress monitoring and benchmark assessments. 75% of students will demonstrate progressive learning gains between each assessment.

80% of students will demonstrate ongoing growth utilizing Magnetic Reading to support whole group instruction, measured by embedded Magnetic Reading Assessments.

80% of students will demonstrate ongoing growth in foundational reading skills as measured by weekly UFLI assessments.

Person responsible for monitoring outcome:

Eleise Medina (eleise.medina@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.)

Administration and coaches will conduct weekly classroom walkthroughs to monitor and measure the effectiveness of instructional delivery.

Teachers will participate in common planning, facilitated by a reading coach. Planning sessions will focus on standards internalization, planning of benchmark aligned tasks and questions, utilizing student performance data to design small group instruction and opportunities for student demonstration of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the 2022 school year, 35% of students in grades K-2 demonstrated proficiency in reading on the 2022-2023 Star Reading assessments. 2nd grade students demonstrated a significantly lower performance with 26% of students demonstrating proficiency. The scores from the 22-23 school year were a direct result of limited instruction from the previous school year, a large percentage of teachers new to the profession, country, state, and/or content as well as the unfamiliarity with new standards and curriculum.

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.

All teachers will participate in professional development around the science of reading, and the implementation of UFLI, Dibels and Magnetic Reader.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Teachers will participate in quarterly data chats to analyze both school and district based data to determine and develop individual student’s instructional paths.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Teachers will participate in 60 minutes of weekly common planning with a dedicated time to focus on effective implementation of UFLI, lead by coaches and administration

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Weekly

Teachers will utilize various data sources to plan for and implement purposeful small group instruction.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

The Literacy Coach will be funded to support instructions in grades K-5. They data shows a significant gap of learning. To increase ELA, The Literacy Coach will facilitate common planning to provide strategies and tasks that are aligned to the standards.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: August 2nd

#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.

Data collected demonstrates an increase in disruptive behaviors from the 21-22 school year to the 22-23 school year. This was correlated to an observation of ineffective behavior management strategies and has been observed to negatively impact instruction and students' achievement.

Classrooms experienced repetitive change in lead staff through October, as well as master schedule changes, impacting the establishment of classroom routines and procedures at the beginning of the school year.

Measurable Outcome:

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

Disruptive behaviors will decrease by 30% as compared to the 22-23 school year.

Monitoring:

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

Monthly review of behavior data for shifts in the number of referrals as well as the reason for the referrals.

Monthly behavior data review will identify students demonstrating tier 3 behaviors, teachers demonstrating inefficiency with behavior management skills, and process/procedures requiring adjustments to improve behaviors.

Students and teachers will be identified by tiers according to collected behavior data.

Ippolito will implement a school wide behavior management plan, focusing on individual and group demonstration of appropriate behaviors.

Identified teachers will participate in monthly professional development to increase skill and competency in use of effective behavior and classroom management strategies.

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.)

Implementation of a Tier 1 building wide behavior management plan.

Weekly review of behavior data by student, teacher, time of day, current interventions and identification of necessary interventions/plans.

All students will receive instruction in Second Step - Child Protection Units from the School Social Worker.

Disciplinary strategies will incorporate Restorative Practices to develop conflict resolution skills as well as rebuilding school community and school relationships. (Staff to student and student to student.)

All Grade level teams will develop and implement a team behavior management plan for communicating with parents, managing behaviors in the classrooms, transitions, etc.

Behavior resource teacher will provide support to classroom staff to increase classroom management structures and practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data collected demonstrates an increase in disruptive behaviors from the 21-22 school year to the 22-23 school year. This was correlated to an observation of ineffective behavior management strategies and has been observed to negatively impact instruction and students' achievement.

Classrooms experienced repetitive change in lead staff through October, as well as master schedule changes, impacting the establishment of classroom routines and procedures at the beginning of the school year.

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.

Implementation of a Tier 1 building wide behavior management plan.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing

Behavior resource teacher will provide support to classroom staff to increase classroom management structures and practices.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

All Grade level teams will develop and implement a team behavior management plan for communicating with parents, managing behaviors in the classrooms, transitions, etc.

Person Responsible: [no one identified]

By When: August 9th, 2023

All students will receive instruction in Second Step Child Protection Units from the School Social Worker.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Weekly review of behavior data by student, teacher, time of day, current interventions and identification of necessary interventions/plans.

Person Responsible: Eleise Medina (eleise.medina@hcps.net)

By When: Ongoing

Disciplinary strategies will incorporate Restorative Practices to develop conflict resolution skills as well as rebuilding school community and school relationships. (Staff to student and student to student.)

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing

#4. 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.

During the 22-23 school year, 186 students were truant 10%, or more, of the school year.

During the 21-22 school year, ____ students were truant 10% or more, of the school year.

Measurable Outcome:

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

By the end of the 23-24 school year, attendance data will reflect that 90% of students have been in attendance at least 90% of the school year.

Monitoring:

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

Student Services team will review student attendance biweekly to monitor student attendance and provide intervention to increase attendance.

Person responsible for monitoring outcome:

Alicia Fojaco (alicia.fojaco@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.)

School based incentives will reward students who meet the attendance requirements.

Student Services team will review student attendance regularly and plan accordingly to intervene on truant students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student attendance is observed to have a negative impact on student access to the curriculum.

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.

Biweekly review of student attendance data

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing, biweekly

Individual students will be assigned to specific staff for ongoing monitoring and intervention.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing, biweekly

Students with satisfactory attendance will be recognized monthly at the school level.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Monthly

Biweekly review of student attendance data

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing, biweekly

Individual students will be assigned to specific staff for ongoing monitoring and intervention.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Ongoing, biweekly

Students with satisfactory attendance will be recognized monthly at the school level.

Person Responsible: Alicia Fojaco (alicia.fojaco@hcps.net)

By When: Monthly

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).

Math and ELA coach units have been allocated through the Unisig budget in response to data collected in ELA and Math over the 21-22 and 22-23 school years, indicating that the majority of students are performing well below grade level.

And RTI Specialist unit has been allocated through the Title1 budget to support development and implementation of MTSS and RTI structures and procedures for the 23-24 school year.

Behavior data indicated that lack of strong classroom/behavior management systems, have resulted in removal from the classroom setting, and limited access to core instruction. A behavior specialist unit was allocated through the Title1 funds to build staff capacity in effective behavior management procedures and practices.

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

Administration and coaches will conduct weekly classroom walkthroughs to monitor and measure the effectiveness of instructional delivery.

Teachers will participate in common planning, facilitated by a reading coach. Planning sessions will focus on standards internalization, planning of benchmark aligned tasks and questions, utilizing student performance data to design small group instruction and opportunities for student demonstration of learning.

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

Administration and coaches will conduct weekly classroom walkthroughs to monitor and measure the effectiveness of instructional delivery.

Teachers will participate in common planning, facilitated by a reading coach. Planning sessions will focus on standards internalization, planning of benchmark aligned tasks and questions, utilizing student performance data to design small group instruction and opportunities for student demonstration of learning.

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 rising first and second grade students will demonstrate proficiency by the Spring administration of the 23-24 Star Reading Assessment.

80% of rising first and second grade students will demonstrate learning gains on the Spring administration of the 23-24 Star Reading Assessment.

Grades 3-5 Measurable Outcomes

50% of rising third through fifth grade students will demonstrate proficiency by the Spring administration of the 23-24 Fast Reading Assessment.

80% of rising third through fifth grade students will demonstrate learning gains on the Spring administration of the 23-24 FAST Reading 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.

80% of students will demonstrate learning gains from fall to winter Star Reading assessment.

100% of students will participate in Dibels Benchmark assessment.

80% of students in grades K-2 will demonstrate a progressive increase in mastery of foundational reading skills according to the Dibels assessments.

100% of students will participate in iReady Progress monitoring and benchmark assessments. 75% of students will demonstrate progressive learning gains between each assessment.

80% of students will demonstrate ongoing growth utilizing Magnetic Reading to support whole group instruction, measured by embedded Magnetic Reading Assessments.

80% of students will demonstrate ongoing growth in foundational reading skills as measured by weekly UFLI assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Medina, Eleise, eleise.medina@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?

Research Based Programs to support BEST ELA Standards:

Ufl

iReady

Magnetic Readers

Wonders

Strategies to support and monitor:

Reading Coach facilitated planning sessions held weekly.

Monitored by leadership team conducting weekly walkthroughs with a focus on the implementation of programs and plans.

Providing specific and immediate feedback to staff.

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?

Programs selected are district approved and adopted and aligned with the BEST Standards.

Student achievement data indicates that the need for support towards foundational skills in grades 1st-5th, and the programs selected will support development of those skills.

Approximately half of the staff is made up of non-certified, substitute teachers. Coach support and specific programs will support all staff in developing high quality plans and implementing high quality instruction.

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
All teachers will participate in professional development around the science of reading, and the implementation of UFLI, Dibels and Magnetic Reader.	Medina, Eleise, eleise.medina@hcps.net
Teachers will participate in quarterly data chats to analyze both school and district based data to determine and develop individual student's instructional paths.	Medina, Eleise, eleise.medina@hcps.net
Teachers will participate in 60 minutes of weekly common planning with a dedicated time to focus on effective implementation of UFLI, lead by coaches and administration	Medina, Eleise, eleise.medina@hcps.net
Teachers will utilize various data sources to plan for and implement purposeful small group instruction.	Medina, Eleise, eleise.medina@hcps.net
Teachers will utilize supplemental materials to conduct small group instruction to target deficit skills among students who are struggling.	Medina, Eleise, eleise.medina@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

SIP will be shared with staff on internal website as well as access to a hard copy in the office. Will also be posted on website for stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will host various family events throughout the year, working with PTA to recruit parent involvement, regular newsletters shared to parents to keep informed on school activities and events.

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)

Master schedule allows all classrooms personnel time for planning within the day, Providing strategic content based professional development on to strengthen staff efficacy at least 1x per month.

Coach Facilitated planning sessions and standards internalization on a weekly

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))

Federal and state funding used to employ units to assist in implementing these action steps and have a positive impact on teacher efficacy and student achievement.

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: Instructional Coaching/Professional Learning				\$86,102.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1951 - Ippolito Elementary School	UniSIG	1.0	\$55,836.00
			<i>Notes: The math resource teacher will facilitate common planning sessions with teachers. During the sessions, the coach will focus on strategies and tasks that are aligned with the standards. The math resource teacher will facilitate PLCs with teams to analyze data and develop plans for reteaching, small group instruction, or higher-level tasks for students who are on level or above.</i>			
	5100	210	1951 - Ippolito Elementary School	UniSIG		\$7,576.95
			<i>Notes: Retirement</i>			
	5100	220	1951 - Ippolito Elementary School	UniSIG		\$3,461.83
			<i>Notes: FICA</i>			

	5100	220	1951 - Ippolito Elementary School	UniSIG		\$809.62
<i>Notes: Medicare</i>						
	5100	230	1951 - Ippolito Elementary School	UniSIG		\$10,798.68
<i>Notes: Health Insurance</i>						
	5100	230	1951 - Ippolito Elementary School	UniSIG		\$33.50
<i>Notes: Life Insurance</i>						
	5100	240	1951 - Ippolito Elementary School	UniSIG		\$217.76
<i>Notes: Workers Compensation</i>						
	6300	120	1951 - Ippolito Elementary School	UniSIG		\$6,058.75
<i>Notes: Planning will be provided after school for 12 teachers along with coaches with an emphasis on standards and task alignment. During the sessions, the teachers will receive coaching. The sessions will be for 12 teachers at a rate of \$38 per hour for 4 weeks at 4 hours per week.</i>						
	6300	210	1951 - Ippolito Elementary School	UniSIG		\$822.17
<i>Notes: Retirement</i>						
	6300	220	1951 - Ippolito Elementary School	UniSIG		\$375.64
<i>Notes: FICA</i>						
	6300	220	1951 - Ippolito Elementary School	UniSIG		\$87.85
<i>Notes: Medicare</i>						
	6300	240	1951 - Ippolito Elementary School	UniSIG		\$23.64
<i>Notes: Workers Compensation</i>						
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$140,375.74
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1951 - Ippolito Elementary School	UniSIG	1.0	\$74,418.40
<i>Notes: The Literacy Coach will support instructions in grades K-5. They data shows a significant gap of learning. To increase ELA, The Literacy Coach will facilitate common planning to provide strategies and tasks that are aligned to the standards.</i>						
	6400	210	1951 - Ippolito Elementary School	UniSIG		\$10,098.58
<i>Notes: Retirement</i>						
	6400	220	1951 - Ippolito Elementary School	UniSIG		\$4,613.94
<i>Notes: FICA</i>						

	6400	220	1951 - Ippolito Elementary School	UniSIG		\$1,079.07
			<i>Notes: Medicare</i>			
	6400	230	1951 - Ippolito Elementary School	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	6400	230	1951 - Ippolito Elementary School	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	6400	240	1951 - Ippolito Elementary School	UniSIG		\$290.23
			<i>Notes: Workers Compensation</i>			
	5100	510	1951 - Ippolito Elementary School	UniSIG		\$9,709.04
			<i>Notes: Purchase supplies to support teachers and students. The school will purchase notebook paper, notebooks, pens, crayons, pencils, markers, file folders, two pocket folders, chart paper, composition notebooks and staples.</i>			
	5100	519	1951 - Ippolito Elementary School	UniSIG		\$2,000.00
			<i>Notes: The school will purchase headphones, toner, thumb drives, and adapters to support students with laptops while in small groups.</i>			
	5100	644	1951 - Ippolito Elementary School	UniSIG		\$10,397.00
			<i>Notes: Purchase 25 student laptops at \$415.88 per laptop. The laptops will be used to support small group instruction during the school day as well as after school tutoring.</i>			
	5100	644	1951 - Ippolito Elementary School	UniSIG		\$12,370.80
			<i>Notes: Purchase 15 teacher laptops (\$824.72) to support students during their small group instruction as well as support new technology.</i>			
	5100	520	1951 - Ippolito Elementary School	UniSIG		\$1,155.51
			<i>Notes: Purchase supplemental literacy materials to increase student achievement in all academic areas. Purchase 1 Focused Reading Intervention for 3rd grade that will focus on reteaching 30 key literacy skills and comprehension strategies. The school will also purchase 180 days of Reading for K-2 and 4th and 5th. The 180 days of Reading will be used for differentiation and to address learning gaps.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
					Total:	\$226,478.13

Budget Approval

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

No