Blake High School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Blake High School

1701 N BOULEVARD, Tampa, FL 33607

[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Newton, Valerie	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.
McFarland, Martha	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

Name	Position Title	Job Duties and Responsibilities
		to improve the circumstances being faced or anticipated. ? 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 andoutside 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.
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

Name	Position Title	Job Duties and Responsibilities
		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 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 schoolcommunity, 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.
Tymoczko, Kym	School Counselor	Counsel students individually and/or in groups... 2. Advise and provide information to parents/guardians

Name	Position Title	Job Duties and Responsibilities
		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. 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

Name	Position Title	Job Duties and Responsibilities
		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.
Sinwich, Lilas	Instructional Coach	Develops and conducts professional development for targeted audience in specific content areas 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
Williams, Almaree	Psychologist	
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

Name	Position Title	Job Duties and Responsibilities
		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 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.

Name	Position Title	Job Duties and Responsibilities
Johnson, Shenique	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 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.

Name	Position Title	Job Duties and Responsibilities
		? 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.

Stakeholder Involvement and SIP Development

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

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

Parents and Business Owners will be informed of the SIP Plan, Uni SIG and SWP Plan during Town Halls on Conference Nights on 9/21, 11/16, 2/15, and 4/18. The SIP Plan will also be available electronically and the link will be shared in the Principal's weekly newsletter to parents and staff. Three copies will also be printed and placed in the Main Office, SAO Office and Guidance office in binders so parents and stakeholders can review the materials as they wait to conduct other business. QR codes that link to the plan will be placed on the doors of the Gym and Parking Garage so stakeholders can access the documents.

SIP Monitoring

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

Monitoring will be done with monthly meetings with school departments and stakeholders.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	97%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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 *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	510
One or more suspensions	0	0	0	0	0	0	0	0	0	384
Course failure in ELA	0	0	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	0	0	0	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	441
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	269

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	51	50	45	52	51	45		
ELA Learning Gains				44			43		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	34	42	38	35	39	38	25		
Math Learning Gains				36			24		
Math Lowest 25th Percentile				33			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	49	64	64	57	46	40	51		
Social Studies Achievement*	61	69	66	62	49	48	68		
Middle School Acceleration					41	44			
Graduation Rate	83	89	89	90	64	61	90		
College and Career Acceleration	51	62	65	51	72	67	40		
ELP Progress	24	39	45	40			35		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	83

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

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%
SWD	32	Yes	4	
ELL	29	Yes	4	2
AMI				
ASN	58			
BLK	42			
HSP	47			
MUL	85			
PAC				
WHT	74			
FRL	39	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%
SWD	35	Yes	3	
ELL	30	Yes	3	1
AMI				
ASN				
BLK	43			
HSP	44			
MUL	67			
PAC				
WHT	64			
FRL	41			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			34			49	61		83	51	24
SWD	15			16			21	30		38	6	
ELL	23			18			34	25		24	7	24
AMI												
ASN	58										1	
BLK	31			19			28	43		44	6	
HSP	43			34			51	64		39	7	22
MUL	63			70			85	100		90	6	
PAC												
WHT	71			58			82	80		67	6	
FRL	31			24			34	49		41	7	20

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	44	35	35	36	33	57	62		90	51	40
SWD	19	33	22	26	32	42	22	41		82	28	
ELL	9	34	30	10	22	24	29	27		79	30	40
AMI												
ASN												
BLK	32	42	42	31	36	35	40	49		91	36	
HSP	39	41	22	26	33	29	53	60		85	52	43
MUL	76	73		43	45		83	84		96	38	
PAC												
WHT	68	44	47	53	39		78	84		94	73	
FRL	32	38	33	27	34	32	45	52		88	37	37

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	43	32	25	24	30	51	68		90	40	35
SWD	19	30	25	16	25	33	23	44		85	11	
ELL	12	40	34	7	34	52	25	15		86	24	35

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	27	34	24	15	20	20	32	55		85	22	
HSP	45	47	38	24	28	47	54	62		93	39	36
MUL	69	36		39	27		69	91		100	36	
PAC												
WHT	66	54	42	43	24	10	67	94		93	72	
FRL	32	38	31	18	22	31	43	56		88	26	35

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	50%	-8%	50%	-8%
09	2023 - Spring	45%	48%	-3%	48%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	55%	-29%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	49%	-11%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	62%	-16%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	65%	-8%	63%	-6%

III. Planning for Improvement

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

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

Review of our 2022-2023 School Data, our lowest performance component is with our Biology EOC. Previous year had us at 53% scoring above a level 3. We dropped 7% for the 2022-2023 school year to 46%. When looking at the EOC most of it contains large text passages. Most of our students were at a level 1 or 2 in Reading, which contributed to the drop in scores.

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

Review of our 2022-2023 School Data, our greatest decline is with our Biology EOC. Previous year had us at 53% scoring above a level 3. We dropped 7% for the 2022-2023 school year to 46%. When looking at the EOC most of it contains large text passages. Most of our students were at a level 1 or 2 in Reading, which contributed to the drop in scores.

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 greatest gap compared to the state average lies with our Biology EOC. Statewide average for this component is 62%. Blake came in with 46%, which give us a deficit of -16%. Factors to this decline are the student reading levels. FAST scores greatly correlate to the Biology scores, and this is the greatest area of need for our school.

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

The data components that showed the most improvement lie in two areas for our school. The first is with the 10th grade ELA FAST. Scores for our school increased by 2%, from 40 to 42. The second is with the Geometry EOC. Scores for our school in this area also increased by 2%, from 36 to 38. Actions for our school in ELA were a new curriculum, more by in from the teachers, and an overall focus on evidence-based reading and writing. Actions for our school for Geometry included district coaches coming in and training the teachers as well as coteaching classes.

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

A potential area of concern is within Reading. While our scores improved overall, the need for even more improvement is evident by the areas in Biology and History. Those two areas rely heavily on Reading for their exams.

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

Our first priority is incorporating reading strategies across all content area. Our second priority is offering tutoring and availability of teachers and coaches during school and after to ensure all student needs are met. Our last priority is in building a welcoming and open school culture with our students and the community stakeholders.

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

#1. Positive Culture and Environment specifically relating to Other

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

Howard W. Blake will utilize strong PLC's, common assessments, and progress monitoring to implement an academic way of work that challenges the student's ability to comprehend the materials in both core classes and in their selective field that intentionally connects to their future goals.

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

The goal is for each domain to see a minimum of a 5 point increase.

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

We will monitor progress towards our desired outcome through progress monitoring in assessments, and the implementation and monitoring of PLC data based on standards and best practices.

Person responsible for monitoring outcome:

Valerie Newton (valerie.newton@hcps.net)

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

-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 Intervention:
Explain the rationale for selecting this specific 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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

-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: Valerie Newton (valerie.newton@hcps.net)

By When: End of the year

-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: Martha McFarland (martha.mcfarland@sdhc.k12.fl.us)

By When: End of the year

Title I Requirements

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

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

Parents and Business Owners will be informed of the SIP Plan, Uni SIG and SWP Plan during Town Halls on Conference Nights on 9/21, 11/16, 2/15, and 4/18. The SIP Plan will also be available electronically and the link will be shared in the Principal's weekly newsletter to parents and staff. Three copies will also be printed and placed in the Main Office, SAO Office and Guidance office in binders so parents and stakeholders can review the materials as they wait to conduct other business. QR codes that link to the plan will be placed on the doors of the Gym and Parking Garage so stakeholders can access the documents.
https://www.hillsboroughschools.org/domain/4582

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school rolled out Freshman Transition Camp and Freshman Invasion to ensure incoming ninth graders and their families have a understanding of the school's open and consistent communication and information. Town Halls on Conference Nights on 9/21, 11/16, 2/15, and 4/18. Teachers are expected to communicate with parents and families via Canvas. HWB Instagram page. HWB Magnet Facebook Page. The Principal's Newsletter is sent out weekly. The Blake FACE Community Connector Newsletter is sent out biweekly.
https://www.hillsboroughschools.org/domain/4582

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 III of the SIP. (ESSA 1114(b)(7)ii)

Howard W. Blake will utilize strong PLC's, common assessments, and
progress monitoring to implement an academic way of work that
challenges the student's ability to comprehend the materials in both core
classes and in their selective field that intentionally connects to their
future goals. Our area of focus will strengthen academic programs throughout the school, which will increase student engagement and learning.

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

Our plan was developed with district focus in mind and the needs of our students academically.