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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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Muller Elementary Magnet School, staff, students, parents, and the community will work together to develop skills and habits for personal and academic success.

Provide the school's vision statement

Muller Elementary Magnet School will prepare students for life through the arts, science, and leadership.

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

Bottini, Melanie

Position Title

Principal

Job Duties and Responsibilities

1. Instructional Leadership
2. Safety and Security of all Stakeholders
3. Building Management
4. Culture Building

Leadership Team Member #2

Employee's Name

Behrens, Brian

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Instructional Leadership
2. Safety and Security of all Stakeholders
3. Building Management
4. Culture Building

Leadership Team Member #3

Employee's Name

Manfield, Lyndee

Position Title

School Counselor

Job Duties and Responsibilities

1. Culture Building
2. SEL Lessons with Students

Leadership Team Member #4

Employee's Name

Weber, Mitchell

Position Title

Magnet Lead

Job Duties and Responsibilities

1. Assists in the recruitment, selection, and placement of staff for Magnet schools, computer science, and CTE Programs.
2. Participates in the observation and evaluation of teachers in the stated areas of supervision.
3. Assists teachers and programs in the stated areas of supervision.

Leadership Team Member #5

Employee's Name

Leach, Faye

Position Title

Reading Coach

Job Duties and Responsibilities

1. Reading Instruction
2. Reading Planning with Teachers
3. Reading Coaching Instruction
4. Reading Data Analysis

5. Reading Professional Development

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 school leadership team and School Advisory Council meet to analyze school data, reflect upon 2024-25 academic, attendance, and behavior progress, and draft ideas for the SIP.

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 school leadership team and School Advisory Council will meet at least monthly to regularly review the SIP and determine if the desired progress toward the Measurable Outcome(s) in the SIP is on target to be achieved. Leadership and SAC will monitor results from the Area of Focus and make adjustments as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	90.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: C 2020-21: 2019-20: A

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		12	17	10	12	7				58
One or more suspensions					1	3				4
Course failure in English Language Arts (ELA)										0
Course failure in Math										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					7	3				10

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				3						3
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		12	17	10	12	7				58
One or more suspensions					1	3				4
Course failure in ELA										0
Course failure in Math										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

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					7	3				10

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										0
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 *	52	53	57	47	50	53	49	53	56
ELA Grade 3 Achievement **	62	54	58	53	48	53			
ELA Learning Gains	57	60	60				55		
ELA Learning Gains Lowest 25%	53	56	57				50		
Math Achievement *	50	59	62	58	56	59	56	50	50
Math Learning Gains	41	60	62				56		
Math Learning Gains Lowest 25%	46	51	52				40		
Science Achievement *	36	51	57	53	50	54	49	59	59
Social Studies Achievement *								69	64
Graduation Rate								48	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	60	61	61	49	59	59	60		

*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	457
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%	55%	52%	47%		63%	54%

* 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	33%	Yes	3	
English Language Learners	47%	No		
Black/African American Students	41%	No		
Hispanic Students	50%	No		
Multiracial Students	70%	No		
White Students	68%	No		
Economically Disadvantaged Students	47%	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	25%	Yes	2	1
English Language Learners	49%	No		
Black/African American Students	46%	No		
Hispanic Students	52%	No		
Multiracial Students	43%	No		
White Students	88%	No		
Economically Disadvantaged Students	48%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	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%
English Language Learners	42%	No		
Native American Students				
Asian Students				
Black/African American Students	58%	No		
Hispanic Students	48%	No		
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	57%	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	52%	62%	57%	53%	50%	41%	46%	36%					60%
Students With Disabilities	17%	27%	45%	48%	22%	39%	55%	13%					
English Language Learners	40%	53%	53%	60%	53%	40%		15%					60%
Black/African American Students	41%	56%	44%	44%	35%	34%	37%	38%					
Hispanic Students	45%	46%	60%	60%	55%	44%	56%	30%					57%
Multiracial Students	80%				60%								
White Students	88%		76%		68%	41%							
Economically Disadvantaged Students	44%	52%	56%	56%	45%	39%	50%	26%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	53%			58%			53%					49%
Students With Disabilities	20%	21%			33%			24%					
English Language Learners	36%	42%			53%								64%
Black/African American Students	38%	36%			53%			57%					
Hispanic Students	43%	47%			59%			50%					62%
Multiracial Students	43%				43%								
White Students	90%	92%			81%								
Economically Disadvantaged Students	36%	42%			53%			45%					62%

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	49%		55%	50%	56%	56%	40%	49%					60%
Students With Disabilities	14%		42%	50%	37%	42%	12%	37%					30%
English Language Learners	39%		39%	33%	46%	36%		41%					60%
Native American Students													
Asian Students													
Black/African American Students	49%		50%		59%	68%		63%					
Hispanic Students	51%		58%	42%	53%	47%	24%	44%					63%
Multiracial Students	38%				46%								
Pacific Islander Students													
White Students	44%		67%		59%	58%							
Economically Disadvantaged Students	44%		52%	50%	49%	53%	36%	39%					59%

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	61%	51%	10%	55%	6%
Ela	4	46%	49%	-3%	53%	-7%
Ela	5	46%	51%	-5%	55%	-9%
Math	3	68%	56%	12%	60%	8%
Math	4	49%	55%	-6%	58%	-9%
Math	5	35%	53%	-18%	56%	-21%
Science	5	37%	47%	-10%	53%	-16%

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 area that showed the most improvement was ELA Grade 3 Achievement. From 2023 to 2024, the score increased from 53% to 62%. Some new actions that took place were collaborative planning in the grade level, offering Extended Learning Program for students in Tier 2 and Tier 3 interventions, as well as the Reading Coach pulling small groups throughout the week. All of these actions helped increase ELA proficiency across the grade level.

Lowest Performance

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

The area of lowest performance was Science Achievement at 36%. There were several factors that contributed to this score, such as new teachers entering the grade level and more emphasis placed on Reading and Mathematics. As a result, the teachers and coaches will integrate Science into Math and Reading to promote more content knowledge.

Greatest Decline

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

The area of greatest decline was Science Achievement at 36%. There were several factors that contributed to this score, such as new teachers entering the grade level and not understanding the 4th grade Science standards. Also, there were many behavior concerns in the grade level, which led to more time than normal spent on behavior management.

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.

The data with the largest gap compared to the State is Science. Overall, the data shows that Science is an area that needs remediation. Some action plans include teaching the science curriculum to fidelity, as well as taking all district assigned Science assessments.

EWS Areas of Concern

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

An area of concern in the EWS data would be students either not showing up to school or arriving late. Instructional minutes are essential, and we need to emphasize that with the families.

Highest Priorities

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

The highest priorities for school improvement include:

- * Increasing Science Achievement from 36% to at least 50%
- * Increasing Math Achievement from 50% back to at least 58% (the score from the prior year)
- * Increasing ELA Achievement at least 10 percentage points

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 Science

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.

An area of focus for his upcoming year is science achievement. From 22-23 to 23-24, science achievement fell from 53% to 36%. Managing behaviors through improved student engagement is crucial to increasing this achievement.

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 will increase science achievement 14 points to 50% this year.

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.

The area of focus will be monitored by the school leadership team and the primary/intermediate science leads. It will be monitored by focusing on content that advances students toward course and grade level expectations at the depth and breadth of standards, and making sure that students are engaged in learning and interact with the content in meaningful ways.

Person responsible for monitoring outcome

Melanie Bottini (melanie.bottini@hcps.net)

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:

Heavier emphasis will be placed on integrating ELA and Mathematics with science content. This includes staffing our ELP programs with teachers who deliver standards-aligned content with fidelity while utilizing effective teaching practices. Increasing student engagement is critical. Feedback

walkthroughs, environmental checklists, and high-quality and appropriately demanding instructional materials.

Rationale:

Managing behaviors with student engagement where students can interact with the content authentically and be attentive, inspired, and energized is critical to increasing science achievement. Learning that is well-sequenced and moves students toward course and grade-level expectations can be improved and achieved through effective and high-fidelity content alignment in ELP programs where students require extra help and attention.

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

ELP Teaching

Person Monitoring:

Brian Behrens, Melanie Bottini

By When/Frequency:

Recurring ELP classes

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

Higher importance will be placed on effective teaching strategies in ELP courses wherein many of our students need the extra learning.

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.

Attendance increased to 92% in 23-24 thanks to the incentives, celebrations, and family engagement implemented last year. We are focused on continuing and maintaining that progress to reflect the achievements made in ELA and Mathematics across the board. Student attendance is critical to increasing student achievement.

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.

In 23-24, 58 students were absent 10% or more school days, improved from 138 in 22-23. This year, we will continue to improve student attendance, and increase attendance to at least 95%.

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.

The area of focus will be monitored by the attendance team: school social worker, data processor, and principal. It will be monitored by taking early action with students by identifying and removing barriers for families who are showing a pattern of attendance in which their students are missing school.

Person responsible for monitoring outcome

Melanie Bottini

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:

Incentives will be used for perfect attendance along with celebrations. The attendance team will communicate early and often with families, to get ahead of students who have shown multiple absences. Students will be monitored and communicated with as soon as they have an unexcused absence to address concerns.

Rationale:

The rationale is that our team will build relationships with families, so they can see the value of getting their child to school each day, resulting in children growing to their highest potential. Additionally, the team will provide resources to families, such as bussing and city bus passes to support families who are struggling, in the hopes of addressing any barriers

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

Identifying & Addressing Barriers/Concerns

Person Monitoring:

Melanie Bottini

By When/Frequency:

We have systems in place as of August 2024 to continuously track and address student attendance with team support.

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

step:

Identify the students who had more than 10 absences in 23-24 Contact families after their first unexcused absence Note the conversation and possible barriers Address possible barriers and develop a plan moving forward with the family Implement incentives for student attendance monthly Implement celebrations for perfect attendance quarterly Celebrate improved attendance with students

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 SIP is posted on the school website (<https://www.hillsboroughschools.org/muller.>) All Title 1 information is sent home to parents in both English and Spanish via a physical flyer and digitally on the Peach Jar App. Stakeholders are also kept up to date at the monthly SAC meetings.

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))

SAC member invitations were introduced to parents verbally and through a physical invitation in both English and Spanish. Schoolwide events are consistently held to provide multiple updates and resources. Electronic surveys are sent out after each schoolwide event for Leadership and staff to make accommodations.

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))

The school plans to strengthen academic programming in school, increase the quality learning time through our Title 1 Academic Coaches. They lead the learning and growth of our teachers. We target and identify areas of need within the students and staff and develop a plan to support implementation.

This is done through our weekly leadership meetings in which we review student and staff data as it aligns to our areas of focus.

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))

The plan is developed and addresses our ESSA groups specifically. When diving deeper into our data and student/teacher need, we unpack the groups of students recognized through ESSA to identify areas of strength and areas of growth that need our additional attention. This is monitored as a team through our data wall, and shared with the staff during PLCS. We are creating, implementing, and monitoring action plans continuously, to adjust to student and teacher need as it changes/ develops throughout the year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Data is reviewed quarterly or more frequently depending on the timing of the district assessments. If the data shows favorable trends and the resources are used, we continue using them. If the data shows negative trends, we will reevaluate the resources and the factors that may be affecting the data.

Specifics to Address the Need

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

The resources include morning ELP, individualized tutoring, and ELA and Math resource teachers. The data that supports this need is a trend of ESE students not increasing their scores, as well as a significant drop in Science. The ELA and Math scores are also lower than the district averages, so the resource teachers will be utilized to increase in those areas, as well as integrate Science in all content areas. To address the need, the students will take all assessments provided by the district. The more data that is collected, the better we can analyze and address student growth.

VII. Budget to Support Areas of Focus

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

Yes

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