

Hillsborough County Public Schools

Lamb Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lamb Elementary

6274 S 78TH ST, Tampa, FL 33619

<http://lamb.mysdhc.org/>

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.

Lamb Elementary School will provide the highest quality educational experience where students will build relationships in a positive culture, while engaging in standards-based instruction to achieve academic excellence.

Provide the school's vision statement.

Our students will become leaders in their classrooms to enhance the school and the community at large.

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
Singleton, Shawnette	Principal	
Ferguson, Michelle	Assistant Principal	
Porter, Megan	Math Coach	

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 is to consistently value the input of all members of the Lamb family. We are consistently growing our student advisory council. This year we used input of teachers through routine steering meetings. PTA heavily involved businesses and parents to help drive our improvement plan.

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 regularly monitored with the help of our state external operators, Instructional Empowerment. With them we are consistently collecting data to see if the SIP is moving forward. Leadership also holds daily meetings in order to goal set and keep focused on the SIP. Based on the data we collect, goals are revised and refined to move our school more efficiently.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	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)* 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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	3	0	0	0	0	3	
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	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified retained:

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

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	50	53	26	53	56	22		
ELA Learning Gains				46			27		
ELA Lowest 25th Percentile				36			38		
Math Achievement*	36	56	59	21	50	50	23		
Math Learning Gains				34			23		
Math Lowest 25th Percentile				38			26		
Science Achievement*	29	50	54	22	59	59	17		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	80	59	59	50			32		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	206
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	34

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	273
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	29	Yes	4	4
ELL	35	Yes	3	
AMI				
ASN				
BLK	29	Yes	4	1
HSP	40	Yes	2	
MUL	36	Yes	1	
PAC				
WHT	50			
FRL	37	Yes	2	

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	21	Yes	3	3
ELL	30	Yes	2	1
AMI				
ASN				
BLK	35	Yes	3	
HSP	29	Yes	1	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%
MUL				
PAC				
WHT	44			
FRL	34	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	31			36			29					80
SWD	26			32							2	
ELL	17			37							4	80
AMI												
ASN												
BLK	30			31			31				4	
HSP	26			42			19				5	78
MUL	27			45							2	
PAC												
WHT	75			25							2	
FRL	27			32			25				5	77

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	26	46	36	21	34	38	22					50
SWD	21	22	17	14	26	18	27					
ELL	29	38	20	16	30		25					50
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	19	51	59	14	32	53	17					
HSP	29	40	13	22	38	17	21					48
MUL												
PAC												
WHT	41			47								
FRL	26	45	38	19	35	39	23					49

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	22	27	38	23	23	26	17					32
SWD	19	21	15	17	21	23	13					23
ELL	22	32		25	20		17					32
AMI												
ASN												
BLK	16	29	38	15	26	27	10					
HSP	25	24		27	21		18					33
MUL	27			27								
PAC												
WHT	39			50								
FRL	20	26	38	21	21	23	14					26

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	43%	53%	-10%	54%	-11%
04	2023 - Spring	28%	54%	-26%	58%	-30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	46%	-18%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	55%	-27%	59%	-31%
04	2023 - Spring	32%	59%	-27%	61%	-29%
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.

Based on the provided information, English Language Arts proficiency showed the lowest performance. Potential factors contributing to low performance in the past year could include lack of resources, inadequate teacher training, outdated curriculum, or insufficient student support.

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

All components showed an increase during the 22-23 school year; however, ELA increased the least. Potential factors contributing to a decline could be changes in teaching methods, reduced funding, shifts in student demographics, or external factors impacting student performance.

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

Compared to the state average, English Language Arts had the greatest gap. However, factors contributing to a significant gap could include disparities in resources, background knowledge, limited access to quality education, or inadequate support systems.

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

Mathematical proficiency showed the most improvement. Some of the actions we took to improve data components, were implementing innovative teaching methods, providing additional support for struggling students, offering professional development for teachers, or revising curriculum to align with standards.

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

Reflecting on the EWS data from Part I, one potential area of concern was a significant achievement gap between different demographic groups. This indicates the need for targeted interventions and support to ensure equitable education for all students. Another potential concern was a high absentee rate, which may require strategies to increase student engagement and address underlying issues leading to absences.

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

1. Enhancing teacher professional development to ensure they have the necessary skills and knowledge to effectively support student learning.
2. Implementing data-driven instruction to identify areas of improvement and tailor instruction to individual student needs.
3. Strengthening family and community engagement to create a supportive and inclusive school environment.
4. Addressing any identified achievement gaps between different demographic groups through targeted interventions and support.
5. Improving school infrastructure and resources to create a conducive learning environment.

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.

There is a lack of systems and structures that allow collaborative planning to occur in a regular and effective manner. Based on walkthrough and student achievement data, it is evident that there is a need for grade level teams and coaches to meet regularly to plan instruction that is aligned to the benchmarks and fosters increased student ownership.

Measurable Outcome:

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

Student Practice: Students meeting at-grade level proficiency will increase to 43% in reading, 44% in math, and 38% in science by May 2024 (currently at 33% in reading, 34% in math, and 28% in science) as measured by the FAST (& SSA) assessment.

Teacher Practice: 80% of the Instructional Observables will be present during classroom walkthroughs by May 2024 as measured by the Rigor Walk Rubric.

Monitoring:

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

Student data will be reviewed weekly at PLCs and analyzed to impact instruction. Common assessments will be given at least monthly to collect achievement data aligned to standards and teachers will meet in data huddles to share item analysis and action plans to address student learning needs. Weekly walkthroughs to collect trend data aligned with our Instructional Priority & Observables will be held using the Rigor Walk rubric. This data will be shared weekly at Leadership Meetings to make adjustments as needed during planning, coaching and support systems.

Person responsible for monitoring outcome:

Shawnette Singleton (shawnette.singleton@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.)

Collaborative planning will occur weekly for all teachers in grades K-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative planning sessions will be facilitated by content expert instructional coaches and will focus on designing instructional targets and tasks that are aligned to the BEST Benchmarks for reading and math. Planning will be focused on ensuring that the rigor and fidelity of the standard is present in the learning targets and tasks developed. Collaborative planning structures will also include time to address the WHAT (Benchmarks), WHY (purpose for learning) and the HOW (designing tasks that allow for academic ownership, collaboration, discussion, and assessment). This weekly planning will build capacity of planning practices as well as improve content knowledge for all teachers. It will also allow us to develop common assessments to monitor student progress towards benchmark mastery.

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.

Create systems, schedules, and agendas for weekly collaborative planning, and communicate these systems to the faculty so that all stakeholders understand the purpose and structure for collaborative planning,

Person Responsible: Michelle Ferguson (michelle.ferguson@hcps.net)

By When: 08/02/2023

Facilitate collaborative ELA planning weekly to create lesson plans that have targets and tasks aligned to the BEST standards. Ensure that learning targets are aligned to the intent and taxonomy level of the standard as written, as well as develop tasks and formative assessments that are completely aligned to the learning targets.

Person Responsible: Veronica Williams (veronica.williams1@hcps.net)

By When: Ongoing

Facilitate collaborative Math planning weekly to create lesson plans that have targets and tasks aligned to the BEST standards. Ensure that learning targets are aligned to the intent and taxonomy level of the standard as written, as well as develop tasks and formative assessments that are completely aligned to the learning targets.

Person Responsible: Megan Porter (megan.porter@hcps.net)

By When: Ongoing

Monitor weekly collaborative planning sessions to ensure the fidelity of the planning is met. Provide coaches with ongoing feedback related to their facilitation of collaborative planning.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

Weekly monitor classroom instruction to ensure that instruction is aligned to the planning outcomes from collaborative planning. Provide teachers with feedback specifically related to target-task alignment and student academic ownership.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

Weekly monitor classroom instruction using the Instructional priority and observables developed with the School Leadership Team. Use the Rigor Walk diagnostic tool to collect this trend data, and share data collected with both the leadership team and faculty weekly.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

Develop Professional Development activities that support teacher development of understanding and strategies related to target-task alignment and academic ownership. A calendar of PD offerings should be published each quarter to provide multiple opportunities for professional development of teachers.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

Monitor progress of 2 ESSA subgroups performing below the Federal Index 41%- ELL Students and Students with Disabilities and report progress of these students weekly at Leadership Team meetings. If students are showing progress towards benchmarks, ensure these students are receiving 30 minutes of daily interventions to address learning gaps. Follow up on progress in weekly PLCs and Leadership Team

meetings and continue to use the Problem-Solving process to make instructional decisions based on data for these 2 subgroups.

Person Responsible: Michelle Ferguson (michelle.ferguson@hcps.net)

By When: Ongoing

Schedule 1 Parent Event each quarter to allow parents to better understand their child's curriculum, goals, and progress towards their goals. Events can include Literacy Night, Conference Night, etc. and will be held at varied times to accommodate family schedules. At each event, teachers should provide parents with information on the current learning goals, curriculum and resources, examples of on-level tasks, and examples of their child's progress. Conference Nights will include student presentation of current learning, progress towards goals, and reflections of their learning.

Person Responsible: Cassandra Derosier (cassandra.derosier@hcps.net)

By When: October 12, 2023 December 22, 2023 March 20, 2024 May 24, 2024

Literacy Coach will focus on coaching, modeling, and lesson planning with teachers. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. The coach will facilitate PLCs with grade levels to analyze district level assessments and develop next steps to ensure the school is on track to meet their outcomes.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

The Academic Interventionist will provide supplemental and intensive interventions, enhancement, and enrichment to identified students to support a multi-tiered system of support framework. The interventionist will provide support to Tier 2 and 3 students. The person will provide professional development to help teachers plan for their Tier 2 and 3 students. The Interventionist will also participate in grade level planning.

Person Responsible: Shawnette Singleton (shawnette.singleton@hcps.net)

By When: Ongoing

#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.

Measurable Outcome:

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

Monitoring:

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

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

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).

1. Needs Assessment: Conducted a comprehensive needs assessment of the school. This assessment involved gathering data on various aspects such as student achievement, school climate, teacher effectiveness, and other factors that impact student learning and well-being.
2. Analyzing Data: After collecting the necessary data, we analyze and interpret it effectively. The analysis helps in understanding the specific areas that require improvement and identifying the most pressing needs of the school community.
3. Goal Setting: Once the needs are identified, the next step is to set clear and measurable goals. These goals are aligned with the identified needs and the overall mission and vision of the school. They are specific,

attainable, relevant, and time bound.

4. Resource Allocation: Based on the identified needs and goals, the next step involves determining the resources required to address those needs. This includes financial resources, staffing, professional development opportunities, technology, and any other necessary supports.

5. Budgeting: With the resource requirements identified, the school administration and other stakeholders worked together to develop a budget that aligns with the goals and needs of the school. This includes allocating funds to various programs, initiatives, interventions, and support services.

6. Implementation: Once the budget is approved, the allocated resources will be put into action. This involves implementing the planned programs, interventions, and support services to address the identified needs effectively. Ongoing monitoring and evaluation to help in ensuring the resources are being utilized appropriately and making any necessary adjustments along the way.

7. Continuous Improvement: Throughout the process, we regularly assess the impact of the allocated resources and interventions on student outcomes. This allows for continuous improvement, making adjustments to resource allocations as needed and ensuring that the school's needs are being met effectively.

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

Grade level PLCs will meet weekly to monitor ELA progress of students, and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. phonemic awareness, fluency, phonics, etc.), and be differentiated based on the needs of the students.

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

Grade level PLCs will meet weekly to monitor ELA progress of students, and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. comprehension, fluency, phonics, etc.), and be differentiated based on the needs of the students.

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

The percent of students in grade K who are reading at grade-level will increase from 71% to 81% by May 2024. The percent of students in grade 1 who are reading at grade-level will increase from 29% to 39% by May 2024. The percent of students in grades 2 who are reading at grade-level will increase from 34% to 44% by May 2024.

Grades 3-5 Measurable Outcomes

The percent of students in grade 3 who are reading at grade-level will increase from 28% to 38% by May 2024. The percent of students in grade 4 who are reading at grade-level will increase from 27% to 37% by May 2024. The percent of students in grades 5 who are reading at grade-level will increase from 44% to 54% by May 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA progress monitoring data will be reviewed weekly at Instructional Leadership Team meetings. If students are not on track to meet their measurable outcomes, the ILT team will use the Problem Solving process to develop strategies and interventions to impact student learning. Coaches and administrators will facilitate weekly PLCs to ensure the fidelity of the MTSS process is successful. Use of both a physical and electronic data wall will allow the ILT team to constantly monitor current data and the Academic Interventionist will track intervention and progress monitoring data as well to ensure that all students are on track for grade level benchmark mastery.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Singleton, Shawnette, shawnette.singleton@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?

Small group instruction utilizing University of Florida Literacy Institute Foundations (UFLI) resources. Students will receive daily interventions in small groups based on their needs. The Multi-Tiered System of Support will be used to monitor K-5 student data and provide necessary interventions to any Tier 2 or Tier 3 student based on the identified learning needs on each individual student.

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?

Providing interventions to address critical learning gaps allow students to to close the achievement gap and

master prerequisite skills necessary to mastery of grade level benchmarks. UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

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
Provide an overview of the MTSS process to staff on or by September 12, 2022. Teachers will use current preliminary data to tier all students in Tier 1,2, or 3 and develop a plan for interventions and supports for each tier.	Jensen, Anastasia , anastasia.jensen@hcps.net
Teachers will provide immediate and regular interventions for each Tier 3 student identified and document student progress through bi-weekly progress monitoring.	Singleton, Shawnette, shawnette.singleton@hcps.net
Provide professional development focused on Leveled Literacy Intervention resources and how to best utilize these resources to provide small group interventions to their students.	Williams, Veronica , veronica.williams1@hcps.net
The Literacy Coach will meet weekly with teachers to plan small group instruction that meets the various needs of the students. Small group instruction should focus on both pre-requisite skills and grade level benchmarks in order to support students progress towards reading at-grade level.	Williams, Veronica , veronica.williams1@hcps.net
Assessments will be given to all Tier 2 and Tier 3 students bi-weekly in order to monitor the progress towards grade level benchmarks. This assessment data will be reviewed bi-weekly at PLCs to determine next steps instructionally for each group of students.	Ferguson, Michelle, michelle.ferguson@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.

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

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))

The school consistently holds family nights in order to maintain positive relationships with families. We have also encouraged teachers to have consistent contact with parents, which is the first step to build those bonds between Lamb and our families. We have reached out to many businesses through the

2022 - 2023 school year and plan to continue to foster those relationships so they can aid in the success of our students. <https://www.hillsboroughschools.org/lamb>

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)

Our school plans to strengthen instruction by utilizing our resource staff to the highest and implementing an "all hands on deck" approach. Content specialists will have two extended planning sessions a week with grade level teachers in order to better plan and prepare for rigorous instruction.

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

N/A

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				\$245,569.59
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0128 - Lamb Elementary	UniSIG	1.0	\$48,929.76
			Notes: Literacy Coach will focus on coaching, modeling, and lesson planning with teachers. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. The coach will facilitate PLCs with grade levels to analyze district level assessments and develop next steps to ensure the school is on track to meet their outcomes.			
	6400	210	0128 - Lamb Elementary	UniSIG		\$6,639.77
			Notes: Retirement			
	6400	220	0128 - Lamb Elementary	UniSIG		\$3,033.65
			Notes: FICA			
	6400	220	0128 - Lamb Elementary	UniSIG		\$709.48
			Notes: Medicare			
	6400	230	0128 - Lamb Elementary	UniSIG		\$9,463.02
			Notes: Health Insurance			
	6400	230	0128 - Lamb Elementary	UniSIG		\$29.36
			Notes: Life Insurance			
	6400	240	0128 - Lamb Elementary	UniSIG		\$190.83
			Notes: Workers Compensation			
	5100	120	0128 - Lamb Elementary	UniSIG	1.0	\$73,418.40

			<i>Notes: The Academic Interventionist will provide supplemental and intensive interventions, enhancement, and enrichment to identified students to support a multi-tiered system of support framework. The interventionist will provide support to Tier 2 and 3 students. The person will provide professional development to help teachers plan for their Tier 2 and 3 students. The Interventionist will also participate in grade level planning.</i>			
	5100	210	0128 - Lamb Elementary	UniSIG		\$9,962.88
			<i>Notes: Retirement</i>			
	5100	220	0128 - Lamb Elementary	UniSIG		\$4,551.94
			<i>Notes: FICA</i>			
	5100	220	0128 - Lamb Elementary	UniSIG		\$1,064.57
			<i>Notes: Medicare</i>			
	5100	230	0128 - Lamb Elementary	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	5100	230	0128 - Lamb Elementary	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	5100	240	0128 - Lamb Elementary	UniSIG		\$286.33
			<i>Notes: Workers Compensation</i>			
	5100	510	0128 - Lamb Elementary	UniSIG		\$10,000.00
			<i>Notes: The school will purchase supplies to support learning for teachers and students. They will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folder, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
	5100	519	0128 - Lamb Elementary	UniSIG		\$2,702.69
			<i>Notes: The school will purchase headphones, toner, thumb drives, and adapters to support students with laptops while in small groups.</i>			
	5100	644	0128 - Lamb Elementary	UniSIG		\$10,397.00
			<i>Notes: The school will purchase a class set (25) at \$415.88 of laptops for students to support learning in small groups.</i>			
	5100	648	0128 - Lamb Elementary	UniSIG		\$7,259.20
			<i>Notes: The school will purchase 5 65" Newline boards to support classroom learning and engage students with the new reading curriculum.</i>			
	5100	649	0128 - Lamb Elementary	UniSIG		\$4,056.85
			<i>Notes: Purchase 5 motorized stand displays</i>			
	5100	359	0128 - Lamb Elementary	UniSIG		\$1,620.55
			<i>Notes: Purchase 5 carts for Newline assembly. This is a part of the Newline (interactive board) panels that are used in the classrooms to support learning.</i>			
	6300	120	0128 - Lamb Elementary	UniSIG		\$29,492.36
			<i>Notes: The school will conduct planning sessions to support their instructional priorities. The planning sessions will ensure that teachers' lessons have tasks are aligned with standards and engage students in the learning process. The planning sessions will take place after school for 25 teachers at a minimum pay rate of \$38 per hour for 9 weeks for a minimum of 4 hours per week.</i>			
	6300	210	0128 - Lamb Elementary	UniSIG		\$4,002.11
			<i>Notes: Retirement</i>			
	6300	220	0128 - Lamb Elementary	UniSIG		\$1,828.53
			<i>Notes: FICA</i>			

	6300	220	0128 - Lamb Elementary	UniSIG		\$427.64
			Notes: Medicare			
	6300	240	0128 - Lamb Elementary	UniSIG		\$115.02
			Notes: Workers Compensation			
	5100	520	0128 - Lamb Elementary	UniSIG		\$1,144.48
			Notes: Purchase supplemental materials to support an increase in all academic areas. The materials will be used during the day for small group instruction as well as after school tutoring program. Purchase two Focused Reading Intervention Kits for 3rd and 4th grade. The kits will focus on reteaching literacy skills and comprehension strategies.			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
Total:						\$245,569.59

Budget Approval

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

Yes