

Hillsborough County Public Schools

Shaw Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[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.

Shaw Elementary will provide quality instruction that empowers students to be successful and responsible for their learning both in and out of school.

Provide the school's vision statement.

Shaw Elementary will be a learning community dedicated to the success of every student.

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
Garcia, Sarah	Principal	The principal is the Instructional Leader. Oversees all aspects of instruction, assessment, hiring and recruiting, observation and feedback to teachers and all other aspects of school leadership
Cross, Teresa	Reading Coach	The reading coach supports collaborative planning weekly and support all teacher with literacy instruction and assessment through coaching cycles, in-classroom support, small group instruction, planning, and data analysis.
Lyons , Pam	Reading Coach	The reading coach supports collaborative planning weekly and support all teacher with literacy instruction and assessment through coaching cycles, in-classroom support, small group instruction, planning, and data analysis.
Williams, Lori	Math Coach	The math coach supports collaborative planning weekly and support all teacher with literacy instruction and assessment through coaching cycles, in-classroom support, small group instruction, planning, and data analysis.
Woods, Ervide	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.

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.

Based on data collected in the Spring of 2023, the SIP was developed by the School Leadership Team. Data collected and used for initial draft of the SIP included attendance data, behavior data, and academic data (WIDA, FAST, STAR, i-Ready and district summative assessments). Once the SIP was drafted, it was reviewed with the School Advisory Council to receive feedback from teachers, parents, families, and community partners. The feedback was collected and used to revise and finalize the plan. The final version will be presented to the entire school staff and SAC once more for review, feedback and revisions prior to voting to approve and submitting the 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))

We will monitor the plan regularly by collecting data to determine the effectiveness of the School Improvement Plan. The SIP is a document that is reviewed, modified, and adjusted throughout the school year. When schools follow this practice, the SIP becomes a fluid document, not a static document, adjusted to meet the identified needs. Beginning-of-the-year collection of data provides the school with baseline data points. We will use the recommended practice, to conduct quarterly progress monitoring to determine growth toward the measurable outcome(s). Adjustments to the Action Steps can then be made, as necessary. A Mid-Year Reflection serves as an opportunity to review and monitor the progress of the first half of the school year to determine what changes/additions are needed in the second half of the school year to ensure student success. An end-of-year data review provides a valuable reflection in planning for the next year's SIP. Our timeline is as follows:

Beginning of the School Year

1. Establish a system for the schoolwide collection and management of student data.
2. Review prior years' data and compare it to the current year's baseline data.
3. Identify the school's ESSA subgroups and determine strategies to improve performance with each subgroup.
4. Determine teachers' instructional practice strengths and areas needing development.
5. Create procedures (what will be monitored, how will it be monitored, who will do the monitoring, when will it be monitored), with the school's leadership team, for quarterly progress monitoring aligned to the: SIP's Area(s) of Focus and Action Steps

Early Warning Systems data

ESSA subgroups

PM PIC 2-1.png

Quarterly at the End of each Grading Period

1. Using data, monitor the SIP for effectiveness and progress toward the measurable outcome(s).
2. Determine the progress of the ESSA subgroups.
3. Examine growth in teacher practice and determine professional development next steps.
4. Make adjustments to the Action Steps in the SIP based on data.

Mid-Year Reflection

As required by the state, we will complete the SIP Mid-Year Reflection as part of the progress monitoring process.

Reflecting on each Area of Focus, consider the following questions that may be part of the reflection in CIMS.

End of the School Year

1. Review end-of-year data.

2. Engage in a discussion with the leadership team, staff, and SAC using the following reflective questions:

Were the Areas of Focus selected those that could have the most significant impact?

Were the Measurable Outcomes achieved? If so, why? If not, why not?

What needed adjustments to the SIP were made during the school year?

What Action Steps made the most difference?

Based on the data available to date, will these Areas of Focus be needed and continue for the 2024-2025 school year? If so, what might be the Measurable Outcomes and Action Steps? If not, what Areas of Focus might be used instead?

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: F
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	2	46	32	34	24	21	0	0	0	159	
One or more suspensions	0	2	2	4	7	3	0	0	0	18	
Course failure in English Language Arts (ELA)	0	0	0	62	35	0	0	0	0	97	
Course failure in Math	0	0	0	57	29	0	0	0	0	86	
Level 1 on statewide ELA assessment	0	0	0	70	46	50	0	0	0	166	
Level 1 on statewide Math assessment	0	0	0	67	37	50	0	0	0	154	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	12	22	10	5	0	0	0	55	

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	1	2	9	21	14	0	0	0	47

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	4	9	4	26	1	0	0	0	0	44
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	53	41	66	27	40	0	0	0	227	
One or more suspensions	0	1	1	4	6	10	0	0	0	22	
Course failure in ELA	0	0	0	65	0	0	0	0	0	65	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	70	58	58	58	0	0	244	
Level 1 on statewide Math assessment	0	0	0	58	61	54	0	0	0	173	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	87	77	85	0	0	0	249	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	18	17	9	0	0	0	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	30	1	0	0	0	0	33
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	53	41	66	27	40	0	0	0	227	
One or more suspensions	0	1	1	4	6	10	0	0	0	22	
Course failure in ELA	0	0	0	65	0	0	0	0	0	65	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	70	58	58	58	0	0	244	
Level 1 on statewide Math assessment	0	0	0	58	61	54	0	0	0	173	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	87	77	85	0	0	0	249	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	18	17	9	0	0	0	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	30	1	0	0	0	0	33
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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*	22	50	53	21	53	56	18		
ELA Learning Gains				47			36		
ELA Lowest 25th Percentile				48			40		
Math Achievement*	30	56	59	29	50	50	23		
Math Learning Gains				60			45		
Math Lowest 25th Percentile				57			37		
Science Achievement*	7	50	54	16	59	59	39		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	49			36		

** 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	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	135
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

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	2
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	8
Percent Tested	100
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	28	Yes	4	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	25	Yes	2	1
HSP	28	Yes	1	1
MUL				
PAC				
WHT				
FRL	27	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%
SWD	39	Yes	3	
ELL	41			
AMI				
ASN				
BLK	32	Yes	1	
HSP	45			
MUL				
PAC				
WHT				
FRL	41			

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	22			30			7					57
SWD	29			26			19				5	43
ELL	17			27			5				5	57
AMI												
ASN												
BLK	20			21			4				5	58
HSP	23			33			9				5	57
MUL												
PAC												
WHT												
FRL	23			29			7				5	56

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	21	47	48	29	60	57	16					49
SWD	20	43	48	24	49	71	19					36
ELL	22	51	40	28	66	59	9					49
AMI												
ASN												
BLK	14	41	45	22	52	35	15					
HSP	26	52	52	33	66	68	16					48
MUL												
PAC												
WHT												
FRL	21	47	49	29	59	59	16					50

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	18	36	40	23	45	37	39					36
SWD	16	29	25	16	29	25	19					
ELL	16	47		23	44		39					36
AMI												
ASN												
BLK	19	27		22	47		26					
HSP	17	44		22	38		46					35
MUL												
PAC												
WHT												
FRL	18	38	40	22	45	39	41					37

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	16%	53%	-37%	54%	-38%
04	2023 - Spring	32%	54%	-22%	58%	-26%
03	2023 - Spring	15%	46%	-31%	50%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	55%	-31%	59%	-35%
04	2023 - Spring	48%	59%	-11%	61%	-13%
05	2023 - Spring	15%	53%	-38%	55%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	2%	47%	-45%	51%	-49%

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 gains in ELA and Math. Students are performing well below the district and state average in reading (22%), math (28%) and science (2%). While students made gains in reading (55%) and math (54%), students are still meet at grade level proficiency as measured by the state FAST assessment. Proficiency stayed about the same (+/- 1%) in both reading and math from the previous year despite the change in assessment. The largest contributor to these performance scores are due to the lack of consistency of attendance as well as lack of consistency and quality of substantial interventions to address the extreme learning gaps that exist for many of our students.

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

The drop in science proficiency from 16% in 2022 to 2% in 2023 is a concern. The largest contributing factor that impacted this performance was the lack of ability to hire and retain 5th grade teachers. 2 of the 3 science teachers took a FMLA leave of absence during the 2022-23 school year and instruction was provided by substitute teachers. We also were unable to recruit and hire a science coach, so our teachers and substitutes lacked the support needed to plan and provide high quality instruction in

science.

We also noted that our 5th grade math proficiency dropped 11% from 26% in 2022 to 15% in 2023. We believe that the same factors that contributed to science also affected math since the same teachers were responsible for both math and science.

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

The greatest gap is in our science scores. Our science proficiency was 2%, which is 45% lower than the state average. The largest contributing factor that impacted this performance was the lack of ability to hire and retain 5th grade teachers. 2 of the 3 science teachers took a FMLA leave of absence during the 2022-23 school year and instruction was provided by substitute teachers. We also were unable to recruit and hire a science coach, so our teachers and substitutes lacked the support needed to plan and provide high quality instruction in science.

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

Our 4th grade math proficiency scores showed the most improvement, increasing from 24% of students proficient in 2022 to 48% of students proficient in 2023. Similarly, our 4th grade ELA proficiency increased from 23% in 2022 to 32% in 2023. The teachers in 4th grade are all highly-qualified veteran teachers who served as demonstration classrooms. They implemented new instructional strategies called Academic Teaming to increase rigor and student ownership in the classrooms and received ongoing support from our reading and math coaches.

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

One area of concern is attendance. By the end of the 2022-2023 school year, 39% of students missed 10% or more days of school. When students are not here, they cannot learn. While attendance actually improved from the previous year, this poses a great concern for academic learning and is an area that needs to improve in order for students to make significant progress.

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

1. Science proficiency
2. 3rd grade ELA proficiency
3. Attendance
4. Math proficiency
5. Behavior

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.

Teachers lack the content knowledge and instructional strategies needed to plan and deliver high quality instruction. 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 high quality 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 grade level proficiency will increase to 35% in reading, math and science by May 2023 (currently at 22% in reading, 28% in math, and 2% in science) as measured by the FAST (& SSA) assessment.

Teacher Practice: 80% of the school's Instructional Priority Observables will be present during classroom walkthroughs by May 2023.

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:

Sarah Garcia (sarah.garcia@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?

Yes

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. Instructional coaches in literacy, math and science will be needed in order to facilitate high quality planning that results in improved teaching and learning .

Person Responsible: Erwide Woods (ermide.woods@hcps.net)

By When: August 14, 2023

Purchase human capital (reading coach) to 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. Lead additional planning sessions as needed to ensure that all instruction is aligned to the standards and adjustments are made as needed based on current student data.

Person Responsible: Pam Lyons (pamela.lyons@hcps.net)

By When: ongoing weekly

Purchase human capital (reading coach) to 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. Lead additional planning sessions as needed to ensure that all instruction is aligned to the standards and adjustments are made as needed based on current student data.

Person Responsible: Lori Williams (lori/williams@hcps.net)

By When: ongoing weekly

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: Sarah Garcia (sarah.garcia@hcps.net)

By When: ongoing bi-weekly

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. Provide teachers with technology and resources needed to carry out high quality instruction as planned (including Newline interactive boards, laptop computers, and classroom supplies.

Person Responsible: Sarah Garcia (sarah.garcia@hcps.net)

By When: ongoing weekly

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: Sarah Garcia (sarah.garcia@hcps.net)

By When: ongoing weekly

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: Sarah Garcia (sarah.garcia@hcps.net)

By When: at the beginning of each quarter

Monitor progress of 2 ESSA subgroups performing below the Federal Index 41%- Black 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. Teachers may be asked to participate in additional planning sessions to analyze data and plan for targeted and differentiated instruction, and will be compensated for this additional planning as needed.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: ongoing weekly

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: Ermide Woods (ermide.woods@hcps.net)

By When: Quarterly

#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.

Research shows that focusing on 3 Key Performance Indicators (attendance, behavior, and course performance) helps to ensure student success. Since COVID in 2020, attendance has been substantially low, with only 69% of the students coming to school regularly (90% or more) and behaviors have increased as well, with a significant number of discipline referrals submitted last year and the previous year. This area of focus will allow us to develop strategies to improve behavior and attendance, which will support course performance for students.

Measurable Outcome:

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

The number of Discipline Referrals will decrease by 10% from 2023 to 2024 as measured by incidents reported in our Student Information System.

Attendance will increase by 10% also, improving from 69% of students attending regularly to 79% as measured by daily attendance.

Monitoring:

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

The PSLT team will meet weekly to review discipline and attendance data, and use the Problem-Solving process to identify barriers to success and appropriate interventions that could be implemented to help reach our goals.

Person responsible for monitoring outcome:

Ermide Woods (ermide.woods@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.)

Positive-Based Intervention Systems will be created and used to foster a positive school culture and environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In an article published by the US DOE, it states that "Positive behavior interventions and supports (PBIS) is a prevention framework for establishing positive school climate and student behaviors (Bradshaw, Koth, Bevens, Jalongo, & Leaf, 2008; Simonsen et al., 2012). The framework provides a proactive system for promoting students' success in schools by employing a multitiered continuum of support with evidence-based behavior interventions for all students (Fallon, O'Keeffe, Gage, & Sugai, 2015)." and "Positive behavior interventions and supports (PBIS) is an evidence-based framework for preventing and treating challenging behavior in schools and improving overall school climate. The efficacy of this positive, proactive framework has been well established across varying school settings."

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?

Yes

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.

The PSLT team will meet to revise and update the current PBIS schoolwide plan. Attendance and behavior data will be used to make any changes to the PBIS plan in order to best support the current needs of our students.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: August 14, 2023

The PBIS plan will be communicated to teachers, parents and students to ensure that all stakeholders understand the schoolwide expectations, systems, incentives and goals.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: August 31, 2023

Attendance systems of supports will be implemented weekly and the PSLT team will support the implementation of the attendance portion of the PBIS plan. Supports will include regular incentives and events to celebrate student success.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: weekly ongoing

Behavior systems of support will be implemented weekly and the PSLT team will support the implementation of the PBIS plan. Supports will include access to an electronic PBIS system to track daily behavior (Power Schools Kickboard Behavior) regular incentives and events to celebrate student success.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: ongoing weekly

Weekly data will be collected and shared with the PSLT team to determine progress towards goals and brainstorm any additional interventions that may be required. Data will also be shared monthly with staff, students, families and SAC team.

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: weekly ongoing

An action Team of teachers will be created to regularly meet and provide feedback to the PSLT team related to the success of the PBIS plan. The action team will also plan and implement Professional Development for the staff related to strategies for managing classroom behavior and building strong and positive classroom environments (i.e. Workshops and coaching from behavioral experts).

Person Responsible: Ermide Woods (ermide.woods@hcps.net)

By When: monthly

CSI, TSI and ATSI Resource Review

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

Our budget is reviewed by the SAC team as well as our district Title 1 office to ensure proper alignment between the School Improvement Plan and the budget. We meet quarterly to review the budget, any current relative data, and make any necessary adjustments to the budget as needed. As funding is requested to be spent, there is currently a request process that allows the school to identify what resources are needed and

how they align to the School Improvement area focus and action steps. This helps ensure that there is a strong alignment between the budget and plan.

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

Based on student achievement data measured by STAR Reading and Early Literacy, it is clear that there is a need for explicit and systematic phonics instruction based in the science of reading. Teacher lack content knowledge related to teaching foundational skills based in the science of reading, causing a large amount of students to perform below grade level in K-2 classrooms. This only sets them further behind as they prepare for 3rd grade rigorous content and grade level text.

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

Based on student achievement data measured by FAST reading assessment, it is clear that there is a need for intensive interventions focused on explicit and systematic phonics instruction based in the science of reading. Teacher lack content knowledge related to teaching foundational skills to students who are performing below level, and lack strategies and resources for intensive interventions and progress monitoring as they relate to MTSS in grades 3-5. This causes the achievement gaps to widen and MTSS systems to become ineffective.

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 % of students scoring below the 40th percentile in reading will decrease at the following rates:
 from 41% to 31% in Kindergarten
 from 74% to 64% in grade 1
 from 72% to 62% in grade 2

Grades 3-5 Measurable Outcomes

The % of students scoring below a Level 3 in reading will decrease at the following rates:
 from 87% to 67% in grade 3
 from 69% to 49% in grade 4
 from 84% to 64% in grade 5

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.

Progress monitoring will occur weekly for all K-3 students, as well as students in grades 4 & 5 who are in Tier 2 or 3. DIBELS progress monitoring assessment will allow us to assess student literacy rates and monitor progress towards our measurable outcomes. Students will keep data binders with goals each month towards oral reading fluency (letter/sounds fluency in K). Teachers will meet weekly in PLCs to review progress monitoring data and use the Problem Solving process to address any barriers that may be present in student data that is not improving at an accelerated rate.

Furthermore, we will monitor our implementation of a new systematic and explicit phonics instructional curriculum (UFLI) through weekly walkthroughs and feedback as well as attending teacher PLC planning sessions to monitor the quality of teacher planning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Garcia, Sarah, sarah.garcia@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?

We will be implementing systematic and explicit instruction that is based in the science of reading, using the UFLI curriculum based out of the University of Florida. This curriculum is a strong evidence-based program and allows teachers in K-2 to build foundation skills, tied to the Florida B.E.S.T. standards, in a systematic approach that allows for multiple opportunities for instruction, practice and assessment in

foundational skills. This evidence-based program is aligned with our District K12 Reading Plan and will allow teachers to attend professional development and coaching support within our district related to the phonics instruction.

Furthermore, we will utilize the MTSS process to progress monitor students using a common assessment (DIBELS) in grades K-5 to assess progress of both core instruction and interventions. Students who are not showing significant progress on this monitoring tool will move into Tier 2 or Tier 3 and we will use the Problem Solving Process to identify needs and appropriate interventions to better support the needs of the students.

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?

The resources we are using to provide systematic phonics instruction (UFLI) and progress monitoring resources (DIBELS) are both evidence based programs that our district is using district-wide. Both of these resources have a proven record of effectiveness and we feel that they will address the identified needs of our students.

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 Professional Development to all teachers K-5 in new evidence-based resources-UFLI systematic phonics curriculum and DIBELS progress monitoring assessment resources. Professional Learning will include initial professional learning on both resources, ongoing coaching and feedback, mini-PD sessions to address common misconceptions or implementation concerns, and peer learning walks to see demonstration classrooms in action.	Lyons , Pam, pamela.lyons@hcps.net
Collaborative Planning will be held weekly to support teachers in Professional Learning Communities and ensure that lesson plans are tightly aligned to the B.E.S.T. standards. Collaborative planning sessions will be facilitated by our Reading Coach and allow teachers to plan and rehearse lessons, addressing any misconceptions, and plan lesson structures that allow them to plan for differentiated instruction.	Garcia, Sarah, sarah.garcia@hcps.net
Assessments will be given weekly to monitor progress using DIBELS letter/sound fluency, sight word fluency, and oral reading fluency. After FAST/STAR PM1, each student will set a goal for PM2 to increase their score and progress monitoring will be used to collect data towards progress of this goal. Assessment data will be updated on an electronic data wall and teachers will meet weekly in PLCs to review the data and discuss trends in growth or areas that require attention or support. This formative assessment data will be used to group students in intervention groups based on common needs.	Garcia, Sarah, sarah.garcia@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 School Improvement Plan will be shared with all staff during a September Faculty meeting, where we will vote to approve the plan or not. Once, approved by the staff, we will review the SIP with our School Advisory Council, who will also provide feedback, request clarification, and ultimately vote to approve the plan or not. Once approved by both parties, the School Improvement plan will be published on our school's website (shaw.hcps.net) and disseminated to parents, families, and community partners.

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))

Parents will be invited to partner with us this year through several parent involvement opportunities, where we can continue to build relationship rooted in their child's growth and development. Examples of some events we plan to host are: Hispanic Heritage Celebration & PAC Meeting, Parent Picnic/Student showcase, Black History Month Celebration, Parent-Family Conference Night, and Principal Roundtable meetings.

In addition to these events, weekly newsletters and updates will be sent to parents to keep them informed and a monthly VLOG (Video Log) will be shared to highlight some of the great learning happening at Shaw.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school is working with the support of an External Operator through the services of Instructional Empowerment. Their Model of Instruction is meant to close learning gaps through providing high quality rigorous instruction that fosters collaboration and academic ownership. We use their "academic teaming" model to improve the quality of teaching and learning in all subject areas. Other systems in place that are working to strengthen the academic program include: 45-day goals, Action Boarding, Goal-setting, Data walls, and weekly classroom observations and feedback 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))

We house 2 units of Headstart that feed into our K-5 program. We believe a strong Preschool education better prepares them for Kindergarten ready to learn.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school Tier 1 PSLT meets weekly to review school-wide data and engage in problem solving for behavior, attendance and social emotional challenges as exclusionary factors, and why students are not responding to interventions. When analyzing the initial data and also considering student background data, the team creates a data wall to identify the % of students at the Tier 2 and Tier 3 across grade level requiring additional behavior support and what type of support is needed such as individual/group counseling/mental health services, mentoring, check-in/out, behavior plans, PBIP/FBA and other behavior support strategies to improve student success in learning daily on our campus.

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

Through Culture and Climate, our school promotes the Great American Teach-In which focus on developing student's awareness of diverse post-secondary opportunities. Our Pk-5 students are able to engage in interactive activities and discussion with members from our communities from various career and technical programs. Students have access to a variety of career books in the media center, which are promoted during the week of Great American Teach-in. Our 5th grade students have an opportunity

in the school year to develop their awareness and plan for secondary programs through school choice, magnet and IB that will be broadening their access to more rigorous coursework and eventually earn high school credit.

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

The school Tier 1 PSLT meets weekly to review school-wide data and engage in problem solving for behavior, attendance and social emotional challenges as exclusionary factors, and why students are not responding to interventions. When analyzing the initial data, the team creates a data wall to identify the % of students at the Tier 2 and Tier 3 across grade level requiring additional behavior support and what type of support is needed such as counseling/mental health services, mentoring, check-in/out, behavior plans, PBIP/FBA and other behavior support strategies to improve student success daily on our campus. Students rate of progress, response to interventions, intervention exposure, and fidelity of intervention delivery at Tiers 1 and 2 is reviewed by the team, the MTSS protocol and steps are completed with collection of specific documentation for individualized problem solving at the Tier 3 level and parents are invited to participate in the Tier 3 planning for their student. The team establishes RTI checkpoint meetings (every 6 to 8 weeks) to monitor how well the student is responding to interventions and update the protocol. When all fidelity and exposure goals are met, students who are not responding to Tier 3 interventions are referred to the Child Study Team to determine if a multidisciplinary evaluation will be completed and by whom with the appropriate SB forms completed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our school focuses on building teacher and staff capacity by providing monthly professional development opportunities throughout the year during faculty meetings, PLCS, and district training opportunities. The trainings offered during the year focuses on developing teachers' knowledge of pedagogy, strengthening the principles of excellent instruction and best practices in the classroom and using data to drive instruction. Our support staff, paraprofessionals and other school personnel are encouraged to participate. Teachers and staff are provided with professional development on behavior strategies to increase student learning behaviors and promote positive culture and climate in their classroom and school wide. Teachers are provided with additional planning time with their content area and academic coaches during the week to be intentional with planning standard-based rigorous instruction, learning intentions, success criteria for promote student learning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The HeadStart and Early Childhood Learning program in our campus, connects families with a variety transition focus resources to help students transition from early childhood programs to kindergarten. Preschool teachers and Administrators are aware of what before and after school programs serve the children at our school in the local community or on our campus and have compiled information about the variety of before and after school programs in the community. Our preschool families can participate in before or afterschool school childcare programs in the local community and information is shared with these families on how to contact the programs. Our preschool teachers assist families in making informed choices for their children prior to entering kindergarten and there are opportunities throughout the year for teachers to meet and develop relationships with preschool families. Our preschool teachers provide high quality education to our preschoolers who also participate in assessments focusing on literacy, math and social emotional and physical development to help prepare them for kindergarten.

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				\$292,234.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	3951 - Shaw Elementary School	UniSIG	1.0	\$70,044.48
			Notes: The school will purchase a math resource teacher that will support teacher's understanding of math standards. The resource teacher will provide coaching sessions to provide understanding of content knowledge as well as attending planning meetings with each grade level.			
	5100	210	3951 - Shaw Elementary School	UniSIG		\$9,505.04
			Notes: Retirement			
	5100	220	3951 - Shaw Elementary School	UniSIG		\$4,342.76
			Notes: FICA			
	5100	220	3951 - Shaw Elementary School	UniSIG		\$1,015.64
			Notes: Medicare			
	5100	230	3951 - Shaw Elementary School	UniSIG		\$13,546.60
			Notes: Health Insurance			
	5100	230	3951 - Shaw Elementary School	UniSIG		\$42.03
			Notes: Life Insurance			
	5100	240	3951 - Shaw Elementary School	UniSIG		\$273.17
			Notes: Workers Compensation			
	6400	130	3951 - Shaw Elementary School	UniSIG	1.0	\$74,418.40
			Notes: The school will purchase a Literacy Coach that will support teacher's understanding of ELA standards. The coach will provide coaching sessions to provide understanding of content knowledge as well as attending planning meetings with each grade.			
	6400	210	3951 - Shaw Elementary School	UniSIG		\$10,098.58
			Notes: Retirement			
	6400	220	3951 - Shaw Elementary School	UniSIG		\$4,613.94
			Notes: FICA			

	6400	220	3951 - Shaw Elementary School	UniSIG		\$1,079.07
			<i>Notes: Medicare</i>			
	6400	230	3951 - Shaw Elementary School	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	6400	230	3951 - Shaw Elementary School	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	6400	240	3951 - Shaw Elementary School	UniSIG		\$290.23
			<i>Notes: Workers Compensation</i>			
	5100	310	3951 - Shaw Elementary School	UniSIG		\$9,000.00
			<i>Notes: Professional Development for staff with Brian Mendler. He will provide onsite professional development 3 times this year (Fall, Spring, and Summer). The training will focus on how to be successful with even the most difficult students. He provides practical and in-dept ideas for working with unmotivated and disruptive students.</i>			
	5100	520	3951 - Shaw Elementary School	UniSIG		\$7,000.00
			<i>Notes: Purchase subscription Kickboard. In order to get students engaged in lessons and remain in class, the school will purchase Kickboard. The subscription is a way to improve student well-being, school culture, and achieve more equitable outcomes.</i>			
	5100	510	3951 - Shaw Elementary School	UniSIG		\$15,094.31
			<i>Notes: Purchase supplies to support teachers and students. The school will purchase notebook paper, paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart papers, composition notebooks, and markers.</i>			
	5100	648	3951 - Shaw Elementary School	UniSIG		\$7,259.20
			<i>Notes: Purchase 5 65" Newline Interactive Boards for the classrooms. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.</i>			
	5100	649	3951 - Shaw Elementary School	UniSIG		\$4,056.85
			<i>Notes: 5 Motorized stands</i>			
	5100	359	3951 - Shaw Elementary School	UniSIG		\$1,620.55
			<i>Notes: 5 Newline board assemblies.</i>			
	5100	644	3951 - Shaw Elementary School	UniSIG		\$10,397.00
			<i>Notes: Purchase 25 student laptops at the cost of \$415.88 per laptop. The laptops will be used to support small group instruction.</i>			
	5100	644	3951 - Shaw Elementary School	UniSIG		\$6,855.02
			<i>Notes: Purchase 8 teacher laptops at the cost of \$824.72 per laptop. The laptops will be used to support new technology in the classrooms and allow teachers to engage students in their learning.</i>			

	6300	120	3951 - Shaw Elementary School	UniSIG		\$21,090.99
			<i>Notes: The teachers will receive additional planning time throughout the school year. The planning will be provided by the coaches and resources teachers in all academic areas. This will allow teachers to gain knowledge of the standards and tasks alignment. The planning time will consist of 20 teachers, 4 hours per week, at an approximate pay rate of \$38 per hour for 8 weeks.</i>			
	6300	210	3951 - Shaw Elementary School	UniSIG		\$2,862.05
			<i>Notes: Retirement</i>			
	6300	220	3951 - Shaw Elementary School	UniSIG		\$1,307.64
			<i>Notes: FICA</i>			
	6300	220	3951 - Shaw Elementary School	UniSIG		\$305.82
			<i>Notes: Medicare</i>			
	6300	240	3951 - Shaw Elementary School	UniSIG		\$82.22
			<i>Notes: Workers Compensation</i>			
	5100	520	3951 - Shaw Elementary School	UniSIG		\$1,789.64
			<i>Notes: Purchase classroom library resources to support an increase in student achievement.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
Total:						\$292,234.40

Budget Approval

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

Yes