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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <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

Everyone Will Teach, Everyone Will Learn, Everyone Will Grow!

Provide the school's vision statement

Together we will do "Whatever It Takes"!

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

Brian Harvey

Position Title

Principal

Job Duties and Responsibilities

Student safety, Instructional leadership and leadership development.

Leadership Team Member #2

Employee's Name

Constance Gary

Position Title

Assistant Principal

Job Duties and Responsibilities

Student safety, Instructional leadership and leadership development.

Leadership Team Member #3

Employee's Name

Laura Schulte

Position Title

Literacy Coach

Job Duties and Responsibilities

Coaching cycles, side-by-side teaching, K-5 PLC support, data disaggregation and small groups supporting the bottom quartile.

Leadership Team Member #4

Employee's Name

Lynn Engerski

Position Title

Math Resource Teacher

Job Duties and Responsibilities

Coaching cycles, side-by-side teaching, K-5 PLC support, data disaggregation and small groups supporting the bottom quartile.

Leadership Team Member #5

Employee's Name

Ronald Estes

Position Title

Science Resource Teacher

Job Duties and Responsibilities

Coaching cycles, side-by-side teaching, K-5 PLC support, data disaggregation and small groups supporting the bottom quartile.

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 instructional leadership team participated in an annual review leading to the creation of our school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

The SIP will be reviewed quarterly by the instructional leadership team to ensure progress towards school-wide goals. The SIP is open for review and/or adjustments throughout the year as needed.

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	79.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.0%
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) ASIAN STUDENTS (ASN) 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: C* 2021-22: B 2020-21: 2019-20:

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	3	43	53	62	37	58				256
One or more suspensions	0	2	4	4	1	10				21
Course failure in English Language Arts (ELA)	0	0	0	10	0	0				10
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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		1	2	4	0	5				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				10						10
Students retained two or more times										0

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	3	43	37	32	39	37				191
One or more suspensions	1	3	2	4	4	2				16
Course failure in ELA				9						9
Course failure in Math										0
Level 1 on statewide ELA assessment				55	44					99
Level 1 on statewide Math assessment				44	54					98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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			8	22	26				57

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	3	4	5	11	1					24
Students retained two or more times										0

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 *	44	53	57	38	50	53	47	53	56
ELA Grade 3 Achievement **	42	54	58	41	48	53			
ELA Learning Gains	63	60	60				53		
ELA Learning Gains Lowest 25%	58	56	57				49		
Math Achievement *	45	59	62	47	56	59	54	50	50
Math Learning Gains	47	60	62				65		
Math Learning Gains Lowest 25%	42	51	52				62		
Science Achievement *	45	51	57	38	50	54	46	59	59
Social Studies Achievement *								69	64
Graduation Rate								48	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	73	61	61	42	59	59	47		

*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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	459
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
51%	48%	53%	47%		55%	42%

* 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	32%	Yes	2	
English Language Learners	45%	No		
Asian Students	83%	No		
Black/African American Students	43%	No		
Hispanic Students	46%	No		
Multiracial Students	58%	No		
White Students	58%	No		
Economically Disadvantaged Students	45%	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	20%	Yes	1	1
English Language Learners	42%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	46%	No		
Multiracial Students	44%	No		
White Students	54%	No		
Economically Disadvantaged Students	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	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	49%	No		
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	52%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	48%	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	44%	42%	63%	58%	45%	47%	42%	45%					73%
Students With Disabilities	13%	8%	45%	47%	19%	45%	56%	24%					
English Language Learners	42%	44%	59%	27%	37%	46%	44%	30%					73%
Asian Students	73%				93%								
Black/African American Students	35%	31%	62%	66%	33%	45%	45%	25%					
Hispanic Students	43%	25%	65%	52%	39%	42%	36%	47%					68%
Multiracial Students	56%	80%	61%		53%	48%		50%					
White Students	53%	57%	58%	40%	63%	53%		79%					
Economically Disadvantaged Students	35%	33%	59%	59%	32%	42%	46%	35%					63%

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	38%	41%			47%			38%					42%
Students With Disabilities	16%	23%			27%			13%					
English Language Learners	24%	14%			52%			43%					76%
Black/African American Students	29%	35%			43%			30%					
Hispanic Students	38%	37%			44%			30%					80%
Multiracial Students	34%	36%			32%			75%					
White Students	49%	51%			61%			53%					
Economically Disadvantaged Students	28%	28%			37%			27%					78%

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	47%		53%	49%	54%	65%	62%	46%					47%
Students With Disabilities	17%		48%	43%	25%	64%	67%	21%					
English Language Learners	41%		55%	41%	42%	68%	72%	26%					47%
Native American Students													
Asian Students													
Black/African American Students	37%		50%	50%	35%	56%	56%	36%					
Hispanic Students	45%		49%	47%	54%	64%	63%	40%					51%
Multiracial Students	54%		67%		68%	70%		46%					
Pacific Islander Students													
White Students	57%		57%	60%	74%	81%		72%					
Economically Disadvantaged Students	39%		48%	46%	45%	61%	60%	36%					47%

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	39%	51%	-12%	55%	-16%
Ela	4	40%	49%	-9%	53%	-13%
Ela	5	46%	51%	-5%	55%	-9%
Math	3	48%	56%	-8%	60%	-12%
Math	4	41%	55%	-14%	58%	-17%
Math	5	37%	53%	-16%	56%	-19%
Science	5	43%	47%	-4%	53%	-10%

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?

-The data showing the most improvement for us was our ELA and Science proficiency. We increased our ELA proficiency 6% from 38% to 44%. We also increased our Science proficiency 7% from 38% to 45% proficient. Our targeted daytime ELP and weekend Science Camps were integral pieces in our increase.

Lowest Performance

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

-3rd grade ELA proficiency at 42% and Math learning gains of our bottom quartile at 42% were the lowest performing data cells. Increasing strategic professional development supporting our 3rd grade ELA teachers will be crucial in increasing our students' achievement results. Also, targeted differentiation for our bottom quartile during math small groups will be a focus to ensure all students are receiving the necessary prerequisite skills to support on grade level content.

-Factors that contributed to our performance included increased absences, elevated student tardiness and midyear teacher movement leading to increased classroom sizes.

Greatest Decline

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

-The data component showing the greatest decline was Math proficiency dropping 2% to 45%. Factors contributing to our performance included teacher movement leading to elevated classroom sizes and student absences/tardies.

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.

-Our 3rd grade ELA proficiency scores have the largest gap when looking at our scores compared to our Districts scores. The districts 3rd grade ELA proficiency average was 54% as our proficiency

score was 42%. Student absences and tardiness were both contributing factors to our decreasing proficiency scores.

EWS Areas of Concern

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

-Looking at our Early Warning Sign data, a potential area of concern is the number of students who have chronic absenteeism, meaning they have missed more than 10% of the school year.

Kindergarten - 50 students, 1st grade - 57 students, 2nd grade - 60 students, 3rd grade - 41 students, 4th grade - 62 students, and 5th grade had 47 students.

Highest Priorities

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

- 1)-Increasing our SWD ESSA subgroup to 41% or higher
- 2)-Increasing Attendance and Reducing Tardiness
- 3)-Identifying bottom quartile students and ensuring they are receiving differentiated instruction
- 4)-Supporting newer teachers (0-3 years) with implementing core instruction
- 5)-Staff PD across all content areas

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.

Instructional Practice specifically relating to Differentiation

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.

-Our school leadership worked alongside our instructional leaders and reviewed all available data. FAST/STAR data, PMA's, Science assessments and i-Ready data was available as we analyzed areas of success and areas of growth. As we looked at grade level data and subgroup data, we were able to pinpoint successful strategies. The strategy was differentiated, small group instruction meeting the specific needs of our students.

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.

GOALS:

- 3rd grade ELA Proficiency will increase from 42% to 55%, an increase of 13%
- ELA Proficiency will increase from 44% to 55%, an increase of 11%
- ELA Learning Gains will increase from 63% to 70%, an increase of 7%
- ELA Learning Gains Bottom Quartile will increase from 58% to 65%, an increase of 7%
- Math Proficiency will increase from 45% to 55%, an increase of 10%
- Math Learning Gains will increase from 47% to 55%, an increase of 7%
- Math Learning Gains Bottom Quartile will increase from 42% to 55%, an increase of 13%
- Science Proficiency will increase from 45% to 55%, an increase of 10%
- ESSA Subgroup SWD will increase from 32% to 42%

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.

-We will use Math/ELA data from the K-2 STAR progress monitoring assessment and tier 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 i-Ready diagnostic 1 data to STAR data and create goals for each student/grade level. Our goal is to increase on-grade level

results compared to last year's assessments. Increasing on-grade level results by 10% in Math/ELA in K-2 is our goal.

-We will review Math/ELA data for the 3-5 F.A.S.T. assessment and tier students.

-Our reading goal is over 55% proficiency for 3rd grade and overall proficiency. Our math goal is over 55% proficiency.

-School Leadership will collaborate with Instructional Coaches weekly to analyze and disaggregate real time data. Action plans around that data will be created and growth monitored.

Person responsible for monitoring outcome

Brian Harvey

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:

-The evidence-based strategy of differentiated, small group instruction is effective and highly supported through research. In John Hattie's book "Visible Learning for Literacy (2016)", he discusses a hinge point of .40. When a strategy yields a result of .40 or higher, the data suggests a student's learning extends beyond what is expected from attending school for one year. The strategies existing within our area of focus are Differentiation (Scaffolding) .42 effect size, Small Group Learning .49 effect size and Standards Aligned Instruction (Teacher Clarity) .75 effect size. As teachers provide clarity through explicit learning objectives during whole class instruction and during differentiated, small group instruction, we are making an impact by providing exactly what students need.

Rationale:

-Addressing every students specific academic needs is extremely difficult for any teacher. Creating smaller groups allowing teachers the ability to focus on the specific academic needs of a few students provides an opportunity for significant impact. To ensure all students increase in reading, math and science proficiency, receiving time in small group, differentiated instruction, based on current data, is invaluable.

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

-Planning

Person Monitoring:

Brian Harvey and Constance Gary

By When/Frequency:

Weekly

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

-Reading and Math Coaches will facilitate planning sessions that focus on small group instruction. Differentiated tasks will be planned based on students' needs and current data.

Action Step #2

-Walkthroughs

Person Monitoring:

Brian Harvey and Constance Gary

By When/Frequency:

Weekly

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

-The administrative team will conduct weekly walkthroughs to observe small group instruction and differentiation in the classroom. Data will be gathered to determine the needs and next steps for teachers.

Action Step #3

-PD

Person Monitoring:

Brian Harvey and Constance Gary

By When/Frequency:

During Faculty Meetings

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

-Kagan Cooperative Learning tiered PD. Our Instructional Coaches will facilitate tiered PD sessions. One will be for teachers that have experience with Kagan structures and the other will be for our newer teachers. We will focus on how Kagan structures can be utilized daily in the classroom and also during differentiated instruction. Administrative walkthroughs and observations will provide timely data and opportunities for creating next steps for teachers.

Action Step #4

-ELP

Person Monitoring:

Constance Gary and Brian Harvey

By When/Frequency:

Beginning September and monthly

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

-ELP will be provided for select students to address critical learning skill gaps and provide additional time with grade level standards in ELA and Math. Data will be reviewed to determine the success of the program and whether additional students join.

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 51% of our students in kindergarten, 54% of our 1st graders and 62% of our 2nd graders scored below a projected level 3.

-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 42% of our 3rd graders and 44% of our 3rd-5th graders were proficient in ELA. 58% of the students in 3rd, 60% of the students in 4th and 54% of the students in 5th grade did not reach a level 3 in reading.

-As we continue to address student needs and growth, we will implement a consistent planning structure in 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

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 20%, 19% and 16% decrease respectively. We would also like to increase K-2 FSA equivalency of a level 3 to 55% or higher.

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 55% 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

Brian Harvey and Constance Gary

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:

Laura Schulte, Lynn Engerski, Ronald Estes, Brian Harvey and Constance Gary

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:

Brian Harvey and Constance Gary

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:

Constance Gary and Brian Harvey

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

Student Attendance

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.

-Absences and tardiness directly impact a student's instruction. During the 2023-2024 school year, we maintained a high level of student tardies and had a high level of students considered to have chronic absenteeism (Kindergarten -50 students, 1st grade - 57 students, 2nd grade - 60 students, 3rd grade - 41 students, 4th grade - 62 students, and 5th grade had 47 students). We are working to decrease absences and tardiness during the 2024-2025 school year.

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.

-We want to observe a 50% reduction in tardiness within 4 groups of students. The groups include students who average 10+ tardies, 20+ tardies, 30+ tardies and 40+ tardies. We are also aiming to reduce the number of students who are considered to have chronic absenteeism by 50% across all grade levels.

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 will meet with Student Services weekly to review current absence and tardy data. Data will be pulled to pinpoint students and grades with the highest need. Meeting weekly will allow the school an opportunity to make decisions quickly which will impact instructional minutes immediately.

Person responsible for monitoring outcome

Brian Harvey, Constance Gary and Emma Carlson

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:

-We will use positive reinforcement and school-wide/classroom recognition alongside encouraging students to contribute to the classroom as the day begins. "When students contribute, they feel needed. Students who are needed feel they belong. Those who belong develop high self-esteem. Students with high self-esteem have much to contribute. It's a wonderful circular process in which each part reinforces the other." - Cooperative Discipline, Linda Albert.

Rationale:

-School-wide and classroom incentives will provide recognition for arriving on-time (Beat the Bell program). Incentive plans will be created for students with severe and chronic tardies. We will also

implement strategic classroom jobs for students, encouraging everyone to arrive in class on-time.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

-Parentlinks

Person Monitoring:

Brian Harvey

By When/Frequency:

Weekly

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

-Weekly school-wide messaging encouraging all students to arrive on time - parentlinks.

Action Step #2

-Incentive Plans

Person Monitoring:

Emma Carlson

By When/Frequency:

Weekly

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

-Students with a history of chronic tardies will be considered for a specific incentive plan

Action Step #3

-Month Awards

Person Monitoring:

Emma Carlson

By When/Frequency:

Weekly

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

-The school social worker will provide monthly awards for the classroom in each grade level that has the fewest tardies. This will be celebrated on the morning show. There will also be specific incentives through our business partners for our most severe tardy situations.

Action Step #4

-Monthly Admin Updates

Person Monitoring:

Brian Harvey

By When/Frequency:

Monthly

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

-Monthly administrative meetings with Student Services to review current tardy trend data. Goals will be reviewed and strategies will be updated as needed.

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. You can also visit the school's webpage at <https://www.hillsboroughschools.org/summerfieldcrossings> and find the SIP in the resources tab.

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 Crossings 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.

You can also visit the school's webpage at <https://www.hillsboroughschools.org/summerfieldcrossings> and find the Parent and Family Engagement Plan in the resources tab.

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, Math Coach and Science 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. Student Nutrition coordinates with SCES to provide breakfast in the classroom, allowing our students an opportunity to eat with a small group in their classroom and build connections with peers.

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))

The student services team plans weekly and meets with administration weekly to ensure students in need are provided the support they need to be successful. Student services provides small group counseling, one-on-one counseling, social skills groups, support for parents/families and referrals for services off campus ensuring students receive the skills, outside their academic subject areas, to be successful.

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))

At the Elementary level, this does not typically apply to our students.

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)).

Our school has a Tier 1 behavioral/procedural plan which we expect all students to follow. If a student is displaying behavioral concerns, our student services team, alongside administration, schedule Tier 2 meetings. We hold these meetings weekly and it allows for the development of an individualized student behavior plans. As more significant behavioral concerns arise, we engage in creating FBA's, we provide agency referrals, and coordinate with parents/guardians.

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)).

Our instructional coaches support PLC's monthly, offering time to discuss all aspects of planning and instructional delivery. Professional development wrapped around Kagan Strategies and how to best

implement differentiated small group instruction is also provided. Data chats are held quarterly to monitor school wide progress. Administration also meets with new teachers quarterly to engage in authentic conversation around new and timely topics.

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))

Summerfield Crossings has 3 PEEPS and VPK blended classrooms on campus. These classes focus on the development of foundational skills and work towards the seamless integration into our Kindergarten classrooms. We also have a Kindergarten Inclusion Classroom (KIC) allowing more support to the students who need it the most. Providing opportunities to work with peers and interact in small groups before transitioning to kindergarten, allows invaluable student-student interaction, increasing success in kindergarten.

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