

Hillsborough County Public Schools

Brandon High School



2023-24

Schoolwide Improvement Plan (SIP)

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Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[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.

Brandon High School will identify and create opportunities where students will learn, be supported and cared for, and learn to nurture self-efficacy.

Provide the school's vision statement.

Brandon High School educational community will be a place where students grow and develop, are empowered through clear and high expectations, and have a growth mindset.

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
Klein, Jeremy	Principal	The Principal implements, oversees, and coordinates the educational activities across the campus, while serving as the instructional leader; ensures the inclusivity of all activities on campus; oversees the vision and mission of the school and uses all available data to progress monitor and implement change; creates and cultivates a school climate to support the learning and educational exploration of all students; and works with all stakeholders that support the school.
Wright, Allison	Assistant Principal	The Assistant Principal for Curriculum will oversee all aspects of Curriculum and Assessment, as well as support and assist in all instructional, administrative, and operational leadership of the school.
Olewski, John	Assistant Principal	The Assistant Principal for Administration will oversee all aspects of the building's facilities and the Athletic Program, as well as support and assist in all instructional, administrative, and operational leadership of the school.
Walters, Quicta	Assistant Principal	The Assistant Principal for Students Affairs will oversee all aspects of student discipline, as well as support and assist in all instructional, administrative, and operational leadership of the school.
Spears, Susan	Instructional Coach	The instructional Coach will support the instructional priorities of the school and work with teachers through coaching cycles, as well as provide professional development to all groups across the campus. The Instructional Coach will also support students needing to meet the Reading and/or Math benchmarks.
Moore, Stephanie	Graduation Coach	The Success Coach (Graduation Coach) will support students below a 2.0 with an individualized educational student plan to meet graduation standards and requirements.
Saleh-Johnson, Zarha	Other	The Climate and Culture Resource Teacher will help support the climate and culture on campus; conduct needs assessment protocols; support the PBIS Program; and support teachers with creating a conducive culture for learning.
Huff, Nicole	Instructional Media	The Media Specialist supports the instructional focus of the school, as well as provides supports with professional development and is an active member of the Instructional Leadership Team.
Leto, Lauren	Other	The Community School Coordinator oversees all aspects of the school's partnerships, as well as the personal needs of the educational community. The Community School Coordinator also conducts a listening project to help determine the needs of the educational community, as well as partners with organizations and business across the community.

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.

-The faculty, staff, students, and parents/guardians have the opportunity to provide input on the SIP Goals through meetings that take place prior to the start of the school year. Once the faculty and staff vote on the SIP Goals, the School Advisory Council forms a meeting to provide feedback (if needed) and vote on the SIP Goals.

SIP Monitoring

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

-The SIP and its Goals will be progressed monitored for implementation after each of the PM assessments, during the Problem-Solving Leadership Team meeting, during the Impact Reviews from the District, as well when school grade components are released.

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	71%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* Asian Students (ASN) 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	

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*	30	51	50	33	52	51	37		
ELA Learning Gains				39			45		
ELA Lowest 25th Percentile				36			42		
Math Achievement*	24	42	38	31	39	38	33		
Math Learning Gains				46			33		
Math Lowest 25th Percentile				48			28		
Science Achievement*	55	64	64	57	46	40	45		
Social Studies Achievement*	66	69	66	63	49	48	61		
Middle School Acceleration					41	44			
Graduation Rate	87	89	89	89	64	61	92		
College and Career Acceleration	40	62	65	38	72	67	35		
ELP Progress	47	39	45	36			42		

** 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	2
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	87

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	89

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	35	Yes	4	
ELL	37	Yes	3	
AMI				
ASN	67			
BLK	46			
HSP	46			
MUL	57			
PAC				
WHT	56			

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%
FRL	45			

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	39	Yes	3	
ELL	39	Yes	2	
AMI				
ASN	63			
BLK	41			
HSP	45			
MUL	47			
PAC				
WHT	55			
FRL	44			

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	30			24			55	66		87	40	47
SWD	17			14			43	39		13	6	
ELL	18			18			30	47		33	7	47
AMI												
ASN	53			40				80		64	5	
BLK	27			15			48	68		30	6	
HSP	24			19			48	58		41	7	46
MUL	54			42			58	64		44	6	

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
PAC												
WHT	36			34			64	73		41	6	
FRL	23			21			47	61		32	7	45

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	33	39	36	31	46	48	57	63		89	38	36
SWD	14	30	31	33	52	48	36	50		83	14	
ELL	19	40	33	28	47		29	40		89	29	36
AMI												
ASN	44	47		50						100	75	
BLK	25	36	33	27	43	37	40	58		87	26	
HSP	29	37	38	28	39	50	53	63		88	38	36
MUL	46	36		25	33		71	65		79	20	
PAC												
WHT	39	43	39	42	57	53	71	68		92	46	
FRL	28	36	35	29	44	49	51	62		87	34	29

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	37	45	42	33	33	28	45	61		92	35	42
SWD	19	30	24	33	41	39	26	39		88	10	
ELL	14	47	42	31	26	19	18	26		92	41	42
AMI												
ASN	50	58						82		100	67	
BLK	27	40	45	17	23	22	37	53		93	24	
HSP	30	42	36	35	36	33	39	57		90	35	42
MUL	41	47		30	21		60	59		90	42	
PAC												
WHT	51	53	42	43	38	22	59	70		92	37	
FRL	32	43	41	30	33	28	41	56		89	32	43

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	31%	50%	-19%	50%	-19%
09	2023 - Spring	31%	48%	-17%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	55%	-33%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	49%	-23%	48%	-22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	62%	-10%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	65%	-1%	63%	1%

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.

-The Algebra component showed the lowest performance. A contributing factor was due to not having a certified math teacher (substitute) for 6 sections of the Algebra 1-B course.

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

-The Geometry component showed the greatest decline (-8%) from the prior year. Contributing factors include students not mastering the standards prior to the assessment taking place. As a reflection, there was a need to support the Geometry PLC to ensure a sound structure was in place to support the teaching of the standards.

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 Algebra component showed the lowest performance. A contributing factor was due to not having a certified math teacher (substitute) for 6 sections of the Algebra 1-B course.

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

-The US History component showed the most improvement. The US History time enhanced their protocols used during their Professional Learning Community time where they focused on how standards were taught, what students were not mastering the standards, and how they would accelerate learning through targeted through tutoring.

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

-An area of concern would be the percentage of students within our ELL and ESE subgroups not performing at a proficient level across the state assessments.

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

- 1. Increase proficiency in ELA and Math.
2. Increase proficiency within the within our ELL and ESE subgroups not performing at a proficient level across the state assessments.
3. Increase proficiency across all state assessments.

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.

The school is on a continuous cycle to ensure a sustainable positive school culture and environment. We are tying our PBIS program of utilizing "Brandon Bucks" to our implementation of "Being On Time/ Engaged", "Being Responsible", "Being Safe", and "Being Respectful". The school has also worked to ensure student voices are heard through our Grad Nation Program where we have an Eagles 4 Change and Ambassador components.

Measurable Outcome:

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

The Panorama Survey data will show an increase in climate and culture components.

Monitoring:

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

Focus groups will be able to provide insight on the happenings of the school.

Person responsible for monitoring outcome:

Jeremy Klein (jeremy.klein@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.)

PBIS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Positive Behavior Intervention Systems provides an incentive structure to support a positive school environment.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners**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.

Implement the "Data Process" in all areas of the school to increase all components of school grade by 5 points. Student learning will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to enhance instruction. If student learning data and progress monitoring is evaluated to drive instruction, achievement gaps can be identified and accelerated so that students are able to grasp those core skills and build upon them to keep the gaps from increasing. Feedback will be given to teachers to improve their instruction and students to improve their learning. Feedback will be differentiated and scaffolded to ensure that all stakeholders are receiving timely and targeted feedback.

Measurable Outcome:

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

The specific measurable outcome will be an increase of at least 5 points in all components of the school grade as reported at the completion of the 2023-2024 school year.

Monitoring:

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

Data will be analyzed in classrooms and at a school level and used to build professional development to support the data process where students become more engaged in their learning, all the while building proficient capacity to track how they are performing on assessments.

Person responsible for monitoring outcome:

Jeremy Klein (jeremy.klein@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.)

Professional development and feedback will be driven by trends and data that are gathered and analyzed using the Inquiry cycle. Administration and campus based instructional leaders will develop a bank of instructional strategies to recommend based on the book Teach Like a Champion. There will be a school wide book study and implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teach Like a Champion's mission is to improve teaching by sharing strategies to help schools create classrooms that are better for children. By having strategies readily available and able to be modeled, teachers will be provided with strategies that are easily implemented to help students.

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.

The core leadership team will give quality feedback with fidelity to teachers based on classroom walkthroughs and observations. Assessment data will be analyzed so that rigor can be increased to meet the needs of students in real time. The responsiveness to student learning needs and implementation of strategies to help bolster student success will ultimately improve student readiness for the public postsecondary level. This will also help to address student needs and best practices to improve instruction for our ELL and SWD students.

Person Responsible: Jeremy Klein (jeremy.klein@hcps.net)

By When: End of the 2023-2024 school year.

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

Implement the "Data Process" in all areas of the school to increase all components of school grade by 5 points. Student learning will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to enhance instruction. If student learning data and progress monitoring is evaluated to drive instruction, achievement gaps can be identified and accelerated so that students are able to grasp those core skills and build upon them to keep the gaps from increasing. Feedback will be given to teachers to improve their instruction and students to improve their learning. Feedback will be differentiated and scaffolded to ensure that all stakeholders are receiving timely and targeted feedback.

Measurable Outcome:

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

The specific measurable outcome will be an increase of at least 5 points in all components of the school grade as reported at the completion of the 2023-2024 school year.

Monitoring:

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

Data will be analyzed in classrooms and at a school level and used to build professional development to support the data process where students become more engaged in their learning, all the while building proficient capacity to track how they are performing on assessments.

Person responsible for monitoring outcome:

Jeremy Klein (jeremy.klein@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.)

Professional development and feedback will be driven by trends and data that are gathered and analyzed using the Inquiry cycle. Administration and campus based instructional leaders will develop a bank of instructional strategies to recommend based on the book Teach Like a Champion. There will be a school wide book study and implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teach Like a Champion's mission is to improve teaching by sharing strategies to help schools create classrooms that are better for children. By having strategies readily available and able to be modeled, teachers will be provided with strategies that are easily implemented to help students.

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.

The core leadership team will give quality feedback with fidelity to teachers based on classroom walkthroughs and observations. Assessment data will be analyzed so that rigor can be increased to meet the needs of students in real time. The responsiveness to student learning needs and implementation of strategies to help bolster student success will ultimately improve student readiness for the public postsecondary level. This will also help to address student needs and best practices to improve instruction for our ELL and SWD students.

Person Responsible: Jeremy Klein (jeremy.klein@hcps.net)

By When: End of the 2023-2024 school year.

#4. Instructional Practice specifically relating to Student Engagement**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.

Build a culture for learning where all students actively participate in the work of the lesson from start to finish. Develop academic ownership where students are responsible for doing the thinking in the classroom.

Measurable Outcome:

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

Use The Four Principles of Excellent Instruction: Culture for Learning, Rigorous Content, Academic Ownership, Demonstration of Learning.

Monitoring:

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

Data will be analyzed at a school level and used to build professional development to support students becoming more engaged in their learning, all the while building proficient capacity to track how they are performing on assessments.

Person responsible for monitoring outcome:

Jeremy Klein (jeremy.klein@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.)

Professional development and feedback will be driven by trends and data that are gathered and analyzed using the Inquiry cycle. Administration and campus based instructional leaders will develop a bank of instructional strategies to recommend based on the book Teach Like a Champion. There will be a school wide book study and implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teach Like a Champion's mission is to improve teaching by sharing strategies to help schools create classrooms that are better for children. By having strategies readily available and able to be modeled, teachers will be provided with strategies that are easily implemented to help students.

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.

The core leadership team will give quality feedback with fidelity to teachers based on classroom walkthroughs and observations. Assessment data will be analyzed so that rigor can be increased to meet the needs of students in real time. The responsiveness to student learning needs and implementation of strategies to help bolster student success will ultimately improve student readiness for the public postsecondary level.

Person Responsible: Jeremy Klein (jeremy.klein@hcps.net)

By When: End of 2023-2024 school 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.

-The SIP and the SWP is presented to the families during Conference Night in September. During this time, the stakeholders have the opportunity to learn more about the SIP Goals, how they will be implemented, and how they will be progress monitored. The school also discussed the plan for Title I funds during this time. Throughout the year during the school will also host community forums where the aforementioned will be discussed.

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))

-As a Community School, the core of the work is having a reciprocal relationship with how the community can support the faculty, staff, and students on campus, all the while how the school can support the needs of the community. To ensure there is open and positive relationships with parents, families, and other community stakeholders, the school has Open House, Conference Nights, family workshops with Frameworks, Academic and Career Nights, and community forums. Click on <https://www.hillsboroughschools.org/Page/49> and <https://www.hillsboroughschools.org/Domain/5544> for more information.

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)

-The school will strengthen the academic program in the school by offering a variety of courses to include CTE, Honors, Advanced Placement, AICE, and Dual Enrollment. The courses will also encompass an array of elective offering to support the interested of the students. The school will also implement the "Data Process" in all areas of the school to increase all components of school grade by 5 points. Student learning will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to enhance instruction. If student learning data and progress monitoring is evaluated to drive instruction, achievement gaps can be identified and accelerated so that students are able to grasp those core skills and build upon them to keep the gaps from increasing. Feedback will be given to teachers to improve their instruction and students to improve their learning. Feedback will be differentiated and scaffolded to ensure that all stakeholders are receiving timely and

targeted feedback. The core leadership team will give quality feedback with fidelity to teachers based on classroom walkthroughs and observations. Assessment data will be analyzed so that rigor can be increased to meet the needs of students in real time. The responsiveness to student learning needs and implementation of strategies to help bolster student success will ultimately improve student readiness for the public postsecondary level. This will also help to address student needs and best practices to improve instruction for our ELL and SWD students.

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))

-The school uses District approved curriculum to support the learning of the state standards as assessed on state assessments. The school also partners with Adult Education and the Career and Technical Education Departments to support the needs and opportunities of the students. Additionally, the school leans on the systems and resources available to support SEL and the mental health needs of the students.

Optional Component(s) of the Schoolwide Program Plan

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

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

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

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

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

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

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