
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	18
V. Reading Achievement Initiative for Scholastic Excellence	18
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Pizzo K 8 School

11701 USF BULL RUN ST, Tampa, FL 33617

www.pizzo.mysdhc.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Best Teaching Practices
USF Partnerships
Learning Communities
Leads to
Student Achievement

Provide the school's vision statement.

Growing empowered scholars for a diverse and evolving world

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wilson, Ovet	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Flanders, Danielle	Assistant Principal	The Assistant Principal, Elementary, will assist with instructional, administrative, and operational leadership of an elementary school.
Santiago, Susan	ELL Compliance Specialist	The English Language Learner (ELL) Resource teacher, under the direction of the Supervisor for Programs for English Language Learners, will maintain and monitor the implementation of the ESOL program, including professional development of school personnel. The ELL Resource Teacher is responsible for ensuring the comprehensive program of ELL within the school, as well as compliance with Full Time Equivalency (FTE) rules and guidelines from the Florida Department of Education and the United States Department of Education.
Gibbs, Lauren	Reading Coach	The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction. The Literacy Coach will be working with tiered teachers, based upon experience and need.
Zawada, Morgan	Math Coach	The Math Coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math, to include differentiated learning opportunities and small group instruction. The Math Coach will be working with tiered teachers, based upon experience and need.
Valdes, Lauren	Other	SAC Chair

Name	Position Title	Job Duties and Responsibilities
Sparrock, Christina	Other	School social worker

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Goals are set by the school leadership team. Teacher and parent insight is also used to finalize the goals for the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored every 9 weeks to ensure we are on track with our goals and outcomes.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	56	44	69	38	32	18	12	12	281
One or more suspensions	0	7	4	10	3	6	12	13	5	60
Course failure in ELA	0	0	0	66	0	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	70	55	66	13	19	17	240
Level 1 on statewide Math assessment	0	0	0	62	49	74	14	16	6	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	18	50	84	27	56	0	0	0	246

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	2	21	14	3	5	4	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	30	2	1	0	0	0	36
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	56	44	69	38	32	18	12	12	281
One or more suspensions	0	7	4	10	3	6	12	13	5	60
Course failure in ELA	0	0	0	66	0	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	70	55	66	13	19	17	240
Level 1 on statewide Math assessment	0	0	0	62	49	74	14	16	6	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	18	50	84	27	56	0	0	0	246

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	2	21	14	3	5	4	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	30	2	1	0	0	0	36
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30			24			39		
ELA Learning Gains	47			47			45		
ELA Lowest 25th Percentile	41			51			37		
Math Achievement*	32			27			35		
Math Learning Gains	59			44			43		
Math Lowest 25th Percentile	58			46			33		
Science Achievement*	29			32			39		
Social Studies Achievement*	74			44					
Middle School Acceleration	92			94					
Graduation Rate									
College and Career Acceleration									
ELP Progress	55			47			55		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	36	Yes	2	
AMI				
ASN				
BLK	47			
HSP	44			
MUL	40	Yes	2	
PAC				
WHT	53			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	30	47	41	32	59	58	29	74	92			55
SWD	26	51	45	32	53	50	31					
ELL	18	46	35	25	52	44	15					56
AMI												
ASN												
BLK	26	47	52	27	65	67	28	67				
HSP	30	45	35	34	56	49	22	77				51
MUL	32	41		19	50		60					
PAC												
WHT	47	61		50	44		64					
FRL	28	48	45	32	60	60	29	74	92			57

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	24	47	51	27	44	46	32	44	94			47
SWD	19	44	52	23	29	36	23					
ELL	12	48	56	18	44	56	7	35				47
AMI												
ASN												
BLK	25	41	37	26	37	35	28	55				
HSP	22	52	59	27	48	55	31	41				43
MUL	29			17								
PAC												
WHT	38	54		48	46		55					
FRL	23	48	51	26	43	46	30	45	93			47

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	39	45	37	35	43	33	39					55
SWD	29	34	25	27	48	32	50					42
ELL	20	44	46	27	47	38	20					55
AMI												
ASN												
BLK	40	45	26	30	40	38	35					
HSP	36	45	47	38	40	21	34					53
MUL	27			18								
PAC												
WHT	43	40		50	56							
FRL	36	42	36	33	42	35	33					54

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

ELA and science proficiency were tied at 26%. These were our lowest areas. Due to the pandemic and lack of consistent education, our intermediate students missed out on important foundational skills needed to be more successful past the primary grades, as well as small group interventions. Additionally, we are working to strengthen core instruction and small group intervention to help support our students. Teacher collective efficacy is something we are working hard to build with our teachers in PLC and planning sessions.

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

The greatest decline happened in Civics. We went down 7 points from 74% to 67%. Our teacher was out on maternity leave and it may have impacted student learning during that window.

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 greatest gap is in our ELA proficiency. We are currently at 26% proficiency. Teacher shortages and the lingering effect of the pandemic are factors. Teachers are learning the new standards and the new FAST assessment.

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

Our biggest improvement was our math proficiency. It increased from 31% to 38%. We had a math coach that supported teachers and we had more teacher collaboration in PLC and planning.

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

Concern 1: 281 students had 10 or more absences.

Concern 2: 240 students score level 1 on ELA

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

- 1) Teacher Collective Efficacy
- 2) PLC
- 3) Planning
- 4) Coaching
- 5) Feedback

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Cultural Priority:

Develop an atmosphere of collaborative trust, respect and coaching for all.

Pizzo 4 Core Values

1. Respect
2. Integrity
3. Commitment
4. Excellence

Measurable Outcome:

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

Teacher participation in PLC
Teacher participation in planning with coaches
Student referral data decreased by 20%
Increased student celebration

Monitoring:

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

PLC attendance
Planning Attendance and notes
Onenote coaching notebook'
Data review of discipline weekly

Person responsible for monitoring outcome:

Danielle Flanders (danielle.flanders@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use our PBIS and House system to help increase the level of engagement on our campus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive reinforcement refers to the process of rewarding or reinforcing desirable behavior in order to increase the likelihood that the behavior will be repeated in the future (Staddon & Cerruti, 2003). Positive reinforcement allows the behavior that we want to see increase.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

House system formed
House meeting scheduled
House celebrations monthly

Person Responsible: Christina Sparrock (christina.sparrock@hcps.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional Priority

Employ high leverage instructional practices/structures that allow students to master grade level benchmarks/standard.

- 1) "Teacher Efficacy" in Planning and PLC's sessions
- 2) Small Group Instruction
- 3) Use formative assessment and data to drive instructional shifts.

Measurable Outcome:

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

We would like to see our proficiency levels in Math, ELA, and Science get to 40% minimum.

Monitoring:

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

We will take attendance at PLC & Planning sessions with students.

We will analyze mini-assessment data and FAST data to drive student learning.

We will discuss walk-through data, feedback data and coaching cycles to gain insight on PD needs.

Person responsible for monitoring outcome:

Ovett Wilson (ovett.wilson@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A school staff that believes it can collectively accomplish great things is vital for the health of a school. If they believe they can make a positive difference then they very likely will.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs typically involves several key steps. This process is critical to effectively implement interventions and activities outlined in the school improvement plan, especially when it comes to supporting our ESSA subgroups: English Language Learners (ELL) and multicultural students.

Data Collection and Analysis:

- *Collect relevant data, including academic performance, attendance, behavior, and demographic information.
- *Analyze the data to identify trends, patterns, and areas where students are struggling, especially ELL and multicultural students.
- *Use this data to inform decisions about resource allocation and intervention strategies.

Needs Assessment:

- *Based on data analysis, identify the specific needs of the school and its students.
- *This includes academic needs, socio-economic factors, language proficiency, cultural considerations, and more.
- *Prioritize these needs to determine where resources should be focused for the greatest impact.

Budget Planning:

- *Develop a budget that aligns with the goals and strategies outlined for the SIP.
- *Clearly allocate funds for specific interventions and activities, such as hiring ELL specialists, purchasing multicultural literature, etc.

Stakeholder Engagement:

- *Involve all relevant stakeholders in the process, including teachers, administrators, parents, community members, and students.
- *Ensure that the perspectives and needs of ELL and multicultural students are represented and considered.

Monitoring and Review:

- *Regularly monitor the implementation of interventions and activities outlined in the SIP.
- *Collect ongoing data to assess the effectiveness of these strategies in improving student outcomes, with specific attention to ELL and multicultural students.
- *Adjust resource allocation and strategies if needed based on real-time feedback and outcomes.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.
2. Explicitly engage students in developing narrative language skills.
3. Teach academic vocabulary in the context of other reading activities.

2. Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.
2. Teach students letter–sound relations.
3. Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

3. Teach students to decode words,

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
2. Instruct students in common sound–spelling patterns.
3. Teach students to recognize common word parts.
4. Have students read decodable words in isolation and in text.

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

Guided Reading: Guided reading is "small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency". The small group model allows students to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

Explicit instruction in vocabulary development.

Balanced literacy is about balancing explicit language instruction with independent learning and language exploration. It aims to strike a balance between both whole language and phonics when learning to read.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Students scoring below the 40th percentile

K Grade 2023 = 63% Goal 2024 = 40%

1st Grade 2023 = 74% Goal 2024 = 40%

2nd Grade 2023 = 67% Goal 2024 = 40%

Grades 3-5 Measurable Outcomes

Students scoring below the 40th percentile

3rd Grade 2023 = 76% Goal 2024 = 40%

4th Grade 2023 = 73% Goal 2024 = 40%

5th Grade 2023 = 74% Goal 2024 = 40%

Monitoring

Monitoring

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

The leadership Team will meet weekly to review and discuss student performance. We will use the formative assessment data to make instructional shifts during our PLC and planning time.

We will use the FAST Baseline and midyear to make key adjustments in the delivery of instruction. Our mini-assessment will give us bite-size data points between the baseline, midyear, and summative assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gibbs, Lauren, lauren.gibbs@hcps.net

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In our K-5, students and teachers will be utilizing the UFLI curriculum to enhance phonemic awareness and phonics. This curriculum is an evidence-based program that stems from the Science of Reading research. Students will practice UFLI daily for 30 minutes during whole group instruction. This supports the foundational benchmarks that are referenced within the B.E.S.T ELA standards.

Alongside UFLI, teachers in K-2 will use the FLAMINGO small-group based approach. This approach uses the assessment DIBELS to place students into strategic groups so that they can continue growing foundational skills and practices within a small group/differentiated setting. This structure will allow students to develop the B.E.S.T foundational skills that are critical to obtaining vocabulary and reading comprehension skills.

Grades 3-5 will utilize iReady Magnetic Reading, UFLI, Wonders Intervention toolkits, and SIPPS to accommodate their small group needs. Each of these programs has been evaluated and created in accordance to the B.E.S.T standards to increase phonics, vocabulary, and comprehension.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Through our STAR Early Literacy and STAR Reading assessments, we have evaluated that our school has a need to focus on foundational benchmarks to increase proficiency in grades K-2, so that 3-5 will start with a great foundation and have the ability to work toward vocabulary and comprehension strategies. The evidenced-based strategies used above will help K-2 to gain proficiency and will also help 3-5 to fill in gaps in foundational skills to create proficient readers. With consistency and strategic planning, the above resources have proven effective with our current population which is evidenced in our third grade learning gains within the 22-23 school year.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership: -Leadership will provide specific times for resources to be utilized within the master schedule -Leadership will do fidelity checks during formal and informal walk-throughs to ensure the curriculum is being implemented within the classrooms. -Leadership will meet with literacy coaches to analyze data and make instructional shifts through plannings and PLC's</p>	<p>Flanders, Danielle, danielle.flanders@hcps.net</p>
<p>Literacy Coaching: Literacy coaches will ensure a scheduled planning time for each grade-level to plan with the evidence-based interventions. Literacy coaches will do coaching cycles with teachers to ensure the correct implementation of the evidence-based interventions. Literacy coaches will do walk-through's and fidelity checks to ensure the implementation of evidence-based interventions</p>	<p>Flanders, Danielle, danielle.flanders@hcps.net</p>
<p>Assessment: DIBELS assessments will be utilized three times a year to monitor foundational skills iReady assessments will be utilized three times a year to monitor foundational skills and comprehension skills STAR and FAST will be given three times a year to monitor foundational and comprehension skills Teachers will provide bi-weekly and quarterly benchmark-based assessments to measure skills throughout the quarters.</p>	<p>Flanders, Danielle, danielle.flanders@hcps.net</p>
<p>Professional Learning Teachers will attend professional training on how to implement UFLI Teachers will attend professional training on the structures of Flamingo and how to implement. Teachers will have continuous professional training on progress monitoring, analyzing data, and success criteria to support student learning.</p>	<p>Wilson, Ovett, ovett.wilson@hcps.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

Dissemination of a School Improvement Plan (SIP) is crucial to ensure that all stakeholders are informed about the goals, strategies, and actions that will be taken to enhance the school's performance. Effective dissemination helps in garnering support, alignment, and engagement from teachers, staff, parents, students, and the broader community. Here are some methods you can use to disseminate a School Improvement Plan:

Meetings and Presentations:

Staff Meetings: Present the SIP to all school staff members during staff meetings. Explain the goals, strategies, and expected outcomes.

Faculty Meetings: Hold separate meetings with academic departments to discuss how the SIP aligns with their specific goals and responsibilities.

Parent-Teacher Conferences: Brief parents on the SIP during parent-teacher conferences, highlighting how their involvement can contribute to the plan's success.

Digital Communication:

School Website: Publish the complete SIP on the school's website, ensuring easy access for all stakeholders.

Email Newsletter: Send out regular email newsletters to parents, students, and staff, providing updates on the SIP's progress and milestones.

Social Media: Share key aspects of the SIP on social media platforms used by the school

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders, the school implements a comprehensive and strategic approach that aligns with its mission of supporting student needs and keeping parents informed of their child's progress. The goal is to foster a collaborative and inclusive environment where all stakeholders contribute to the overall success of the students and the school community. Here's how the school might plan to achieve this:

Regular Communication Channels:

The school establishes consistent and transparent communication channels to keep parents and families informed about school events, curriculum updates, and student progress. This could include newsletters, emails, a school website, and a dedicated online portal where parents can access real-time updates about their child's academic performance and other relevant information.

Parent-Teacher Conferences:

The school organizes regular parent-teacher conferences to provide an opportunity for parents to meet with teachers and discuss their child's progress, strengths, areas for improvement, and any concerns. These conferences promote open dialogue and enable teachers to gain insights from parents regarding their child's learning style, interests, and needs.

Family Engagement Events:

The school hosts family-oriented events such as workshops, seminars, and cultural celebrations. These events encourage family participation in their child's education, while also creating a sense of community among parents, students, and staff. Workshops could focus on topics like parenting strategies, study techniques, and technology literacy.

Parent Volunteer Programs:

Establishing parent volunteer programs provides an opportunity for parents to actively engage with the school and contribute their skills and time to various school activities and projects. This involvement helps parents feel connected to the school's mission and fosters a sense of ownership in the educational process.

Community Partnerships:

The school collaborates with local businesses, organizations, and community leaders to enhance educational opportunities for students. By involving external stakeholders, the school can offer internships, mentorship programs, and guest speaker sessions that expose students to real-world experiences and diverse perspectives.

Social Media and Online Presence:

The school maintains an active presence on social media platforms and its website. This allows parents and community members to stay informed about school updates, events, and achievements. Sharing success stories and showcasing student accomplishments can help build a positive reputation within the community.

Feedback Mechanisms:

The school implements feedback mechanisms that allow parents, families, and other stakeholders to share their thoughts, suggestions, and concerns. This could involve surveys, suggestion boxes, or regular feedback sessions. Acting on this feedback demonstrates the school's commitment to continuous improvement.

Counseling and Support Services:

The school provides access to counseling and support services for both students and families. Addressing social, emotional, and academic needs ensures that students are well-equipped to succeed, and families feel supported during challenging times.

Collaborative Decision-Making:

Involving parents and stakeholders in the decision-making process through advisory boards or committees allows them to have a voice in shaping school policies, initiatives, and programs.

School Website: <https://www.hillsboroughschools.org/pizzo>

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. (ESSA 1114(b)(7)ii)

1. Needs Assessment and Goal Setting:

The school administration, along with teachers and educational experts, will conduct a thorough

assessment of the current academic program. This includes analyzing student performance, identifying areas for improvement, and setting specific goals for enhancing learning outcomes.

2. Curriculum Enhancement:

The curriculum will be reviewed and updated to ensure alignment with current educational standards and best practices. New content, teaching methodologies, and resources will be incorporated to provide a more comprehensive and engaging learning experience.

3. Small Group Activities:

Small group activities allow for personalized attention and tailored instruction. The school will implement regular small group sessions within the classroom, where students of similar learning levels or interests will work closely with teachers. These sessions might involve discussions, collaborative projects, problem-solving exercises, and interactive learning experiences.

4. Flexible Grouping:

Students may be grouped dynamically based on their learning needs and progress. This flexibility allows for differentiation and ensures that each student receives the appropriate level of challenge and support.

5. Extended Learning Time:

The school will extend the learning time beyond regular classroom hours. This can be achieved through after-school programs, extended study sessions, or enrichment clubs. Students will have the opportunity to dive deeper into subjects of interest and engage in hands-on projects.

6. Enrichment and Acceleration:

Enriched and accelerated curriculum options will be provided for students who demonstrate advanced abilities or a keen interest in certain subjects. These options might include advanced coursework, specialized projects, and participation in competitions or research endeavors.

7. Professional Development:

Teachers will receive ongoing professional development to enhance their instructional strategies, classroom management techniques, and ability to differentiate instruction effectively. This will enable them to cater to the diverse needs of students in small-group settings.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Head Start Programs: Early childhood education is crucial for setting a strong foundation for future learning. The plan could align with Head Start programs to ensure a seamless transition from early childhood education to primary school, providing continuity in learning experiences.

Optional Component(s) of the Schoolwide Program Plan

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

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

Once a week, students are supported using the Second Step curriculum provided by the guidance counselor and social worker. Outside of the once a week lessons, the students receive individualized

small groups based on need of services. The skills-based groups work to teach students how they can handle conflicts, emotions, etc. throughout the school year.

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

Our educators and counselors play a crucial role in guiding students toward appropriate postsecondary pathways. This involves helping students identify their interests, strengths, and career goals, as well as informing them about the various options available. This might include traditional four-year colleges and universities, community colleges, vocational schools, apprenticeships, and workforce training programs. We help our students understand the potential benefits and requirements of each pathway to make informed decisions about their future.

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

Pizzo has two systems; a house-based point system and bulls bucks. The implementation of the two programs create our Tier 1 behavior system. Students are able to earn points for their houses based on attendance, unifrom dress, academics, and behavior. Students will meet within their house groups once a month to discuss the policies and how to earn points.

Students can earn Bulls Bucks within the classrooms by following the BULLS expectations. Teachers work with students in their classrooms to develop agreements that follow our school-wide expectations. As students follow the expectations, they have the opportunity to earn Bulls Bucks. These dollars can be used in the Bulls Bucks store or to attend events; such as, dance parties, ice cream socials, etc.

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

Professional learning and other activities for teachers, paraprofessionals, and other school personnel play a crucial role in improving instruction, enhancing the use of data from academic assessments, and recruiting and retaining effective teachers, especially in high-need subjects. These initiatives are designed to continuously develop the skills, knowledge, and effectiveness of educators while addressing the unique challenges faced by schools, students, and communities.

1. Professional Development Workshops and Seminars:

Educators participate in workshops and seminars focused on various aspects of teaching, assessment, and data utilization. These events may cover instructional strategies, curriculum development, classroom management, and ways to interpret and apply assessment data to inform instruction.

2. Collaborative Learning Communities:

Teachers engage in professional learning communities (PLCs) where they collaborate with colleagues to share best practices, discuss challenges, and collectively problem-solve. PLCs foster a culture of continuous improvement and provide a space for teachers to learn from one another.

3. Data Analysis Training:

Educators receive training on how to effectively analyze academic assessment data. This includes understanding different types of assessments, interpreting results, identifying student strengths and areas for improvement, and adjusting instructional strategies accordingly.

4. Mentorship and Coaching:

Experienced educators serve as mentors or instructional coaches for newer teachers. This one-on-one support helps new teachers develop their skills, navigate challenges, and implement effective teaching practices.

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

Certainly, transitioning from early childhood education programs to local elementary school programs can be a significant step for preschool children. To help make this transition smooth and successful, we employ various strategies to support both the children and their families. Here are some strategies that we use:

Orientation and Familiarization: We organize orientation sessions and visits to the elementary school for preschool children and their parents. These visits can help children become familiar with the new environment, classrooms, playgrounds, and even meet some of the teachers and staff.

Communication: Maintaining clear and consistent communication between preschools and elementary schools is crucial. Sharing information about a child's development, learning style, and individual needs helps our elementary school teachers tailor their approach to each child.

Transitional Activities: We design activities that bridge the gap between preschool and elementary school. These activities might involve story-sharing, group discussions, and projects that help children understand the similarities and differences between the two educational stages.

Consistent Routines: Maintaining consistent routines between preschool and elementary school can help children feel more secure. Similar schedules, familiar routines, and familiar faces can ease the transition.