

Hillsborough County Public Schools

SUMMERFIELD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 9
 - D. Demographic Data 12
 - E. Early Warning Systems 13
- II. Needs Assessment/Data Review 16
 - A. ESSA School, District, State Comparison 17
 - B. ESSA School-Level Data Review 18
 - C. ESSA Subgroup Data Review 19
 - D. Accountability Components by Subgroup 22
 - E. Grade Level Data Review 25
- III. Planning for Improvement 26
- IV. Positive Culture and Environment 33
- V. Title I Requirements (optional) 36
- VI. ATSI, TSI and CSI Resource Review 39
- VII. Budget to Support Areas of Focus 40

School Board Approval

This plan has not yet been approved by the Hillsborough County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Teaching Children, Changing Lives

Provide the school's vision statement

Students of Summerfield Elementary will become educated, responsible, and productive citizens.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Andrea Bryner

Position Title

Principal

Job Duties and Responsibilities

The principal is the Instructional Leader responsible for the implementation and monitoring of:

- All aspects of Tier 1, Tier 2, and Tier 3 instruction
- Building a strong culture and climate
- Promoting collaboration amongst all stakeholders, including families and community
- Professional learning for teachers and staff
- Data Collection, Analyzing, and Action Plan Development
- Recruitment and Retention
- Observation and feedback to teachers
- Serves as the lead facilitator of the SLT

Leadership Team Member #2

Employee's Name

Ronja Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

Support the vision and mission of the school under the leadership of the principal

- Serve as an instructional leader
- Organize instructional master schedules, calendars, assessments, planning of instruction and assessments
- Provide ongoing feedback to teachers
- Support the SAC guidelines, deadlines and voting rules with the principal and the SAC chairperson
- All other duties as assigned by the principal

Leadership Team Member #3

Employee's Name

Judith Bonanno Akel

Position Title

SAC Chair

Job Duties and Responsibilities

- Schedule and publicize SAC meetings
- Input and upload the SAC plan with administration
- Adhere to deadlines and SAC policies and procedures when voting on decisions
- Facilitate SAC meetings in the annual implementation of a schoolwide improvement plan (SIP)
- Assists in the annual preparation of the SIP, the school's annual budget, and the evaluation of the SIP

Leadership Team Member #4

Employee's Name

Karen Simpson

Position Title

Literacy Coach

Job Duties and Responsibilities

- Support teachers with instruction through coaching cycles, in-classroom support, small group instruction, collaborative planning, job-embedded professional learning, data analysis, and action planning
- Implement and lead professional development that increases instructional capacity for all ELA

teachers.

Leadership Team Member #5

Employee's Name

Xamira Alvarez

Position Title

Match Coach

Job Duties and Responsibilities

- Support teachers with instruction through coaching cycles, in-classroom support, small group instruction, collaborative planning, job-embedded professional learning, data analysis, and action planning
- Implement and lead professional development that increases instructional capacity for all ELA teachers.

Leadership Team Member #6

Employee's Name

Carin Shadwick

Position Title

ESE Specialist

Job Duties and Responsibilities

- Collaborates with all stakeholders about opportunities for ESE student inclusion
- Ensures that IEPs are in compliance and implemented with fidelity
- Provides strategies and resources to all stakeholders on how to appropriately implement accommodations for students with Individual Educational Plans (IEPs) and Section 504 Plans in the educational environment

Leadership Team Member #7

Employee's Name

Maria Morales

Position Title

ELL Resource Teacher

Job Duties and Responsibilities

- Coordinates the ESOL referrals, LEP committee meetings, placement and testing processes
- Assists school-based ESOL personnel and basic subject area personnel and chairs all LEP

committee meetings.

- Supports teachers and students with ELL instructional strategies, analyzes ELL data points, and monitors ELL students' progress towards reaching their academic goals.

Leadership Team Member #8

Employee's Name

Wendy Barnes

Position Title

FACE Ambassador

Job Duties and Responsibilities

- Collaborate with all stakeholders to support the goals of the District's Strategic Plan, School Improvement Plan, & Title I Plan (for Title I Schools)
- Ensures that family engagement activities (including school-based trainings and workshops, community outreach events, and ongoing family communication) are aligned to the SIP areas of focus
- Assists in the development and monitoring of parent & family engagement goals and strategies aligned to the SIP area of focus

Leadership Team Member #9

Employee's Name

Alexis Hauger Foxhoven

Position Title

School Social Worker

Job Duties and Responsibilities

- Support the implementation and monitoring of Tier 1, 2, and 3 attendance plans
- Identify and problem solve solutions to barriers that families and students face with attendance
- Conduct home visits as needed to increase daily attendance
- Build a reward-based incentive program for attendance

Leadership Team Member #10

Employee's Name

Kimberly Jimenez and Kennia Laucer

Position Title

School Counselors

Job Duties and Responsibilities

- Help families problem solve and remove barriers related to mental health
- Provide students with critical thinking and problem-solving skills to support their social, emotional, and academic well-being
- Provide preventative and responsive strategies and services, including crisis counseling as needed
- Address student mental health needs, as appropriate

Leadership Team Member #11

Employee's Name

Brandie Barr

Position Title

School Nurse

Job Duties and Responsibilities

- Help families problem solve and remove barriers such as health, hygiene, etc.
- Protects the right of students with disabilities to a free and appropriate public education (FAPE) through the special education process
- Identifies expected outcomes for students based on nursing interventions and their role in health maintenance support

Leadership Team Member #12

Employee's Name

Mary Anne Dymant

Position Title

School Psychologist

Job Duties and Responsibilities

- Improve school-wide assessment and accountability through consultation with school teams monitoring student, classroom, and school-wide progress with academics and behavior
- Implement and support the evaluation for students who require supports beyond what is being provided in the general education setting
- Collaborate with all stakeholders to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community

Leadership Team Member #13

Employee's Name

Alexis Hill, Skylar Bartlett, Melissa Bondoc, Heather DeBrocke, Devon Johnson, Jeremy Bond

Position Title

Instructional Leadership Team Member (ILT)

Job Duties and Responsibilities

- I.L.T. process of analyzing data and making instructional decisions school-wide to facilitate change within their represented grade level.
- Communicates all compliance matters to the team represented and brought ideas and solutions to collaborative discussions regarding the direction the school is striving to achieve.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of involving stakeholders in the School Improvement Plan (SIP) development is crucial for accountability, collaboration, and effective decision-making. Here are the key steps:

1. Identify Stakeholders: Begin by identifying all relevant stakeholders. These may include:

- **School Leadership Team:** Comprising administrators, teachers, and other key staff
- **Teachers:** They play a central role in implementing the SIP
- **Staff:** Including support staff, counselors, and specialists
- **Families:** Parents, guardians, and caregivers
- **Students:** Their perspectives are valuable
- **Business/Community Leaders:** External partners who can contribute insights

2. Share Information: Engage stakeholders by sharing information about the SIP process, goals, and objectives. This can be done through meetings, workshops, newsletters, and digital platforms.

3. Consultation: Involve stakeholders in consultations. Seek their input on various aspects of the SIP, such as:

- **Needs Assessment:** Gather their insights on school strengths, weaknesses, and improvement areas
- **Goal Setting:** Discuss academic, social, and cultural goals
- **Action Planning:** Collaborate on specific strategies and action steps
- **Resource Allocation:** Involve stakeholders in decisions about resource allocation (e.g., funding, personnel, materials)

4. Active Participation: Encourage active participation:

- **Committees:** Form committees or working groups with diverse stakeholders to address specific SIP components (e.g., curriculum, discipline, family engagement)
- **Surveys and Focus Groups:** Collect feedback through surveys, focus groups, and open forums

- **Feedback Loops:** Regularly update stakeholders on progress and seek their feedback

5. Use of Input in SIP Development:

- **Problem Identification:** Stakeholder input helps identify critical issues and challenges
- **Goal Alignment:** Align SIP goals with stakeholder priorities
- **Strategy Selection:** Choose evidence-based strategies based on stakeholder insights

6. Monitoring and Evaluation: Continuously involve stakeholders in monitoring progress and adjusting strategies

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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

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. Based on data, adjust the action steps in the SIP, as needed Mid-Year Reflection As required by the state, we will complete the SIP Mid-Year Reflection as part of the progress monitoring process

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

End of the School Year

1. Review end-of-year data.
 - Engage in a discussion with the leadership team, staff, and SAC using the following reflective questions: Were the Areas of Focus selected as 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?

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	72.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	2	57	47	37	32				175
One or more suspensions	0	0	5	4	3	2				14
Course failure in English Language Arts (ELA)					46	21				67
Course failure in Math					44	48				92
Level 1 on statewide ELA assessment				10	43	37				90
Level 1 on statewide Math assessment				11	29	50				90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	9	11						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				11	29					40

Current Year 2024-25

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	4	1	2	2	3				12

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	14	11	13	0	0				45
Students retained two or more times	0	0	0	0	0	1				1

Prior Year (2023-24) As Last 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 school days	2	57	47	37	32	30				205
One or more suspensions		5	4	3	2	2				16
Course failure in ELA				46	21					67
Course failure in Math				43		27				70
Level 1 on statewide ELA assessment				44	20	27				91
Level 1 on statewide Math assessment				41	26	35				102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	9	11	7						79

Prior Year (2023-24) As Last Reported (pre-populated)

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		1	2	5	13	17				38

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	9	11	7	1					33
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	53	57	45	50	53	50	53	56
ELA Grade 3 Achievement **	53	54	58	44	48	53			
ELA Learning Gains	57	60	60				63		
ELA Learning Gains Lowest 25%	67	56	57				62		
Math Achievement *	46	59	62	49	56	59	51	50	50
Math Learning Gains	53	60	62				69		
Math Learning Gains Lowest 25%	50	51	52				60		
Science Achievement *	51	51	57	61	50	54	45	59	59
Social Studies Achievement *								69	64
Graduation Rate								48	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	39	61	61	36	59	59	52		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	489
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	50%	57%	43%		53%	45%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	38%	Yes	1	
English Language Learners	39%	Yes	2	
Black/African American Students	46%	No		
Hispanic Students	51%	No		
Multiracial Students	70%	No		
White Students	57%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	44%	No		
English Language Learners	36%	Yes	1	
Black/African American Students	39%	Yes	1	
Hispanic Students	45%	No		
Multiracial Students	62%	No		
White Students	61%	No		
Economically Disadvantaged Students	44%	No		

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%
Students With Disabilities	46%	No		

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%
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	52%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	53%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	53%	57%	67%	46%	53%	50%	51%					39%
Students With Disabilities	27%	26%	44%	43%	33%	51%	52%	18%					50%
English Language Learners	28%	38%	48%		22%	48%		24%					62%
Black/African American Students	36%	33%	54%	75%	36%	49%	41%	43%					
Hispanic Students	41%	50%	54%	72%	37%	45%	62%	41%					61%
Multiracial Students	74%	73%	75%		52%	75%							
White Students	62%	58%	59%	40%	62%	64%	38%	69%					
Economically Disadvantaged Students	38%	44%	50%	65%	35%	46%	46%	34%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	45%	44%			49%			61%					36%
Students With Disabilities	35%	38%			47%			29%					69%
English Language Learners	25%	27%			40%								51%
Black/African American Students	36%	36%			37%			46%					
Hispanic Students	39%	33%			46%			56%					51%
Multiracial Students	52%				62%			73%					
White Students	54%	63%			56%			70%					
Economically Disadvantaged Students	38%	40%			41%			55%					47%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	50%		63%	62%	51%	69%	60%	45%					52%
Students With Disabilities	36%		46%	42%	40%	57%	47%	37%					62%
English Language Learners	37%		63%	53%	44%	55%	42%	25%					52%
Native American Students													
Asian Students													
Black/African American Students	37%		47%		34%	50%	50%	30%					
Hispanic Students	45%		60%	57%	45%	68%	57%	31%					51%
Multiracial Students	60%		74%		57%	71%		67%					
Pacific Islander Students													
White Students	63%		70%		64%	75%		67%					
Economically Disadvantaged Students	44%		59%	62%	44%	65%	59%	38%					50%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	49%	51%	-2%	55%	-6%
Ela	4	46%	49%	-3%	53%	-7%
Ela	5	43%	51%	-8%	55%	-12%
Math	3	44%	56%	-12%	60%	-16%
Math	4	34%	55%	-21%	58%	-24%
Math	5	57%	53%	4%	56%	1%
Science	5	48%	47%	1%	53%	-5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA +5 point gain. We implemented UFLI in 3rd grade and intensive small group instruction in 3-5 in efforts to push to proficiency.

Lowest Performance

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

Math. Tier 1 instruction and shifting students to proficiency, Other barriers are staff movements mid-year which impacted student learning.

Greatest Decline

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

Our grade 5 Science proficiency showed a decrease of 10% proficiency from 61% to 51%. Science is not taught to the depth needed in grades K-4. We need to increase use of science vocabulary, and the use of hands-on science and long-term inquiry in all grades PreK-5.

Greatest Gap

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.

Students with Disabilities. Attendance and research-based resources were not used consistently in all classes to push students forward.

EWS Areas of Concern

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

Two areas of concern arise from the EWS data. Our discipline calls have greatly increased from the prior year. Our out of school suspensions are about the same, however the number of support calls to the main office and the data collected to support teachers in the classrooms can be attributed to a few factors. Parent support with classroom expectations is showing a decline over the prior year. We are enrolling more students from more trauma driven families that has led to a need for more behavioral supports schoolwide. The other main concern is the number of students struggling with basic

proficiency levels as they approach grade 3. We had our largest group of portfolio students in grade 3 this past year because they struggled with foundation skills needed to be successful in the state and district assessments. Our realigned focus this year will be on improving school culture regarding behavior and cultural levels of success in each classroom and schoolwide as well as a shift to a new level of phonics work in the primary grades K-3.

Highest Priorities

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

1. Foundational decoding and blending (phonics/phonemic awareness) development in grades K-3.
2. Increased positive school culture as the direct result of a shift from Conscience Discipline as our Tier 1 schoolwide behavioral target to P.B.I.S. (Positive Behavioral Intervention Supports) to support our changing group of stakeholders.
3. Maintain a laser focus on our science growth using Long-term investigations and data driven PLC sessions to analyze the data as it is presented in a timely manner, especially in grade 5.
4. Elevate math proficiency in all grades, especially 3-5 with the direct implementation of using Title 1 funds to purchase a Math Resource Coach to support all grade level PLC planning sessions and data analysis sessions.
5. Elevate ELA proficiency with sound coaching cycles driven by our Literacy Coach to enhance understanding of all genres and types of text across all grade levels

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Standards-based data collected (walkthroughs, common assessments, FAST PM3, etc.) from last school year showed students performing below grade level in all content areas due to a lack of consistency during core instruction and in tasks aligned to grade-appropriate standards. Students were not provided with frequent opportunities to be successful with standards-aligned tasks and teachers had limited knowledge of grade-level standards, content, and effective instructional practices to support student learning.

Walkthrough data collected from the 2023-24 school year showed:

- 50% of teachers receive professional learning around grade-level standards
- 35% of teachers utilized core instructional practices during instruction
- 40% of teachers provided students with grade-appropriate standards-aligned tasks)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By October 2024, at least 60% of our teachers will provide opportunities for students to engage in standards-aligned tasks according to walkthrough data

- By December 2024, at least 80% of our teachers will provide opportunities for students to engage in standards-aligned tasks according to walkthrough data
- By February 2025, at least 100% of our teachers will provide opportunities for students to engage in standards-aligned tasks according to walkthrough data
- Common assessment data in ELA will show 50% of students performing at or above proficiency
- Common assessment data in Math will show 50% of students performing at or above proficiency
- Common assessment data in science will show 55% of students performing at or above proficiency

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Walkthrough data, coach support/cycle trend data, quick conversations, and standards-aligned tasks during collaborative planning will be collected by the LT. Dates are TBD.

- Most of the above data sources will be reviewed and/or collected bi-weekly
- Data will be collected bi-weekly
- Our LT will meet weekly to discuss progress and our next steps to ensure we are on track to reach our goals

Person responsible for monitoring outcome

Ronja Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

All subgroups that fell below 41% will receive an adult mentor who will be provided with support around the observables and grade level standards to support students. Progress will be monitored bi-monthly. Families and communities will be provided with the FLDOE Parent Guide and monthly reading strategies to best support their child at home with grade-appropriate content and strategies. The school will also host two (2) literacy events, Establish Structures and Expectations for Collaborative Planning • Administration communicates the outcomes of collaborative planning time • Coaches and teacher teams develop a common language for collaborative planning time • Coaches and teacher teams create planning protocols and expectations for before, during, and after planning • Coaches and teachers define the roles and responsibilities of team members (administration, teachers, coaches, etc.) Building the Capacity of Teachers • LT and teachers will determine core instructional practices Teachers will complete learning walks to observe peers on campus to strengthen content and procedural knowledge.

Rationale:

Standards-based data collected (walkthroughs, common assessments, FAST PM3, etc.) from last school year showed students performing below grade level in all content areas due to a lack of consistency during core instruction and in tasks aligned to grade-appropriate standards. Students were not provided with frequent opportunities to be successful with standards-aligned tasks and teachers had limited knowledge of grade-level standards, content, and effective instructional practices to support student learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The Art & Science of Modeling Lessons(including the use of anchor charts, visual aids, exemplars, etc.)

Person Monitoring:

Content Area Coaches, Master Teachers

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom Walkthroughs, Planning, Quick Data from Teachers & Students Content Area Coaches, LT, and Teachers

Action Step #2

Curriculum Internalization (All Contents)

Person Monitoring:

Content Area Coaches District Resource Teachers

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coaching Cycles, Classroom Walkthroughs, Planning, Content Area Coaches.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As we address student needs and growth, we will implement a consistent planning structure PreK-5 supporting timely data disaggregation and implementation of backwards planning strategies.

Outcomes will provide standards focused instruction for whole group and identify specific foundational skills which can be utilized during differentiated small group instruction. The Literacy Coach will support grades 3-5 weekly and PreK-2 monthly and as needed during morning and afternoon common planning.

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

In Kindergarten, Early Literacy or the STAR assessment indicated that 40% of our students were scoring below the 40th percentile. In first grade 50% were scoring below the 40th percentile. In second grade 42% were scoring below the 40th percentile.

As we continue to address student needs and growth, we will implement a consistent planning structure in K-2 supporting timely data disaggregation and implementation of backwards planning strategies. Outcomes will provide standards focused instruction for whole group and identify specific foundational skills which can be utilized during differentiated small group instruction.

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

Results from the 2023 FAST assessment indicated 53% of our 3rd graders, 48% and 45% of our 4th-5th graders were proficient. In 3rd grade 47%, in 4th grade 52% and in 5th grade 55% were scoring below a level 3.

As we continue to address student needs and growth, we will implement a consistent planning structure in grades 3-5 which supports timely data disaggregation and implementation of backwards planning strategies. Outcomes will provide standards focused instruction for whole group and identify specific foundational skills which can be utilized during differentiated small group instruction.

Grades K-2: Measurable Outcome(s)

We will review ELA data from the STAR progress monitoring assessment and group students into Tier 1 (41st percentile or higher), Approaching Tier 1 (25th - 40th percentile), Tier 2 (11th-24th percentile) and Tier 3 (below the 11th percentile). We will compare the i-Ready diagnostic 1 data (all students are taking) to STAR data and create reasonable goals for each student. Our measurable goal is to Hillsborough SUMMERFIELD ELEMENTARY SCHOOL 2024-25 SIP Printed: 08/26/2024 Page 25 of 36 increase on grade level results. In kindergarten we would like to sustain a 75% at or above benchmark level performance. We would like to increase 1st and 2nd grade to 70% at or above benchmark level performance. We also aim to decrease the number of students scoring below the 40th percentile to 25% or less in Kinder-2nd. This would be a 15%, 25% and 17% decrease respectively.

Grades 3-5: Measurable Outcome(s)

We will review ELA data from the FAST assessment and tier our students. Goal: Grades 3-5 will have results indicating over 58% of the students scoring in the proficient range.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration and our reading coach will participate in weekly PLC's to ensure fidelity of planning. Administration will also look for evidence of common planning and development of differentiated small group instruction through weekly walkthroughs and observations.

Person responsible for monitoring outcome

Andrea Bryner and Ronja Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will implement a weekly planning structure (weekly common planning) with ELA grade level teams, providing time for timely data disaggregation and implementation of backwards planning strategies. Outcomes will provide standards focused instruction for whole group and identify specific foundational skills which can be utilized during differentiated small group instruction.

Rationale:

Discussions revolving around student growth, lack of student growth, grade level specific standards, small group implementation and data analysis are invaluable during a PLC. In "Revisiting Professional Learning Communities at Work" Dufour, Dufour and Eaker state "the very essences of a learning community is a focus on and a commitment to the learning of each student". Our reading coach and administration will support PLC's and provide them with the tools to backwards plan. Addressing specific student needs is crucial as we continue to academically accelerate our students

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Backwards Planning

Person Monitoring:

Andrea Bryner, Karen Simpson, Xamira Alvarez,
Ronja Smith

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a framework for grade level backwards planning around the student end task aligning with the focus standards.

Action Step #2

Walkthroughs

Person Monitoring:

Andrea Bryner and Ronja Smith

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct focused walkthroughs providing feedback to teachers on the instructional objectives, the

task and the alignment to the standards.

Action Step #3

Demonstration Classrooms

Person Monitoring:

Ronja Smith and Andrea Bryner

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize teacher leaders as models and think partners during both instruction and planning to help build teachers capacity across the school. Create primary and intermediate demonstration classrooms to show teachers across all grade levels what the connection between the objective and task looks like, along with how to coordinate strategic small group instruction through backwards planning.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Areas of Focus Description(s) and Rationale(s):

Description: Our focus will include supporting teachers with research-based strategies to improve student behavior. Rationale: Trend data collected during walkthroughs, OSS, ISS, and CCEIS from last school year showed that our 6th graders are still leading in the number of "Skipping" infractions. Compared to other grades, they also have the most office discipline referrals. Walkthrough data collected from 2023-24 school year showed:

- 35% of teachers provided positive reinforcement during walkthroughs
- 30% of teachers utilized Tier 1 strategies to reinforce behavior in the classroom
- 65% of teachers posted Tier 1 behavior expectations in their classrooms

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

-
- By October 2024, 100% of classrooms have behavior expectations posted
 - 2% of students enrolled have been removed from class for minor discipline issues
 - By October 2024, positive reinforcement is evident in 75% of classrooms

By January 2024, positive reinforcement is evident in 100% of classrooms

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Walkthrough trend data, quick conversations with teachers and students, monthly assessment of the # of minor/major incidents reported
- SLT, teachers, and students
- Data will be collected weekly
- Our SLT will meet weekly to discuss progress and our next steps to ensure that we are on track to reach our goals

Person responsible for monitoring outcome

Kimberly Jimenez

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Positive Behavioral Intervention and Supports (PBIS)

Rationale:

• Ensure schoolwide expectations are posted throughout the school (classrooms, cafeteria, hallways, restrooms, Media Center, etc.) • Develop a rotating schedule of supervision to monitor the campus during morning arrival and afternoon dismissal • Teachers stand by the doors to greet students and welcome them to class • Utilize attendance data to reinforce students who are present and on time for class, bring kids on morning show to celebrate. • Implement a school-wide token economy to reinforce Tier 1 behavior expectations inside and outside of class • Ensure teachers have procedures in place for implementation of the Bucks system • Collaborate to problem solve solutions for students not earning token economy due to their behaviors • SWD - Build teacher capacity to provide support with Specially Designed Instruction (SDI) and ensuring strategies within their IEP goals are implemented • SWD, BLK, and ELL -provide mentorship to monitor attendance, behavior, and core performance • Host a Content Night to introduce and educate parents and community members about our PBIS expectations, and plan, to include what support we need from them to help reach our school goals

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:**

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

The school improvement plan will be presented and reviewed at each general assembly PTA meeting, reviewed at faculty meetings and at SAC meetings. The SIP will be available for review with the school principal upon request.

Summerfield Elementary / Homepage (hillsboroughschools.org)

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Summerfield staff will create positive environments in and out of the classroom by teaching our students school-wide behavioral expectations. All staff will have the chance to compliment and celebrate students or classrooms exemplifying positive behavior on campus. Teachers will track "points" they have received on campus for positive comments and celebrate with the students when their classroom goal has been met. We also server Breakfast in the Classroom which allows our teachers to talk with students and create healthy classroom families. Student and classroom celebrations will also be promoted on our school's morning show, allowing other students to learn about what great work our students are doing on campus.

Summerfield Elementary / Homepage (hillsboroughschools.org)

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

We will first leverage the depth of knowledge from our Reading Coach and Math Coach to ensure all classrooms have what they need to begin the year. Their support, particularly with our new teachers, will be crucial in increasing the amount of quality learning time our students have. Implementing breakfast in the classroom also increased the amount of time a student has in the classroom. Teachers provide academic opportunities for students who have finished breakfast and awaiting the day to begin. Beginning in September, our extended learning program will begin and also offer numerous students the chance to engage in differentiated learning outside of their typical classroom time.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We work cooperatively with all programs and welcome the support of all outside agencies.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We use existing historical data to identify a focus for additional resources. We prioritize resources that will reach the greatest number of students and are vetted by our school district (evidence-based).

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

We will maximize the use of site-based content coaches and implement extended learning opportunities, streamlined planning among grade levels, implement magnetic reading, and targeted small group instruction to push students to proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00