Blake High School

2021-22 Schoolwide Improvement Plan

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Blake High School

1701 N BOULEVARD, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Valerie Newton   Start Date for this Principal: 7/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (51%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Blake High School

1701 N BOULEVARD, Tampa, FL 33607

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Blake High School will provide all students with the knowledge and skills necessary to achieve at the highest level.

Provide the school's vision statement.

Blake High School will partner with students to attain the highest achievement in academics and the arts.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Salters, Jesse	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards and serves as the instructional leader, develops and evaluates educational programs to ensure conformance to state, national and school board standards. ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned.
Dixon, Keisha	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.

Name	Position Title	Job Duties and Responsibilities
		? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. ? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant. ? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned.
Sinwich, Lilas	Reading Coach	? Demonstrates a strong working knowledge of best practices in specified content area ? Develops and conducts professional development for targeted audience in specific content areas

Name	Position Title	Job Duties and Responsibilities
		regarding instructional strategies, best practices, and specific instructional topics. ? Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources. ? Conducts data conferences with classroom teachers to interpret data and plan instruction. ? Models effective teaching techniques when presenting to groups and other professionals. ? Assists specified content supervisors in developing model lesson plans and curriculum development. ? Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified content supervisor. Continues to develop professional expertise through professional readings, training, and conferences. ? Performs any other duties as assigned.
Reid, Claudette	School Counselor	Counsel students individually and/or in groups... 2. Advise and provide information to parents/guardians and teachers 3. Collect information for special reports from teachers, students and records. 4. Assist students filling out application forms for school, financial aid and jobs. 5. Write recommendations on behalf of students for colleges, technical schools, scholarships, special awards and military service. 6. Prepare student transcripts for schools, employers, etc. 7. Send out applications, transcripts and recommendations to schools and agencies. 8. Serve on individualized education program (IEP) teams when deemed appropriate. 9. Compile class rank data for all students in grades nine through twelve. 10. In September and January, review the records of all seniors to check their progress in meeting graduation requirements. He/she shall talk to any students who may have difficulty meeting graduation requirements and write letters in conjunction with the APC, to parent(s)/guardian(s) regarding any such problems. 11. Assist the AP in coordinating and administering the testing program at the Junior/Senior High School. 12. Coordinate and set up visits of representatives from colleges, technical schools, the military services and private training facilities. 13. Call and write schools to set up visitation appointments and testing for students.

Name	Position Title	Job Duties and Responsibilities
		14. Shall provide information on career areas and schools and administer and interpret interest tests. 15. Act as contact person for parents/guardians and students regarding financial aid, educational planning, and student grades and programs. 16. Discuss student programs and make recommendations as to what can be done in conjunction with teachers, parents and administration. 17. Schedule students in appropriate classes depending on post-secondary plans in conjunction with parents, teachers and administration. 18. Work with students on education/vocational post-secondary planning. 19. Shall keep abreast of current practices in the field of guidance and counseling through attendance at professional conferences/workshops. 20. Shall assist the administration in developing a master schedule and individual student schedules. 21. Shall assist the administration in making arrangements for enrollment in the summer program. 22. Supervise and maintain cumulative records and enroll students in grades 9 through 12. 23. Perform any and all other duties prescribed by the administration.
Thomas, Duane	Instructional Coach	Assists schools to increase learning levels for students at risk in literacy, basic skills development, attendance, behavior, and career-oriented curriculum content. ? Provides strategies and behavior modification skills relevant to career opportunities and subsequent transition to life-sustaining employment. ? Collaborates with administrators, school counselors, community resource programs, and social workers to enhance communication regarding resources to targeted students and parents. ? Stays professionally updated on technology. ? Maintains professional relationships with other Student Success Coaches. ? Provides leadership and support for student services initiatives, including career planning and mentoring. Assists with present truancy cases in Juvenile Court, as needed. ? Identifies students using relevant data and makes personal contact (e.g. phone, electronic, etc.,) with parents/guardians to arrange meetings, determine reasons for low performance or the lack of interest/participation in the educational process, and/or remove barriers to reentry, including successful transition of alternative education students and students entering

Name	Position Title	Job Duties and Responsibilities
		from out of county. ? Assists schools with the early identification of students at risk of failing or leaving school prematurely, and applies appropriate interventions, both instructional and auxiliary services, referrals to in-school services and community agencies. ? Works with school personnel to monitor and increase attendance among high-risk students, reduce truancy, tardiness, and frequent absenteeism, and assists with exit interviews. ? Secures and informs schools of outside resources, volunteers, private business support, and other in-kind assistance from non-school sources. ? Engages stakeholders (including higher education organizations, the faith community, businesses, students, parents and other community, government and social agencies) in the development of initiatives that address school completing, youth leadership, service learning, communication, and college and career preparation. ? Assists students in evaluating academic needs for progression toward a diploma, preparation for postsecondary options. ? Assists teachers with implementing best practices and strategies with identified students. ? Communicates with parents and students to convey information regarding the array of services available to facilitate the reentry of students into the educational system. ? Maintains all appropriate reports and submits them in a timely fashion. Analyzes and responds appropriately to data trends reflected within these reports. ? Assists in conducting evaluations and research initiatives that promote effectiveness and academic achievement. ? Performs any other duties as assigned.
Glas, Pam	Magnet Coordinator	Works with school staff in leading the effective implementation and continuous improvement of a schoolwide program designed to improve climate and culture. ? Works proactively and collaboratively with staff and school/district leaders to eliminate conflicts, discipline, and behavior situations with a student-centered, restorative approach, modeling these processes for school-based staff. ? Evaluates overall school needs to develop and conduct targeted professional development for specific audiences, including classroom teachers, regarding instructional strategies, best

Name	Position Title	Job Duties and Responsibilities
		practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training. ? Provides professional development to school leaders, family, and staff designed to increase their skill level in developing academic, social, and emotional supports for students. ? Serves as a thought partner for school administration around creating effective and studentcentered behavior and discipline systems. Trains and assists teachers in the selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and assists teachers in using assessment data to plan appropriate instruction. ? Regularly collaborates with building administrators to data to create a culture of care and support for students to support academic and post-secondary success. ? Develops a system for measuring culture and climate improvements, including attendance, discipline, student achievement, and climate survey data. ? Facilitates effective communication and coordination between teachers, administrators, and support staff. ? Establishes and maintains a positive, collaborative relationship with members of the school, community, and district staff to ensure an environment conducive to learning and to offering clear academic and career pathways. Highlights the kindergarten-through-college connections needed to prepare students for future jobs based on their strengths, interests, and values. ? Performs any other duties as assigned.
Williams, Almaree	Psychologist	Participates actively in problem-solving teams to assist in defining student difficulties, developing interventions, and monitoring response to interventions. ? Conducts comprehensive psychological evaluations of referred students in accordance with departmental standards and in compliance with State Department of Education statutes and Federal regulations. ? Interprets educational data and psychological findings to parents, school personnel, and other professionals during individual conferences and team meetings.

Name	Position Title	Job Duties and Responsibilities
		? Consults with parents, students, school staff, and other professionals regarding student, class, school or district issues. ? Possess knowledge of legal, ethical, and professional issues related to the practice of school psychology. ? Participates in school and district-level meetings as directed by the Supervisor of Psychological Services. Completes comprehensive psychoeducational evaluations and produces written reports utilized for educational planning. ? Maintains accurate records regarding service provided. ? Participates in the formulation and implementation of in-school intervention programs. ? Provides mental health services to students. ? Participates in professional development activities to enhance practice. Provides professional development to other educators and parents to increase their knowledge and skills. ? Initiates, participates in, and contributes to the development of a school environment conducive to learning. ? Performs any other duties as assigned.

Demographic Information

Principal start date
Friday 7/23/2021, Valerie Newton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
66

Total number of students enrolled at the school
1,529

Identify the number of instructional staff who left the school during the 2020-21 school year.
18

Identify the number of instructional staff who joined the school during the 2021-22 school year.
12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	408	398	357	366	1529
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	138	92	132	470
One or more suspensions	0	0	0	0	0	0	0	0	0	16	8	8	11	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	137	159	119	523
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	111	131	104	109	455
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	110	115	112	43	380
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	8	7	10	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	15	0	0	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 7/23/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	399	418	397	381	1595
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	138	92	132	470
One or more suspensions	0	0	0	0	0	0	0	0	0	16	8	8	11	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	137	159	119	523
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	111	131	104	109	455
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	110	115	112	43	380

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	8	7	10	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	15	0	0	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	399	418	397	381	1595
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	138	92	132	470
One or more suspensions	0	0	0	0	0	0	0	0	0	16	8	8	11	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	137	159	119	523
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	111	131	104	109	455
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	110	115	112	43	380

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	8	7	10	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	15	0	0	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	56%	56%	49%	54%	56%
ELA Learning Gains				52%	54%	51%	46%	53%	53%
ELA Lowest 25th Percentile				34%	41%	42%	31%	43%	44%
Math Achievement				37%	49%	51%	41%	48%	51%
Math Learning Gains				39%	48%	48%	40%	49%	48%
Math Lowest 25th Percentile				39%	45%	45%	38%	45%	45%
Science Achievement				60%	69%	68%	57%	65%	67%
Social Studies Achievement				68%	75%	73%	71%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	55%	55%	0%	55%	0%
Cohort Comparison						
10	2021					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	66%	-9%	67%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	63%	-43%	61%	-41%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	57%	-15%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The tools utilized to compile the information were the FLDOE EduData, IPT, and the District's Assessment Analytics, and the Title 1 CNA Dashboard.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	37	38
	Economically Disadvantaged	25	27	27
	Students With Disabilities	41	38	76
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	35	N/A
	Economically Disadvantaged	36	34	N/A
	Students With Disabilities	36	34	N/A
	English Language Learners	16	20	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	39	N/A
	Economically Disadvantaged	29	35	N/A
	Students With Disabilities	30	38	N/A
	English Language Learners	28	24	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	42	40
	Economically Disadvantaged	25	25	26
	Students With Disabilities	42	39	39
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	39	N/A
	Economically Disadvantaged	29	39	N/A
	Students With Disabilities	24	50	N/A
	English Language Learners	23	39	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	24	28	N/A
	Economically Disadvantaged	22	27	N/A
	Students With Disabilities	22	28	N/A
	English Language Learners	33	10	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	41	52	N/A
	Economically Disadvantaged	43	48	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	12	15
	Economically Disadvantaged	0	6	11
	Students With Disabilities	6	18	18
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	22	N/A
	Economically Disadvantaged	29	22	N/A
	Students With Disabilities	14	13	N/A
	English Language Learners	29	18	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	28	22	N/A
	Economically Disadvantaged	28	22	N/A
	Students With Disabilities	30	25	N/A
	English Language Learners	n/a	21	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	36	51	N/A
	Economically Disadvantaged	33	46	N/A
	Students With Disabilities	40	54	N/A
	English Language Learners	30	30	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	3	3
	Economically Disadvantaged	2	1	1
	Students With Disabilities	0	5	5
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	55	N/A
	Economically Disadvantaged	18	74	N/A
	Students With Disabilities	9	55	N/A
	English Language Learners	0	9	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	31	N/A
	Economically Disadvantaged	14	31	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	47	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	51	N/A
	Economically Disadvantaged	31	51	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE 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
SWD	19	30	25	16	25	33	23	44		85	11
ELL	12	40	34	7	34	52	25	15		86	24
BLK	27	34	24	15	20	20	32	55		85	22
HSP	45	47	38	24	28	47	54	62		93	39
MUL	69	36		39	27		69	91		100	36

2021 SCHOOL GRADE 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
WHT	66	54	42	43	24	10	67	94		93	72
FRL	32	38	31	18	22	31	43	56		88	26

2019 SCHOOL GRADE 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
SWD	14	35	31	18	28	32	35	52		71	15
ELL	14	44	44	7	24	37	23	33		65	25
ASN	85	83									
BLK	37	39	28	25	34	39	43	50		76	28
HSP	52	52	40	32	34	32	58	72		76	50
MUL	61	61		55	53		77	57		100	56
WHT	82	67	47	63	55		87	96		91	62
FRL	38	43	32	27	35	39	47	59		74	34

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	17	35	30	18	26	29	22	44		74	36
ELL	18	34	33	28	29	15	24	33		69	50
ASN	91	40									
BLK	29	40	32	25	34	42	36	55		71	33
HSP	50	48	30	40	38	23	61	73		84	51
MUL	52	44		60	46		59	91		89	76
WHT	80	53		75	50	46	84	90		91	69
FRL	34	40	31	29	34	33	42	61		73	43

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	11
Percent Tested	83%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Review of our 2018-2019 School Data, the largest achievement gap is within the ELA lowest 25th. This has been a trend over the last few years. The largest achievement gap is within the ELA Proficiency. 2018-2019 show a 68% point differential between our ESE and ELL students and our white students. There's a 45% point differential between our black students and our white students. Review of our 2020-2021 School Data, Math showed the greatest decline from the previous year, drop of -12% points. Review of our 2020-2021 School Data, shows Algebra 1 FSA as our lowest performing component. Our 9th and 10th grade both show decrease in proficiency a drop of (-8%). Biology showed a decrease of (-7%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students need to be challenged and engaged in complex activities that require them to meet the rigors of the standard. We are working around the Four Principles of Excellent Instruction. Working to align common language and systems around Standards, Learning Target, Task, and Formative Assessment. ESE, ELL, and African-American ESSA subgroups are scoring below the 41% index

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We are working around the Four Principles of Excellent Instruction to embed practices that can support our subgroups in closing the achievement gap. Working to align common language and systems around Standards, Learning Target, Task, and Formative Assessment.. We are looking to maximize students exposure to text and rigorous content. Preplanning self assessment and teacher review of data and practices show a need to provide teachers with more collaborative activities focus around Standards, Learning Target, Task, and Formative Assessment.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Review of our 2020-2021 School Data, We maintain our momentum in US History. US History increased by 2% points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

US History PLC engaged in collaborative work with our Reading Coach. As will as work with creating and using common assessment to drive teaching practices.

What strategies will need to be implemented in order to accelerate learning?

-Instruction and materials aligned to support growth in the targeted skill(s) or standard(s) such that student are on
trajectory to meet grade-level standards.
- Use of the appropriate scaffolds and supports to engage with the rigorous work.
-Teachers using questions, task, or assessment data to progress monitor students and learning outcomes.
-Teachers aligning grade level standards and providing for lesson adjustments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Additionally instructors will be trained on how to utilize the acceleration model verses remedial model to build on student's learning capacity with an emphasis on improved rigor in content areas, increased student engagement, the differentiation of instruction to meet student's needs, and breaking down of the complexity in the reading standards. Training will address common language and systems around Standards, Learning Target, Task, and Formative Assessment. Capacity Building will also happen with PLCs, and PLCs Leaders. Professional Development will include Teacher Driven, Include Hands on Strategies, Learning Walks (Practice), and Follow-ups (Faculty Meeting)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The building of teacher capacity, the retention of talent, and the implementation of best practices will ensure that we are able to sustain and improve on closing the achievement gap for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Review of our 2018-2019 School Data, the largest achievement gap is within the ELA lowest 25th. This has been a trend over the last few years. The largest achievement gap is within the ELA Proficiency. 2018-2019 show a 68% point differential between our ESE and ELL students and our white students. There's a 45% point differential between our black students and our white students. Review of our 2020-2021 School Data, Math showed the greatest decline from the previous year, drop of -12% points. Review of our 2020-2021 School Data, shows Algebra 1 FSA as our lowest performing component. Our 9th and 10th grade both show decrease in proficiency a drop of (-8%). Biology showed a decrease of (-7%).
Measurable Outcome:	On the 2021 School Data we would like to see a 5% increase in all content areas (ELA, Algebra, Geometry, Biology, And US History).
Monitoring:	Student Progress will be monitored in monthly PLC meetings. Administrators will conduct walkthroughs to access implementation of strategies linked to Principles of Excellent Instruction. Data, Interventions, and Next Steps will be monitored and reinforced by Blake's Critical Teams.
Person responsible for monitoring outcome:	Jesse Salters (jesse.salters@hcps.net)
Evidence-based Strategy:	-Instruction and materials aligned to support growth in the targeted skill(s) or standard(s) such that student are on trajectory to meet grade-level standards. - Use of the appropriate scaffolds and supports to engage with the rigorous work. -Teachers using questions, task, or assessment data to progress monitor students and learning outcomes. -Teachers aligning grade level standards and providing for lesson adjustments.
Rationale for Evidence-based Strategy:	District work around The Four Principles of Excellent Instruction. During Preplanning teachers' reflections on our school data and suggestions and strategies they would like to implement for improvement. Data and suggestions collected from Blake's Critical Teams

Action Steps to Implement

-Instruction and materials aligned to support growth in the targeted skill(s) or standard(s)
A. Professional Development on aligning grade level standards to task and assessment.
B. Develop a school common language around standard, learning target, task, and formative assessment.
- Use of the appropriate scaffolds and supports to engage in rigorous work.
A. Conduct Learning Walks to model and reinforce appropriate strategies
B. Provide a collaborative setting for teachers to create and discuss strategies
C. Instructional Coaches provide coaching cycles, demonstration lessons, and other resources.
-Use questions, task, or assessment data to progress monitor.
A. Professional Development on aligning grade level standards to task and assessment.
-Teachers aligning grade level standards and providing for lesson adjustments.
A. Professional Development on aligning grade level standards to task and assessment.
B. Develop a school common language around standard, learning target, task, and formative assessment.

Person Responsible Jesse Salters (jesse.salters@hcps.net)

-Provide Professional Development on aligning grade level standards to task and assessment.
-Instructional Coaches provide coaching cycles, demonstration lessons, and other resources.
-Conduct Learning Walks to model and reinforce appropriate strategies

Person Responsible Keisha Dixon (keisha.dixon@hcps.net)

Work with PLC to facilitate data driven decisions around the standards and instructional prioritiy.

Person Responsible Keisha Dixon (keisha.dixon@hcps.net)

Provide faculty with more Professional Development to obtain in depth knowledge around literacy standards and working with students. The Reading Coach along with District Coaches will conduct and create trainings to assist teachers designated by the Principal. Professional Development will take place during the first semester of Dollars Needed

the school year. Books regarding literacy will be needed to provide to the teachers. Book title will include: "Do you know enough about me to teach me" ($12.98) and "Cultivating Genius" ($29.85). A stipend will be paid to those teachers who attend the Professional Development.

Person Responsible Jesse Salters (jesse.salters@hcps.net)

Post Secondary Readiness~ As a means to support Blake student's post secondary we offer ROTC and support for students to pass the ASVAB. We offer CTE programs such as industry certification and culinary arts. We also provide students with information and opportunities to engage in collegiate programs such as dual enrollment through our partnership with HCC, opportunities for AP courses, and we provide information on technical colleges and trade schools. Additionally, we visit colleges on campus to provide students with opportunities to various colleges by incorporating "decision day" college meetings with colleges on selected dates. Additionally, we ensure that all students are afforded an equitable opportunity for college by offering information on how to obtain free SAT and ACT waivers and free college applications. Students are also exposed to AVID classes and are provided with the experience of college tours starting from 9th grade.

Person Responsible Claudette Reid (claudette.reid@hcps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Review of our 2018-2019 School Data, the largest achievement gap is within the ELA lowest 25th. This has been a trend over the last few years. The largest achievement gap is within the ELA Proficiency. 2018-2019 show a 68% point differential between our ESE and ELL students and our white students. There's a 45% point differential between our black students and our white students. Review of our 2020-2021 School Data, Math showed the greatest decline from the previous year, drop of -12% points. Review of our 2020-2021 School Data, shows Algebra 1 FSA as our lowest performing component. Our 9th and 10th grade both show decrease in proficiency a drop of (-8%). Biology showed a decrease of (-7%). Why is that? -Students need to be challenged and engaged in complex activities that require them to meet the rigors of the standard. We are working to change the mindset on not teaching down to students. -We are working with teachers to model and reinforce clustering of standards to make sure we are able to cover the content to meet the complexity level of the standards. -Teachers will administer pre/post test to students to monitor student progress and provide targeted intervention to students Why is that? -Teachers will incorporate standards-based FSA review warm-up questions that align to standards where teacher classes were below campus average (see attached and spreadsheet).
Measurable Outcome:	On the 2021 School Data we would like to see a 5% increase in all four areas.
Monitoring:	The area of focus will be monitored with data chats between students and teachers. Through the data chats instructors and students will monitor their assessment results and create a plan of how to meet that proficient goal. CCEIS support and ESE specialist will meet with students who hit all three subgroups (ELL, ESE, and African American) and establish a check and connect system to explore avenues of supports for the students identified in the ESSA subgroup. APC will meet with subject area leaders to identify the trends for ESSA subgroups and provide support via after school tutorials and provide PD for teachers on the ELEVATION program as a means to support ELL as they plan lessons.
Person responsible for monitoring outcome:	Keisha Dixon (keisha.dixon@hcps.net)
Evidence-based Strategy:	Teachers will: Uses a variety of formative assessments to the complexity level of the learning targets; Refers to the learning target throughout the lesson; Explain the what, why and how of the lesson/learning target in a student-friendly version. Students will: Work on different tasks towards mastery of the days learning target; Verbalize the what, why, and how of the learning target; Engaged in challenging and complex activities which require thinking aligned with the standard and students engaged in a productive struggle (rigor). Environment will: Have posted learning targets that are aligned to standards complexity level; Utilize small group instruction, student-centered coaching, and/or differentiated instruction is provided based on student mastering of the learning target.
Rationale for Evidence-based Strategy:	http://www.ectacfl.net/evidence-based-practices.html The password is: together20-21

Action Steps to Implement

Focus on coaching, modeling, and facilitating Professional Development. During 1st semester provide professional development and work to support teachers under the supervision of the Principal. During the second semester their role will evolve to also provide Tier 2 support to students. Data will be collected monthly and progress monitored via MTSS/Rti.

Person Responsible	Jesse Salters (jesse.salters@hcps.net)

Conduct frequent common assessments for more student growth analysis

Person Responsible	Keisha Dixon (keisha.dixon@hcps.net)

Review bottom quartile students and develop/implement best practices to assist these students

Person Responsible	Keisha Dixon (keisha.dixon@hcps.net)

Review pacing for Teachers to stay consistent

Person Responsible	Keisha Dixon (keisha.dixon@hcps.net)

Need to implement collaboration in PLCs

Person Responsible	Keisha Dixon (keisha.dixon@hcps.net)

Utilize the District On the Ground Coach to work with our New Department Head on systems.

Person Responsible	Jesse Salters (jesse.salters@hcps.net)

Have meeting with the faculty to review school data for specific target groups around content standards and cognitive complexity.

Person Responsible	Jesse Salters (jesse.salters@hcps.net)

Work with PLC to facilitate data driven decisions around the standards and instructional priorities.

Person Responsible	Keisha Dixon (keisha.dixon@hcps.net)

Purchase of Laptop Computers for student use. Laptops will be used to provide students with access to technology. Our Media specialist will be responsible for securing all laptops and having a check out system for teachers. We will keep track of the computers during our school-wide inventory process. The Assistant Principal will progress monitor the usage.

Person Responsible	Jesse Salters (jesse.salters@hcps.net)

Purchase of Postage, paper, and ink for parent mailouts and communication. Principal will monitor and manage the information. The mailouts will be conducted each semester. Follow up data will be collected to progress monitor implementation and interventions with fidelity.

Person Responsible	Jesse Salters (jesse.salters@hcps.net)

Purchase of Software and Software licenses (IXL-Math and IXL-Reading, Remind App) for students to utilize technology that will help them be successful. Teachers will monitor student usage monthly and follow up data will be collected to progress monitor implementation of interventions with fidelity through Dept. Head and Math Resource via MTSS/Rti.

Person Responsible   Keisha Dixon (keisha.dixon@hcps.net)

Technology supplies (Headphones, keyboards, Flashdrives, speakers) will be purchased for students to utilize with the Laptops and other technology. This will allow students to use keep track of their individual progress. Teachers will monitor student usage monthly and conduct data chats with students. Follow up data will be collected to progress monitor implementation of interventions with fidelity by Dept. Head and Math resource.

Person Responsible   Keisha Dixon (keisha.dixon@hcps.net)

Provide Extended Learning tutoring to students by a Teacher to focus on providing extra targeted support to assist with strategies to help student be successful. During 2nd semester provide work to support student learning as an extension of what was taught in the classroom by the classroom teachers. Monitoring of the effectiveness of the tutoring will by the Principal and APC. Data will be collected monthly and progress monitored via MTSS/Rti.

Person Responsible   Keisha Dixon (keisha.dixon@hcps.net)

As we continue to focus on our ESSA subgroups and move the students to a proficiency level above the 41% index we will continue to monitor the academic trends for ELL, ESE, and African American students via bi monthly MTSS meetings. Additionally, our CCEIS and Success Coach instructor will meet weekly with those students who meet the the ESE, ELL, and African-American subgroups via weekly progress monitoring and data chats that includes making more positive choices in behavior so that students will be able to focus on academics. Instructors will be provided with professional development on how to utilize the Elevation program to specifically meet the needs of ELL students as they plan lessons. Instructors will also have data chats with students identified in the subgroups, set academic goals, and check in with students on a monthly basis. Department heads, APC, and ESE specialist will work together to identify student's proficiency amongst instructors and support instructors who are struggling to meet students' needs.

Person Responsible   Keisha Dixon (keisha.dixon@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Blake ranks 485 out of 505 in the schools state wide in terms of fighting, physical attack, threat and intimidation, sexual harassments, and sexual offenses. In terms of property incidents Blake ranks 420 in terms of vandalism and arson. As a means to curtail the behaviors and cultivate a more positive climate and culture at the site the following resources will be implemented:
1. Restorative practices with a focus om mediation
2. SEL/TUFF resources that allows students to see the big picture and make better decisions
3. CCEIS staff will work with the Tier 3 students as a means to reduce behaviors
4. MTSS/RTI/KPI team will focus on the data and create interventions to curb the behaviors of students who act
5. Mediation strategy will be utilized so that students learn how to handle conflict in the real world
6. Mental Health Counselor and Climate Resource Teacher will aid in decreasing behavioral incidents on campus as they work to build rapport with students and take care of their mental health and social needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by intentionally building buy in from all stakeholders.
Initial Steps (Tier 1):
• Positive morning greetings to students (Tier 1), via either personal/face-to-face greetings and/or whole school announcements
• Positive referrals for each student (Tier 1) during pre-set timeframes (positive phone calls, text messages, emails, social media posts, etc.)
• 'Award Walls' in a high-traffic area/cafeteria to commemorate traditional and magnet student successes ("Who's Buzzin'")
• Students use QR Codes (posted around school) to nominate teachers/administrators/staff that made them feel 'special' that day (use it as a contest for teachers to amplify their positive comments and interactions with students)
• Mid- and end-of-quarter student-to-teacher evaluations for the course (with questions which help the

student and teacher identify best practices, improvement strategies, etc.)
• Implementation of "Train up First" (TUF) Program for student use
• Faculty book study to aid in building student-to-faculty relationships (Do You Know Enough About Me to Teach Me: A Student's Perspective, by Stephen G. Peters [2006]; ISBN: 097900280X)
• Student book study to aid in building relationships (Dear Martin, by Nic Stone [2018]; ISBN: 1101939524)
• Faculty Incentives for participation

> **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Climate and Culture Teacher focuses on building a positive culture and interaction with faculty, staff, and teachers.
Student Success Coach Dwayne Thomas works with the Tier 3 students to improve behaviors
Social worker and Guidance department focuses on ensuring that students are in a positive atmosphere where is acceptance, tolerance, and understanding.
The Assistant Principal of Administration is devoted to ensuring that extra-curricular activities and participation are embedded in the dynamics of the school thereby increasing school pride.
Yellow Jacket Boosters, PTSA, the community and various organizations and sponsors are actively engaged in the decision making of Blake and that aides in building a positive culture and environment
Buy in from faculty, staff, and school personnel aides in building the culture, climate, and environment and they are allowed the opportunity to provide feedback via surveys.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$77,208.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	0281 - Blake High School	Title, I Part A	1.0	$71,305.97
			Notes: Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers across all content areas. This will happen on a weekly basis for the entire year under the supervision of the Principal and APC. The Reading Coach will be a member of the MTSS/RTi team to provide bi-weekly updates. During the second half of the year the Reading Coach will also conduct small group pull-outs and push-ins with students			
	2110	130-Other Certified Instructional Personnel	0281 - Blake High School	Title, I Part A	1.0	$1,218.94
			Notes: Reading Coach Supplement~The Reading Coach will focus on coaching, modeling, and lesson planning with teachers across all content areas. This will happen on a weekly basis for the entire year under the supervision of the Principal and APC. The Reading Coach will be a member of the MTSS/RTi team to provide bi-weekly updates. During the second half of the year the Reading Coach will also conduct small group pull-outs and push-ins with students			
	1530	590-Other Materials and Supplies	0281 - Blake High School	Title, I Part A		$4,683.44
			Notes: Provide faculty with more Professional Development to obtain in depth knowledge around literacy standards and working with students. The Reading Coach along with District Coaches will conduct and create trainings to assist teachers designated by the Principal. Professional Development will take place during the first semester of Dollars Needed the school year. Books regarding literacy will be needed to provide to the teachers. Book title will			

			include: "Do you know enough about me to teach me" ($12.98) and "Cultivating Genius" ($29.85). A stipend will be paid to those teachers who attend the Professional Development.			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$188,361.63**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	0281 - Blake High School	Title, I Part A	1.0	$105,899.96
			Notes: Hire an Math Resource Teacher or Lead Teacher to focus on coaching, modeling, and facilitating Professional Development. During 1st semester provide professional development and work to support teachers under the supervision of the Principal. During the second semester their role will evolve to also provide Tier 2 support to students. Data will be collected monthly and progress monitored via MTSS/Rti.			
	1530	399-Other Technology-Related Purchased Services	0281 - Blake High School	Title, I Part A		$51,580.00
			Notes: Purchase of Laptop Computers for student use. Laptops will be used to provide students with access to technology. Our Media specialist will be responsible for securing all laptops and having a check out system for teachers. We will keep track of the computers during our school-wide inventory process. The Assistant Principal will progress monitor the usage.			
	1530	500-Materials and Supplies	0281 - Blake High School	Title, I Part A		$1,485.50
			Notes: Purchase of Postage, paper, and ink for parent mailouts and communication. Principal will monitor and manage the information. The mailouts will be conducted each semester. Follow up data will be collected to progress monitor implementation and interventions with fidelity.			
	1530	399-Other Technology-Related Purchased Services	0281 - Blake High School	Title, I Part A		$10,212.84
			Notes: Purchase of Software and Software licenses (IXL-Math and IXL-Reading, Remind App) for students to utilize technology that will help them be successful. Teachers will monitor student usage monthly and follow up data will be collected to progress monitor implementation of interventions with fidelity through Dept. Head and Math Resource via MTSS/Rti.			
	1530	519-Technology-Related Supplies	0281 - Blake High School	Title, I Part A		$3,000.00
			Notes: Technology supplies (Headphones, keyboards, Flashdrives, speakers) will be purchased for students to utilize with the Laptops and other technology. This will allow students to use keep track of their individual progress. Teachers will monitor student usage monthly and conduct data chats with students. Follow up data will be collected to progress Dollars Needed monitor implementation of interventions with fidelity by Dept. Head and Math resource.			
	1530	590-Other Materials and Supplies	0281 - Blake High School	Title, I Part A		$554.35
			Notes: Printing paper for newsletter for Family Engagement			
	1530	399-Other Technology-Related Purchased Services	0281 - Blake High School	Title, I Part A		$3,094.80
			Notes: Online Subscription IXL Reading Software License			
	1530	399-Other Technology-Related Purchased Services	0281 - Blake High School	Title, I Part A		$6,189.60
			Notes: Remind Me APP			
	1530	590-Other Materials and Supplies	0281 - Blake High School	Title, I Part A		$2,687.76
			Notes: Tutorial Expanded Learning Program			
	1530	700-Other Expenses	0281 - Blake High School	Title, I Part A		$3,656.82

	Notes: Workshop Stiphends for participants
	Total: **$265,569.98**