Schmidt Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Schmidt Elementary School

1250 WILLIAMS RD, Brandon, FL 33510

[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.

All children will learn.

Provide the school's vision statement.

To be anchored in Academic Excellence and Integrity.

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
Lippek, MaryAnn	Principal	Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerns educational and behavioral challenges in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and other school records and reports. Takes an active role in walking the school campus to monitor safety and security. Takes the lead in planning, creating, and monitoring the school budget and finances. Plans for and directs building maintenance. Develops and coordinates the development or revision and implementation of the School Improvement Plan. Regularly collaborates with ILT to discuss classroom practices and to provide support for instruction. Acts in accordance with the shared vision and mission of the district and school; care s about the organizations' reputation and is aware of the effect his/her decisions make on the organization. uses data to implement curriculum and instruction al supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships , from concepts, and creates hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. demonstrates readiness to initiate action and takes responsibility for leading and enabling to improve the circumstances being faced or anticipated.
Salzer, Jessica	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influence the school stakeholders by a variety of means, examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes, and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.

Name	Position Title	Job Duties and Responsibilities
		Skillfully facilitates others working together effectively; shows concern for diverse perspectives, a well as empathy for other's feelings; is adaptable. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Hold high and positive expectations for the growth and development of all stakeholders. Entrusts routine and non-routine assignments of others giving them authority and responsibility for accomplishment. Assists with the oversight of and responsibility for the school's instructional program and results. Assists with oversight of and responsibility for the safety and disciple of school's students. Assists with the oversight of and responsibility for the school's human resource selections, management, and development. Assists with with oversight of and responsibility for the school's business and research efforts. Assists with the oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with the oversight and responsibility for the school's administration and operation. Assists with the oversight and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development, revision, and/or implementation of the School Improvement Plan.
Baird, Melissa	Science Coach	Maintains and monitors implementation of Hillsborough County Public School's Science Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Demonstrates a strong working knowledge of the NGSS Science standards and benchmarks for science instruction. Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for science- related strategies and materials to increase achievement. Assists teachers in organizing classrooms and instructional focus for science instruction. Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of science instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow up to support to district and site-based training. Provides coaching to targeted audiences in order to improve science instruction, classroom organization and management, and effective implementation of district-provided resources.

Name	Position Title	Job Duties and Responsibilities
		Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in selection and use of a variety of instructional strategies and assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Provides small group instruction for targeted students. Assists with content competitions such as Science Olympics and STEM Fair. Regularly collaborates with site administrators to discuss classroom practices and to provide support for science instruction. Provides on-going feedback in partnership with the district science supervisor. Assists science and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. Meets regularly with site administrators regarding classroom practices and provides on-going feedback with specific content supervisor.
Hawley, Talia	Reading Coach	Works with principal, assistant principal, and classroom teachers to assist in the improvement of student achievement. Demonstrates a strong working knowledge of best practices in reading content. Develops and conducts professional development for targeted audiences in ELA content areas regarding instructional strategies, best practices, and specific instructional topics. Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources. Conducts data conferences with classroom teachers to interpret data and plan instruction. Models effective teaching techniques when presenting to groups and other professionals. Assists teachers in developing lesson plans and assessment criteria. Meets regularly with building administrators regarding classroom practices and provides on-going feedback with Reading content supervisor. Continues to develop professional expertise through professional readings, training, and conferences. Serves as a resource to the school for ELA-related strategies and materials to increase student achievement. Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in the selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Regularly collaborates with building administrators to discuss classroom practices and to provide support for ELA instruction. Provides on-going feedback in partnership with the district Reading supervisor.

Name	Position Title	Job Duties and Responsibilities
Green-Lewis, Angelette	Other	Provides support and/or direct instruction to students with disabilities based upon site needs. Assists with the organization, management, and coordination of supports and services provided to students with disabilities. Demonstrates advanced knowledge and practices of instructional and behavioral strategies. Collaborates with school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education ad ESE settings. Designs and delivers job-embedded professional development (curriculum, behavior, compliance, etc.) in coordination with General Director of ESE, Regional Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices. Assists administrators in ensuring implementation of ESE supports and services that align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and Full-Time Equivalency (FTE) accounting and reporting. Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities. Serves as a liaison between the school and parents, district staff, and community groups or agencies. Collaborates with the principal and regional ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation). Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification. Completes and submits requested tasks, reports, and projections accurately and on time. Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specific content supervisor.
Lugo, Erin	SAC Member	SAC Chairperson: * Facilitates the school improvement process.
	Math Coach	Maintains and monitors implementation of Hillsborough County Public School's Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Demonstrates a strong working knowledge of the B.E.S.T. standards and benchmarks for math instruction. Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for mathematics- related strategies and

Name	Position Title	Job Duties and Responsibilities
		materials to increase achievement. Assists teachers in organizing classrooms and instructional focus for mathematics instruction. Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematic instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow up to support to district and site-based training. Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources. Conducts classroom walk-throughs and provides feedback to teachers. Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assist teachers in using assessment data to plan appropriate instruction. Provides small group instruction for targeted students. Assists with content competitions. Regularly collaborates with site administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor. Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. Meets regularly with site administrators regarding classroom practices and provides on-going feedback with specific content supervisor.
Carrillo, Martha	ELL Compliance Specialist	Provides coaching to classroom teachers in order to improve their craft when instructing English Language Learners. Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources. Serves as a support to the District Advisory Council. Maintains and monitors implementation of ELL Program Guidelines and Procedures, inclusive of Full Time Equivalent (FTE) auditing compliance. Meets regularly with building administrators regarding classroom practices and provides on-going feedback with specific content supervisor. Performs any other duties as assigned.

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.

Prior to summer of 2023 stakeholder groups such as parents, school staff, and the leadership team were invited to meet during summer months to begin the school improvement process. Stakeholder groups met in May and July to conduct an initial comprehensive data review. Strengths and areas of growth were identified. Once priorities were identified, the group established which students were not meeting proficiency criteria. As a team we created measurable outcomes and developed our action steps in order to meet academic proficiency.

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))

Classroom walkthrough data and progress monitoring data will be used to monitor the SIP. During monthly SAC meetings the SIP will be monitored through the SAC team. Focus on student data points and progress on action steps in order to increase student academic proficiency. Any steps that need to be adjusted will be discussed and reviewed then revised in the SIP.

Demographic Data	
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
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 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	36	38	32	26	27	23	0	0	0	182
One or more suspensions	0	0	0	2	2	5	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	39	18	26	0	0	0	83
Course failure in Math	0	0	0	28	14	35	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	43	18	31	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	31	19	21	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	23	31	21	6	24	0	0	0	128

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	14	8	17	0	0	0	39

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	1	0	4	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	43	26	40	27	18	0	0	0	154
One or more suspensions	0	0	0	3	0	0	0	0	0	3
Course failure in ELA	0	0	0	25	0	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	26	39	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	39	24	52	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	26	39	0	0	0	99

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	3	7	0	0	0	0	12

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	7	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	43	26	40	27	18	0	0	0	154
One or more suspensions	0	0	0	3	0	0	0	0	0	3
Course failure in ELA	0	0	0	25	0	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	26	39	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	39	24	52	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	26	39	0	0	0	99

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	3	7	0	0	0	0	12

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	7	0	0	0	0	0	7
Students retained two or more times	0	0	1	6	0	0	0	0	0	7

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	39	53	56	44	52	57
ELA Learning Gains	63	61	61	51	55	58
ELA Lowest 25th Percentile	60	54	52	54	50	53
Math Achievement*	38	60	60	48	54	63
Math Learning Gains	60	69	64	55	57	62
Math Lowest 25th Percentile	50	61	55	53	46	51
Science Achievement*	20	49	51	43	50	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	53			59		

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	38	Yes	1	
AMI				
ASN				
BLK	40	Yes	3	
HSP	54			
MUL	35	Yes	1	
PAC				
WHT	59			
FRL	48			

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)

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	39	63	60	38	60	50	20					53

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
SWD	13	50	50	19	52	45	19					64
ELL	33	55		31	57		0					53
AMI												
ASN												
BLK	30	57	48	28	51	43	20					
HSP	41	66	83	41	68	64	13					53
MUL	38			31								
PAC												
WHT	61	76		61	64		33					
FRL	35	62	64	35	59	53	19					55

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	38	43	35	35	27	17	29					39
SWD	11	26	30	17	32		13					25
ELL	43	32		26	25		29					39
AMI												
ASN												
BLK	21	29		22	19	30	16					
HSP	46	48	40	38	29	9	32					43
MUL												
PAC												
WHT	49	53		49	29		38					
FRL	36	38	35	31	24	17	24					39

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	44	51	54	48	55	53	43					59
SWD	17	33	35	22	38	47	21					42
ELL	40	57	60	43	61	69						59
AMI												

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	31	45	41	29	23	23	23					
HSP	41	54	55	48	64	64	39					59
MUL												
PAC												
WHT	58	54		67	76		67					
FRL	41	53	59	43	53	54	40					60

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	46%	53%	-7%	54%	-8%
04	2023 - Spring	41%	54%	-13%	58%	-17%
03	2023 - Spring	31%	46%	-15%	50%	-19%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	55%	-17%	59%	-21%
04	2023 - Spring	71%	59%	12%	61%	10%
05	2023 - Spring	38%	53%	-15%	55%	-17%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	47%	-6%	51%	-10%

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.

ELA showed the lowest performance at 39% proficiency. Math was 48% and Science 41%. Factors contributing to the low performance was lack of foundational skills and vocabulary. Student attendance also impacted student growth in ELA. Level of expertise in the language used in the BEST Standards was uneven among educators.

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

Both ELA and Math did not decline but remained approximately the same during the past 3 years. Factors contributing to this was lack of foundational skills and low vocabulary. Along with student attendance.

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.

State ELA 5th: 55%, ELA 4th: 57%, ELA 3rd: 50%
Schmidt ELA 5th: 46%, ELA 4th: 42%, ELA 3rd: 31%
State Math 5th: 54%, Math 4th: 61% Math 3rd: 59%
Schmidt Math 5th: 39%, Math 4th: 71% Math 3rd: 38%
State Science: 51%
Schmidt Science: 41%

Math 3rd grade was the greatest gap when compared to the state average. Two out of the 5 classes were teaching math for less than two years time. Lack of foundation skills for math contributed to the gap.

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

4th grade math had the greatest improvement with a 10% increase. Collaborative planning with the math coach. Consistency of instructional practices across the grade level. Targeted ELP

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

According to grade level data 43% of students in 3rd grade received a level 1 in ELA and 31% in Math. ELA across all grade levels is a concern as we are under the 50% proficiency.

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

1: 3rd ELA
2. 4th-5th ELA
3. 3rd-5th Math
4. 5th Science

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 Collaborative Planning

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.

Meaningful explicit and systematic planning was not uniformly implemented. Therefore, we need to accelerate student learning through intensive collaborative planning with a focus on systematic & explicit Core instruction using standards based aligned tasks and progress monitoring.

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

90% of teachers will indicate a rating of "mostly" or "yes" for evidence of planned systematic & explicit components of the lessons for core instruction as measured by the Four Principles of Excellent Instruction Walkthrough Form during weekly walkthroughs by January of 2024.
As a result, student proficiency will increase from 39% to 50%in ELA. Student proficiency in math will increase from 48% to 55%. The latest ESSR data shows a need for proficiency growth in the following subgroups:
BLK: ELA- 30 Math 28
SWD: ELA -13 Math-19
ELL: ELA 33 Math-31
Mult: ELA 38 Math 31

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

PLC Notes, Collaborative planning notes, walk through data. Data tracker with focus on each PM data.

Person responsible for monitoring outcome:

MaryAnn Lippek (maryann.lippek@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.)

Schmidt is ATSI (Additional Targeted Support Improvement). The principles of the Science of Reading will be implemented to increase student proficiency in the area of Reading.

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

Collaborative planning with content area coach will provide the support teachers need to better understand the depth and breadth of the standards and how to best plan for explicit and systematic instructional delivery.

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.

Literacy Coach will use current learning from professional development opportunities to help teachers during the planning process to identify which components of the lesson need to be explicitly taught and systematically planned & implemented. Hire a Math Coach. The Math Coach will provide professional development, coaching, and planning sessions for math teachers. The Science Coach will use Science of Reading principles with the components of unpacking content to match hands-on tasks. The three content area coaches will pull targeted small groups to provided targeted instruction.

Person Responsible: MaryAnn Lippek (maryann.lippek@hcps.net)

By When: August 2023

Create a schedule that allows for collaborative planning.

Person Responsible: Jessica Salzer (jessica.salzer@hcps.net)

By When: September 2023

Teachers will participate in ongoing coaching and professional development that will include content, strategies, and best practices. Implementation of planning sessions will be evident in weekly walkthroughs.

Person Responsible: MaryAnn Lippek (maryann.lippek@hcps.net)

By When: October 2023

#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.

Parents play a crucial role in helping their children to be successful in school. When schools and parents work together as partners, students reach even higher levels of success. Whether parents are providing a safe home that encourages learning and appropriate behavior or working with school teachers and administrators on specific learning goals for their child, it is vital for parents to support their child's education. One of the most effective ways to do that is by using Positive Behavior Interventions and Supports (PBIS). PBIS is a research-based, school-wide system of discipline based on the belief that appropriate behaviors can be taught. It also works at home and in the community.
When all students are taught the same behaviors, expectations, and social skills, these principles and values become an important part of school culture. Schools use PBIS to create a system of support that works for all students, an approach- research shows- that improves school climate and increases learning opportunities. Learning alone does not change or shape behavior.
Schools need to create an environment where new behaviors can be practiced, reinforced, and rewarded, an environment where there are consistent, logical consequences for negative behaviors.

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

The use of Positive Behavior Interventions and Supports (PBIS) will decrease the number of Behavior Tracker Incidents by 10% from the prior school year.

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

The use of PBIS will be monitored through classroom walkthrough data, PLC notes, and monthly Leadership Meetings where behavior incidents are reviewed.

Person responsible for monitoring outcome:

MaryAnn Lippek (maryann.lippek@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.)

PBIS is a research-based program that is widely accepted and used across all schools in HCPS. Both school-wide and classroom specific PBIS structures will be utilized.

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

PBIS is a proven intervention for curbing negative student behaviors. According to the Center on PBIS, classroom PBIS practices are preventative and responsive. They are strategies you can implement with all students needing support at any tier. When implemented with fidelity, classroom PBIS practices lead to fewer disruptions, improved student behavioral and academic outcomes, and more time spent teaching,

Positive classroom practices include:

An effectively designed physical classroom
Predictable classroom routines
3-5 posted positive classroom expectations
Prompts and active supervision

Varied opportunities to respond
Acknowledgements for expected behavior

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.

Review the purpose and steps in the school-wide PBIS system with all instructional staff.

Person Responsible: Raiza Sepulveda (raiza.sepulveda@hcps.net)

By When: September 2023

Conduct monthly leadership team meetings to review behavior data and implementation of PBIS

Person Responsible: MaryAnn Lippek (maryann.lippek@hcps.net)

By When: September 2023

Schedule classroom guidance lessons that focus on positive student choices that aligned to the SAILOR expectations.

Person Responsible: Raiza Sepulveda (raiza.sepulveda@hcps.net)

By When: On-going (monthly lessons)

Schedule walkthroughs for progress monitoring.

Person Responsible: MaryAnn Lippek (maryann.lippek@hcps.net)

By When: October 2023

#3. Instructional Practice specifically relating to Science

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.

Student proficiency scores are below the expected level. On the 22-23 state assessment 41 percent of students scored a level 3 or higher. This was a significant increase from the prior year where only 21 percent of students scored at or above the proficient level.

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

The percent of students scoring at or above the proficiency level of a 3 or higher will increase from 41% to 50%. The percent of students in the following ESSA subgroups will increase their proficiency level by 10%.: SWD, BLK, ELL, MUITI.

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

District and state progress monitoring assessments & tools will be used to monitor
student progress. Specific "look-fors" will be identified and used in walk-throughs.
Walk-through data will be used in collaborative planning sessions to identify ways
to accelerate student learning.

Person responsible for monitoring outcome:

Melissa Baird (melissa.baird@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 in conjunction with instructional coaching will be utilized to
assist teachers in planning lessons and tasks that meet the demands of the
science standards. Lessons will include a balance of content instruction and
hands-on learning tasks.

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

Collaborative planning sets clear instructional goals, using high quality resources
to accelerate learning. Collaborative planning provides opportunities for teachers
to work together during the school day to make connections through examining
their practice, consulting with colleagues, and developing their skills. Through
collaborative planning procedures, students should be able to clearly articulate
what they need to know and be able to do at the end of a given lesson.

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

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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).

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Title 1 funding will be used to hire a new Math Coach. Title 1 funds will be also be used to retain the current Science and Literacy Coach. The coaches will be assist teachers in collaborative planning sessions to ensure that standards-based instruction is systematically planned with identified content, concepts, and instructional steps explicitly planned.

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

The progress monitoring tool used for the 22-23 school year was i-Ready in grades K-2. Across all grades levels in K-2 the foundational skills sub-tests of i-ready indicated a need for improvement.
KG: Percent one or more years below level:
Phonemic Awareness: 36%
Phonics: 39%
High Frequency Words: 45%
Vocabulary: 45%
Grade 1: Percent one or two+ years below level:
Phonemic Awareness: 55%
Phonics: 60%
High Frequency Words: 49%
Vocabulary: 67%
Grade 2: percent one or two+ years below level:
Phonemic Awareness: 30%
Phonics: 62%

High Frequency Words: 39%
Vocabulary: 69%
The use of UFLI and Flamingo Reading will enhance student understanding of foundational skills.

An additional area of concern is Comprehension.
Percent of students on i-Ready Diagnostic 3 who scored one or more years below grade level in the area of comprehension:
KG: 40%
Grade 1: 64%
Grade 2: 67%
As part of the collaborative planning sessions teachers will identify the tier 2 words students need to know to enhance comprehension. These words will be explicitly taught. Tier 3 words will be identified and taught to add meaning to the topic of study. The use of strategies outlined in the Flamingo small group reading program will enhance comprehension.

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

Analysis of the FAST ELA reporting categories from the Spring FAST PM 3 assessment showed a need for improvement across all ELA categories. Understanding grade level vocabulary hindered the majority of students from comprehending text. Students lack of worldly experiences hindered their ability to connect to the text. i-Ready will be used to progress monitor. Magnetic Reading will be utilized to build comprehension. Magnetic Reading is a Grades 3–5 reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers by connecting the text to the B.E.S.T. standards used research-based strategies.
FAST PM 3 Data: Percent Scoring Proficient
Grade 3: 31%
Grade 4: 42%
Grade 5: 46%

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

On the Spring 2024, the foundational subgroup data on the Spring i-Ready Diagnostic Test data and Star Test will show a 10% increase through targeted explicit and systematic instruction.

Grades 3-5 Measurable Outcomes

The Spring of 2023 FAST PM 3 data reflected the following percent of student scoring at the state proficiency level: Grade 3: 31%, Grade 4: 42%, and grade 5: 46%. Each grade level will increase by 10% as measured by the FAST PM 3 assessment by May 2024.

Monitoring

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

Administrative walk-throughs will occur weekly. PLC data review sessions will be held after each progress monitoring assessment.

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

Lippek, MaryAnn, maryann.lippek@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?

Appendix D of the B.E.S.T. standards refers to the work of Fisher, Frey, and Hatie: "An important element of
academic vocabulary instruction is determining which words require direct instruction and which words students can determine for themselves using context clues or morphology." The flowchart provided in Appendix D will be used in planning sessions to determine words for explicit instruction. The What Works Clearinghouse- Teaching Foundational Skills To Support Reading K-3 outlines the process of explicit vocabulary instruction (2016). Teachers in grades K-2 will utilize UFLI a research-based program. Teachers in grades 3-5 will supplement instruction with the research-based program- Magnetic Reading.

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 practices address the need to explicitly teach vocabulary & word study instruction and connect this instruction to how students comprehend text. According to The University of Texas, The Meadows Center
for Preventing Educational Risk, "The upper-elementary grades are a critical time in students' academic learning, as they transition from learning to read to reading to learn. By fourth grade, standards for reading
extend beyond foundational aspects (word reading and fluency) to include identifying how meaning is used both

explicitly and implicitly within complex texts. Also, upper-elementary readers engage with an increasing amount of informational texts and are expected to access important academic ideas, concepts, and vocabulary from these texts—all essential to developing knowledge in different subject areas.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
All K-2 teachers will need to be trained in UFI. The Literacy Coach will be vital to the implementation of this program. UFLI is a systematic program that will be implemented with fidelity. Teachers in grades 3-5 will use Magnetic Reading to enhance instruction. Title 1 funds will be secured for this purchase. Additionally, in collaborative planning, teachers will review text and identify tier vocabulary for explicit instruction. Provide a student-friendly definition of the new word. • Provide visual representations to support understanding. • Use examples of the new word in different contexts. Educators cannot teach all of the words students need to comprehend the texts. Instead, teachers explicitly teach word-learning strategies to support students. Use word-building boxes to deepen students' understanding of the word's morphology. • Engage students in word associations to deepen their understanding of the meaning of word. • Provide space for students to create their own example, phrase, or definition of the word. • Include a "turn-and-talk" prompt. This routine supports students in using the new vocabulary through meaningful interaction. Also, it provides an opportunity for students to connect their existing knowledge to new word meanings, deepening their understanding of the word.	Lippek, MaryAnn, maryann.lippek@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 plan will be discussed and shared with all stakeholder groups. Monthly PTA and SAC meetings include a segment of the meeting to review SIP focus areas, action steps, and data points. At family engagement events, the SIP focus related to the event is share with the families as part of the compelling reason the event is being held. The SIP plan is also posted on the district website.

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))

Positive relationships are built through all interactions with parents. In the first day folder a Parent/Family Engagement Compact is sent home to all families. A join the SAC form is also sent home and encourages parents to join the monthly meeting to learn more about the school improvement process. At the end of last school year a survey was sent to families. Families indicated that later start times for night events would better meet their schedules. As a result, meeting and events have been adjusted accordingly.
Monthly parent & family engagement events include a QR code for feedback.
Conference Nighs include multiple formats: in-person, virtual, and phone. The parent selects the format.
Teachers use a variety of communication tools to keep parents informed. Teachers are able to use apps such as Remind and Class Dojo to help parents stay informed of their child's progress.

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)

Bell to bell instruction is the expectation for all students. Schedules are planned using the FLDOE instructional minutes. Collaborative planning with content area coaches is provided to ensure that lessons are aligned to the standards. Collaborative planning also allows for teacher teams to determine how best to enrich and support all learners.

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))

Schmidt Elementary uses a tier-1 behavior system and is a PBIS school.

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 guidance counselor is the chairperson of the PBIS program. The counselor leads the teacher sin knowing how to implement an effective PBIS program. In addition, monthly guidance lessons are conducted to support the district guidance curriculum, mental health, and school-wide behavior program. The school social worker works with families to reduce barriers such as attendance issues and homelessness. She serves as the contact for families who are in need of additional services within the community.
Together, all members of the student services team work to reduce obstacles that keep students from reaching their potential.

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))

The school participates int eh Great American Teach-In. This is an opportunity for students to learn more about various career paths.

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).

A tier 1 behavior system is in place. The rules and expectations for all settings on the school campus are identified, defined, and posted. The expectations, known as the Sailor Expectations, are reviewed each day on the morning show and embedded int he school song. These expectations are the foundation for what is expected int he classroom. The use of a token economy is used throughout the school. Students can spend their Sailor Dollars in the classroom store. Each month a PBIS event is held for students who worked hard to meet the expectations. Guidance lessons support the character traits and expectations of the school.

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))

All new teachers receive support for the district assigned mentors. In addition, EPI teachers receive support from EPI. The school conducts monthly new teacher meetings.
School staff are encouraged to attend district training sessions. The content coaches guide and support teachers with lesson planning and implementation.

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))

VPK is a part of the school's instructional programs. Additionally, readiness information and skills is part of the family engagement events.

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: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00

Budget Approval

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

No