

Hillsborough County Public Schools

Ruskin Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[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.

Ruskin Elementary School Rockets: where positivity and academic excellence are out of this world!

Provide the school's vision statement.

Ruskin Elementary School staff, parents, and community are preparing students for life.

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
Saddler, Jeanine	Principal	Instructional Leader. Oversees all aspects of instruction, assessment, hiring and recruiting, observation and feedback to teachers and all other aspects of school leadership.
Hosea, Micheal	Assistant Principal	Support the vision of the principal and serves as an instructional leader. Job includes but not limited to: organizing instructional schedules, calendars, assessments, planning of instruction and assessments, providing ongoing feedback to teachers and all other duties of school leadership.
Krupa, Kristin	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 SAC meets monthly to discuss, monitor, and adjust the SIP. The SAC is made up of business partners, teachers, parents, and administration.

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))

Progress toward School Improvement Plan goals will be monitored via progress monitoring data utilizing the FAST formative assessment, iReady diagnostic data, summative assessment data, and Hillsborough County School Climate survey data. The School Advisory Council will meet monthly to look at student data and determine if adequate progress towards our goals is being met, or if revisions are necessary.

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	86%
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	112	126	114	106	117	86	0	0	0	661	
One or more suspensions	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		
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		

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	3	43	39	47	31	43	0	0	0	206	
One or more suspensions	0	1	3	3	4	2	0	0	0	13	
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	18	32	50	0	0	0	100	
Level 1 on statewide Math assessment	0	0	0	18	35	50	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	22	23	0	0	0	65	

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	2	10	12	1	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	6	28	18	22	0	0	0	78
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	3	43	39	47	31	43	0	0	0	206	
One or more suspensions	0	1	3	3	4	2	0	0	0	13	
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	18	32	50	0	0	0	100	
Level 1 on statewide Math assessment	0	0	0	18	35	50	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	22	23	0	0	0	65	

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	2	10	12	1	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	6	28	18	22	0	0	0	78
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*	20	50	53	24	53	56	24		
ELA Learning Gains				46			29		
ELA Lowest 25th Percentile				47			31		
Math Achievement*	24	56	59	25	50	50	32		
Math Learning Gains				43			44		
Math Lowest 25th Percentile				45			47		
Science Achievement*	22	50	54	12	59	59	21		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	45	59	59	39			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	122
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

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

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	281
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	21	Yes	4	2
ELL	20	Yes	2	2
AMI				
ASN				
BLK	20	Yes	3	2
HSP	20	Yes	2	1
MUL				
PAC				
WHT	37	Yes	1	
FRL	23	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	29	Yes	3	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	25	Yes	2	1
HSP	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	51			
FRL	36	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	20			24			22					45
SWD	16			12			20				5	50
ELL	13			21			12				5	45
AMI												
ASN												
BLK	23			18			18				4	
HSP	14			22			17				5	44
MUL												
PAC												
WHT	40			36			47				4	
FRL	19			24			20				5	46

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	24	46	47	25	43	45	12					39
SWD	12	39	55	14	36	42	6					28
ELL	20	40	45	21	33	40	8					39
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	13	53		8	39	36	0					
HSP	23	43	46	26	38	43	12					39
MUL												
PAC												
WHT	43	52		40	70							
FRL	25	49	52	27	42	41	12					38

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	24	29	31	32	44	47	21					43
SWD	8	18	19	15	35	33	7					34
ELL	18	33	32	28	48	52	18					43
AMI												
ASN												
BLK	22	20		33	40		20					
HSP	21	33	34	30	42	48	18					43
MUL	20			30								
PAC												
WHT	44	18		44	59		44					
FRL	23	29	31	31	43	47	20					42

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	28%	53%	-25%	54%	-26%
04	2023 - Spring	27%	54%	-27%	58%	-31%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	11%	46%	-35%	50%	-39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	21%	55%	-34%	59%	-38%
04	2023 - Spring	38%	59%	-21%	61%	-23%
05	2023 - Spring	32%	53%	-21%	55%	-23%

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

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Proficiency across all contents and grades is substantially lower than what the gains in ELA and Math typically would be when accounting for gains. Students are performing well below the district and state average in reading (22%), math (27%) and science (20%). While students increased math proficiency by 2% and science proficiency by 8%, they decreased reading proficiency by 2%. Students are still not at grade level proficiency as measured by FAST. 5 ESSA subgroups fell below the Federal Index target-SWD (29%), ELL (31%), Black (25%), HSP (34%), and FRL (36%).

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

ELA proficiency showed the greatest decline from last year falling from 24% to 22% proficiency. There was a lack of consistent and collaborative planning for ELA teachers. The ELA coach took a leave of absence, which resulted in a lack of support for planning and instruction in reading.

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

The largest gap compared to state averages was our 3rd graders. We feel the biggest contributing factor was lack of

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

Math gains increased from 25% to 27% proficiency. In January we increased alignment between the standard, target, task. Increase in spiraled content through daily review and small group instruction.

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

Our major potential area for concern is reading and math for our SWD and Black students. These students are underperforming all students by significant margins.

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

Our highest priority for the upcoming school year is to raise our proficiency level in reading, math, and science to 40% proficient or higher. We will also increase all learning gains to a minimum of 50%. In addition, we are going to focus on creating and implementing structures that allow for common grade level planning, target task alignment, small group instruction, and student ownership through academic teaming. Finally, we will work on creating a positive environment for all.

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.

Scores in each core content area fall below 50% proficiency which shows a need to build foundational skills so student may reach proficiency by closing learning gaps. 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. Teachers must also plan high quality questions to ensure students are doing the thinking that is needed to meet the demands of the standards when working independently.

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 40% in reading, math and science by May 2024 (currently at 22% in reading, 27% in math, and 20% 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 to planning, coaching and support systems.

Person responsible for monitoring outcome:

Jeanine Saddler (jeanine.saddler@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: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: August 2, 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: [no one identified]

By When: Weekly beginning August 16, 2023 Melanie Lamphere-Reading Coach

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: [no one identified]

By When: Weekly beginning August 16, 2023 Rodriquez Perry-Math Coach

Monitor ELA 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: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Weekly beginning August 16, 2023

Monitor Math/Science 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: Micheal Hosea (michael.hosea@hcps.net)

By When: Weekly beginning August 16, 2023

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, student academic ownership, and questioning.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Daily beginning August 21, 2023

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: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Daily beginning August 21, 2023

Develop Professional Development activities that support teacher development of understanding and strategies related to target-task alignment, academic ownership, and questioning. A calendar of PD

offerings should be published each quarter to provide multiple opportunities for professional development of teachers.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Beginning of each quarter.

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, Student-led 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. Student-led Conference Nights will include student presentation of current learning, progress towards goals, and reflections of their learning.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Quarterly

Monitor progress of ESSA subgroups performing below the Federal Index 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.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Weekly

Literacy Coach will be providing teachers with support with understanding standards. The coach will plan with teachers to ensure the benchmarks are aligned with increased student ownership.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Ongoing

Math Resource will provide instructional support for teachers K-5. They will conduct planning sessions as well as small group with students based on data from the first assessment.

Person Responsible: Jeanine Saddler (jeanine.saddler@hcps.net)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Other**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.

We are revising our PBIS schoolwide systems for the 2023-24 school year. We have developed a PBIS committee that includes teachers, student service team members and administration. This team will be presenting the staff with a revised PBIS schoolwide plan to include the following: schoolwide expectations, minor vs. major incidents, discipline processes, behavior coding system, Rocket Bucks, and PBIS point system.

Students will be able to earn Rocket Bucks for following school and classroom expectations and use to purchase items at our school store biweekly. Student will use points earned to attend quarterly PBIS events.

Furthermore, the Student Service Team will also identify Tier 2 and Tier 3 students who need additional small group support. Second Step (CASEL approved) curriculum will be used as an additional resource for direction instruction on social skills. Supplemental programs and initiatives such as Start with Hello, Act Now YMHFA presentations, and antibullying programs will also be used throughout the year to address specific areas of concern based on student and teacher survey data from the 22-23 school year.

Measurable Outcome:

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

We will reduce our student referrals by 80%.

Monitoring:

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

Monthly SEL surveys will be administered to assess school culture, and this data will be shared with the staff. Any areas that are not progressing will be addressed by the Student Services Team. The Student Service Team will also identify Tier 2 and Tier 3 students who need additional small group support.

Person responsible for monitoring outcome:

Jeanine Saddler (jeanine.saddler@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.)

We are revising our PBIS schoolwide systems for the 2023-24 school year. We have developed a PBIS committee that includes teachers, student service team members and administration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We revised our PBIS schoolwide system because we found that not everyone was following or even knew what the old PBIS system was. Students were not consistently acknowledged for following the schoolwide expectations.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will be assessed at the start of the school year to determine baseline data. This data will be used to group students by needs. Foundational skills lessons will be planned within the ELA block to ensure student learning gaps are addressed early. The Reading Coach will be used to support small group

interventions. After school tutoring will be offered to students who are not at proficient to focus on their learning needs. Students will use i-Ready Reading, UFLI, and Imagine Learning to provide additional tailored support. This data will be monitored to track student performance and adjusted based on their performance.

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

Students will be assessed at the start of the school year to determine baseline data. This data will be used to group students by needs. Foundational skills lessons will be planned within the ELA block to ensure student learning gaps are addressed early. The Reading Coach will be used to support small group interventions. ELP will be offered to students who are not at proficient to focus on their learning needs. Students will use i-Ready Reading, UFLI, and Imagine Learning to provide additional tailored support. This data will be monitored to track student performance and adjusted based on their performance.

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

At least 50% of students in grade K, 1 and 2 will be proficient on the progress monitoring assessment.

Grades 3-5 Measurable Outcomes

At least 50% of students in grade 3, 4 and 5 will be proficient on the progress monitoring 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.

Students will take the i-Ready Reading diagnostic three times within the school year to track progress. Primary students will take the wonders screener. UFLI will be utilized in K-4th grade as well. We will also use the assessments within Wonders to assess student performance on the standards-based items. STAR (K-2) and FAST (3-5) will also be utilized to track student performance in grades K-5. This area of focus will also be monitored through planning sessions, and implementation of the plans. Both the principal and assistant principal will monitor implementation in classrooms and provide feedback to teachers.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lamphere, Melanie, melanie.lamphere@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?

Students will use i-Ready Reading in grades K-5, Imagine Learning for our monolinguals in grades K-5 and

Achieve 3000 in grades 3-5 on a daily basis as part of their reading rotation. Students who have phonics deficiencies will receive additional small group instruction with SIPPS and/or Phonics for Reading. This is in

addition to on grade level content presented using the Wonders Curriculum and i-Ready tool box resources.

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?

In reviewing our student data, foundational skills are lacking in many. These practices strategically assess and address their learning needs.

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
Identify students who are not meeting proficiency and develop a schedule for intervention. Assess the students to determine the appropriate instructional intervention. Group the students based on need and determine who will provide the interventions and when. Analyze data every 6 weeks to track student progress.	Lamphere, Melanie, melanie.lamphere@hcps.net
Teachers will be provided professional development in the use of UFLI, Imagine Learning and i-Ready to learn to use the programs effectively to monitor student progress and adjust instruction based on the data.	Lamphere, Melanie, melanie.lamphere@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.	Lamphere, Melanie, melanie.lamphere@hcps.net
The Literacy Coach will meet weekly with teachers to plan shared reading and 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.	Lamphere, Melanie, melanie.lamphere@hcps.net
Conduct focused walk throughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.	Saddler, Jeanine, jeanine.saddler@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The SIP, UniSIG budget and SWP will be reviewed at our monthly SAC meeting. Once reviewed by SAC it will be posted to our school website as well the link being provided at the bottom of our weekly newsletter. A Spanish translation will be available.

The school's webpage is <https://www.hillsboroughschools.org/ruskin>

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's webpage is <https://www.hillsboroughschools.org/ruskin>

Parents will also receive a weekly newsletter via SMORE that can be translated to their preferred language.

We will 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, Student-led Conference Night, etc. and will be held at varied times to accommodate family schedules. At each event, teachers will provide parents with information on the current learning goals, curriculum and resources, examples of on-level tasks, and examples of their child's progress. Student-led Conference Nights will include student presentation of current learning, progress towards goals, and reflections of their learning.

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)

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 to planning, coaching and support systems.

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				\$353,931.45
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	3841 - Ruskin Elementary School	UniSIG	1.0	\$74,418.40
			<i>Notes: Literacy Coach will be providing teachers with support with understanding standards. The coach will plan with teachers to ensure the benchmarks are aligned with increased student ownership.</i>			
	6400	210	3841 - Ruskin Elementary School	UniSIG		\$9,962.88
			<i>Notes: Retirement</i>			
	6400	220	3841 - Ruskin Elementary School	UniSIG		\$4,551.94
			<i>Notes: FICA</i>			

	6400	220	3841 - Ruskin Elementary School	UniSIG		\$1,064.57
			<i>Notes: Medicare</i>			
	6400	230	3841 - Ruskin Elementary School	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	6400	230	3841 - Ruskin Elementary School	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	6400	240	3841 - Ruskin Elementary School	UniSIG		\$286.33
			<i>Notes: Workers Compensation</i>			
	5100	120	3841 - Ruskin Elementary School	UniSIG	1.0	\$73,418.40
			<i>Notes: Math Resource will provide instructional support for teachers K-5. They will conduct planning sessions as well as small group with students based on data from the first assessment.</i>			
	5100	210	3841 - Ruskin Elementary School	UniSIG		\$9,962.88
			<i>Notes: Retirement</i>			
	5100	220	3841 - Ruskin Elementary School	UniSIG		\$4,551.94
			<i>Notes: FICA</i>			
	5100	220	3841 - Ruskin Elementary School	UniSIG		\$1,064.57
			<i>Notes: Medicare</i>			
	5100	230	3841 - Ruskin Elementary School	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	5100	230	3841 - Ruskin Elementary School	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	5100	240	3841 - Ruskin Elementary School	UniSIG		\$286.33
			<i>Notes: Workers Compensation</i>			
	5100	510	3841 - Ruskin Elementary School	UniSIG		\$18,298.19
			<i>Notes: The school will purchase supplies for teachers and students to support with their learning. They will purchase notebooks, notebook paper, pens, pencils, crayons, markers, file folders, and composition notebooks.</i>			
	5100	644	3841 - Ruskin Elementary School	UniSIG		\$16,494.40
			<i>Notes: Purchase 20 teacher laptops (\$824.72) to support new technology as well as new curriculum. The laptops will also be used during planning and small group instruction.</i>			

	5100	644	3841 - Ruskin Elementary School	UniSIG		\$19,962.24
			Notes: Purchase 48 student laptops (2 sets) at the cost of \$415.88 per laptops. The laptops will be used for small group instruction in class, after school tutoring, and Saturday school.			
	5100	520	3841 - Ruskin Elementary School	UniSIG		\$20,999.86
			Notes: The school will purchase 14 (\$1,499.99) supplemental materials in phonics for K-2 students. Focused Phonics is a comprehensive systematic phonics program that helps students master foundational reading skills. This researched-based approach gives teachers the confidence to deliver rich phonics and phonemic awareness instruction. The			
	5100	520	3841 - Ruskin Elementary School	UniSIG		\$14,999.70
			Notes: The school will purchase 30 kits (K-5) at \$499.99 of Let's Talk Math - Engage students as mathematical thinkers. This kit will make math more interesting and applicable to the real world by implementing structured problem-solving routines. Bring math to life for students by helping them understand, discuss, reflect, and write about how they solved complex math problems with their peers.			
	6300	120	3841 - Ruskin Elementary School	UniSIG		\$43,816.09
			Notes: K-5 teachers will participate in planning to increase their knowledge of standards and engage students in learning. The planning will be conducted by the resource teachers and administrators. During the planning, teachers will ensure task are aligned with instruction as well as engaging to students.			
	6300	210	3841 - Ruskin Elementary School	UniSIG		\$5,945.84
			Notes: Retirement			
	6300	220	3841 - Ruskin Elementary School	UniSIG		\$2,716.60
			Notes: FICA			
	6300	220	3841 - Ruskin Elementary School	UniSIG		\$635.33
			Notes: Medicare			
	6300	240	3841 - Ruskin Elementary School	UniSIG		\$170.89
			Notes: Workers Compensation			
	5100	520	3841 - Ruskin Elementary School	UniSIG		\$1,837.73
			Notes: Purchase supplemental literacy materials/classroom libraries. Purchase Focused reading Intervention kits to support students in afterschool tutorial program. The Intervention kits build fluency, academic vocabulary, and writing skills.			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
Total:						\$353,931.45

Budget Approval

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

No