

Hillsborough County Public Schools

# East Bay High School



2023-24

Schoolwide Improvement Plan (SIP)

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## East Bay High School

7710 OLD BIG BEND RD, Gibsonton, FL 33534

[ 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.**

East Bay High School seeks to be focused on their continued efforts to reach student success through positive interactions with community members in a collective, goal driven culture.

**Provide the school's vision statement.**

Prepare a generation of students who believe in their strengths, abilities and their future, thus impacting student as a whole.

### 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
Stevens-Cox, Amy	Principal	Oversee and manage the day-to-day operations of East Bay High School.
Kemp, Thomas	Assistant Principal	Assist the school principal with operations of East Bay High School

Sherman, Dawn    Teacher, K-12    Chair of the Student Advisory Committee

**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 SAC will mirror the dynamics of the school to ensure an equal and equitable voice is supported. The team will include teachers, staff, families, and community members. The process to involve the stakeholder in the SIP decision process will include surveys, data sharing, explanation of trends. Furthermore, stakeholders will be presented with information that is user friendly with a detailed account of how the SIP supports the vision of the school and the improvement of students both academics and mental health. (mental health includes but not limited to behavior, attendance and one's outlook of the educational environment).

**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))

East Bay will continue to use state/district progress monitoring to identify gaps of achievement in all core subject areas. The SAC committee will compile data to identify students that are not meeting gains. The plan will be revised for continuous improvement with a review of SIP expectations/goals with ILT, PBIS and admin. to

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	71%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	94%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C  2018-19: C  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

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

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

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

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

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

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

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

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

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	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	0
Students retained two or more times	0	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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**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	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	0
Students retained two or more times	0	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*	43	51	50	39	52	51	36		
ELA Learning Gains				48			45		
ELA Lowest 25th Percentile				40			41		
Math Achievement*	31	42	38	40	39	38	23		
Math Learning Gains				55			22		
Math Lowest 25th Percentile				43			26		
Science Achievement*	59	64	64	55	46	40	35		
Social Studies Achievement*	54	69	66	65	49	48	60		
Middle School Acceleration					41	44			
Graduation Rate	90	89	89	95	64	61	93		
College and Career Acceleration	61	62	65	52	72	67	53		
ELP Progress	39	39	45	37			41		

*\* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	95

**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	37	Yes	4	
ELL	39	Yes	1	
AMI				
ASN	70			
BLK	47			
HSP	51			
MUL	64			
PAC				
WHT	66			
FRL	50			

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	37	Yes	3	
ELL	45			
AMI				
ASN	82			
BLK	46			
HSP	51			
MUL	65			
PAC				
WHT	58			
FRL	50			

**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	43			31			59	54		90	61	39
SWD	22			23			22	31		34	6	
ELL	19			15			40	22		58	7	39
AMI												
ASN	73			55							3	
BLK	34			19			47	40		50	6	
HSP	37			28			55	48		63	7	38
MUL	63			36			63	63		80	6	
PAC												
WHT	53			43			70	72		65	6	
FRL	35			25			52	48		55	7	44

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	39	48	40	40	55	43	55	65		95	52	37
SWD	18	40	37	23	35	26	32	37		93	26	
ELL	19	48	50	29	60	50	32	40		91	46	35
AMI												
ASN								80		92	75	
BLK	31	43	31	34	49	32	42	55		98	46	
HSP	33	48	47	35	57	50	50	58		93	50	38
MUL	46	57	50	65	69		59	78		96	64	
PAC												
WHT	48	49	36	47	52	46	69	77		95	59	
FRL	33	45	41	38	54	45	48	61		95	46	39

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	36	45	41	23	22	26	35	60		93	53	41
SWD	22	42	37	25	25	33	13	30		85	32	
ELL	10	36	40	13	26	38	6	36		97	41	41
AMI												
ASN	71	75								100	64	
BLK	28	41	37	16	21	27	22	47		93	42	
HSP	29	42	44	21	21	27	28	56		95	57	42
MUL	38	35		15	5		63	70		95	53	
PAC												
WHT	48	52	41	34	26	18	50	74		90	57	
FRL	31	44	41	21	21	23	31	54		90	49	40

**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	44%	50%	-6%	50%	-6%
09	2023 - Spring	38%	48%	-10%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	55%	-25%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	49%	-17%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	62%	-6%	63%	-7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	65%	-11%	63%	-9%

### 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.**

SWD and ELL students are performing below the percentage index.

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

Geometry and History dropped by 10 points from prior year. Additional focus on formal common planning aligned to standards and data trends as designed by the math department head.

Along with a focus on PLC strengthening, the SWD and ELL teachers and professional will focus on designing lessons that accurately measure their outcomes to skill based mimic testing.

**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.**

SWD had the greatest gap when compared to the state average for performance. Professional development is needed and identification of SWD by teacher so that they can use highly effective strategies that differentiate instruction.

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

ELA 10th grade proficiency levels increased by ten percent from last year. Contributing factors benchmark driven PLC with common lessons and shared assessments that mimic the state assessment. ELL and SWD PLC with a coaching cycle and a focus on differentiated instruction that measures skill-based assessment.

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

NA-Not applicable

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

Demonstration of Learning, what this means is combing last two years of formative assessment and independent cognition of all students.

Attendance -PBIS and SAO tracking and a tiered consequence system.

### **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.

Culture is key to our identity and our positive culture goals are led by our "Culture and Climate Resource Teacher." With the utilization of a PBIS team a constructed reward system has been created and teachers will implement within the classroom. All stakeholders will have the ability to reward students using "baybucks" at the Bay store. The Bay store is operated by the student government class on campus. The token program allows the student to redeem products at the store which occurs biweekly. Specific incentives for extra "high dollar" rewards are established via midterm/report card data chats, student of the month and tardiness/skipping prevention programs.

The Positive Culture focus is on eliminating tardiness and skipping as it has a big impact on instructional time.

Breakdown of both infractions by subgroups.

Skipping

Asian .01%

Black 30%

Hispanic 44%

Multi .05%

White 20%

Tardy

Asian .002%

Black 49%

Hispanic 28%

Multi .035%

White 19%

**Measurable Outcome:**

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

The SAO administration will continue to track discipline in all areas to include specifically tardy referrals and skipping. The team will report to the PBIS committee, SAC and ILT.

Measurable goals

Tardy referrals in 2022-2023 were 367

Outcome: To reduce by 25%

Skipping referral in 2022-2023 were 778

Outcome: To reduce by

35%

Most measurable goal will be visible by a shift in student behavior within the halls of the school. . By having students in class and on time, instructional minutes will increase thus impacting student performance.

**Monitoring:**

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

The SAO administration will continue to track discipline in all areas to include specifically tardy referrals and skipping. The team will report to the PBIS committee, SAC and ILT.



**Person responsible for monitoring outcome:**

Thomas Kemp (thomas.kemp@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.)

Positive Climate increases positive behavior with the rationale that students will increase instructional time by being to class on time and not skipping class.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

If behaviors such as tardiness and skipping are allowed, the students will see that instructional time is not important. Chronic behaviors such as the above mentioned can cause the culture to become chaotic. By creating the "norm" to be in class, the culture will begin to shift and instructional time will not be lost. It is key to note that tardiness also impacts the whole classroom learning environments as it is a distraction that leads to loss of instructional time.

**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 3 - Promising 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 Culture and Climate Resource teacher and administration has identified that these behaviors are detrimental to instructional practices and student achievement. Utilizing past school data, a PBIS team was formed and have actively begun to implement strategies that will increase positive behaviors.

**Person Responsible:** Thomas Kemp (thomas.kemp@hcps.net)

**By When:** December midterms, PBIS and CCRT/admin will review the data for the behaviors and adjust for improvement.

## #2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

### 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.

Demonstration of Learning with a focus on formative assessment and independent cognition for all students.

### Measurable Outcome:

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

The administration, ILT, academic coaches and department heads will monitor non-evaluative "look fors" in the classroom by utilizing an electronic observation system. Bi-weekly, the team will gather observations to include:

Student "Look For" in observation.

Majority of students are making adjustments based on teacher or peer feedback.

Students are producing independent ideas (activities, discussion, handouts, etc.).

Teacher "Look For" in observation:

Teachers planning demonstrates a "pause" to check for understanding.

Teacher is gathering data, providing feedback and making necessary adjustments.

Quarter 1: to increase "demonstration of Learning" visual observations by 10%, total participation of faculty will be determined after the first observation cycle.

### Monitoring:

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

The area of focus will be monitored by instructional learning walks every week with administration, department heads and coaching academic.

The team will be gathering data for both the student and teacher "Look Fors" that will electronically tracked to identify trends in classroom instructional practices.

The team will analyze data, make adjustments to professional development and coaching cycles after each observation walk through.

### Person responsible for monitoring outcome:

Amy Stevens-Cox (amy.stevens-cox@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.)

Monthly professional learning, differentiated learning engagement strategies, teacher able to choose professional development track.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Demonstration of Learning" was selected because it will support thus strengthen school instructional focus from last two years.

**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.

Analysis of Insight data

**Person Responsible:** Amy Stevens-Cox (amy.stevens-cox@hcps.net)

**By When:** Preplanning

Preparation of professional development for the area of focus "Demonstration of Learning."

**Person Responsible:** Amy Stevens-Cox (amy.stevens-cox@hcps.net)

**By When:** Preplanning

Administration, ILT, DH, and academic coaches development of "Look Fors" for both teacher and student.

**Person Responsible:** Amy Stevens-Cox (amy.stevens-cox@hcps.net)

**By When:** Begin observation Cycle week of August 20, 2023

Data observation trends

**Person Responsible:** Amy Stevens-Cox (amy.stevens-cox@hcps.net)

**By When:** Cycle 1 End of August

Reteach/Enrich for PD.

**Person Responsible:** Amy Stevens-Cox (amy.stevens-cox@hcps.net)

**By When:** Cycle 1

**CSI, TSI and ATSI Resource Review**

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

The process will include all SAC members, as well as teacher, community and parent input while identifying the needs and allocation of funds via on premise meetings, zoom drop ins and newsletters. The SIP will also be posted on the school website and the SAC will monitor via meetings (various platforms).

**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 will be shared with all stakeholders in various modes to include the school website, newsletters, parent links and at ILT/SAC meetings.

Listed under Resource tab, SIP Coming soon once plan is approved.  
<https://www.hillsboroughschools.org/eastbay>

**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))

East Bay High is committed to ensuring all information is communicated to parents, community members and all stakeholders. East Bay utilizes various forms of communication: open house, conference nights, parent meetings, parent links, newsletters. Various programs to support family enhancement are advertised/promoted in person, on billboards/posters around the school, on the website, through Parent Links as well as social media.

<https://www.hillsboroughschools.org/domain/5776>

**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)**

One area of focus is reducing skipping and tardies that will directly impact instruction time for students. The interventions include infractions, as well as reward system vis PBIS as stated in the SIP. Second area of focus is formative assessment utilizing common planning to generate instructional lessons that align to the benchmarks, while creating multiple "check for understanding" by creating three pauses with in one lesson. Furthermore, we encourage all students to take an acceleration course that will rewards the student an additional cord for graduation. Lastly, East Bay high school programs all students to take a CTE course which serves as a link to postsecondary success.

**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))**

NA

### **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))**

East Bay High School's Student Services Team (comprised of School Counselors, School Psychologist, School Social Workers, College/Career Counselor, Graduation Coach) uses a multi-disciplinary approach to make teachers, staff students and families aware of mental health services available to them. This includes site-based services such as individual counseling, crisis-intervention services, referral for treatment, trainings for staff/students, monitoring of threats/self-harm and various awareness activities during the course of school year. East Bay High School also offers District funded programs that provide on-site in-person private therapy and tele-health possibilities for those students that need that modality. These programs/services are advertised/promoted in person, on billboards/posters around the school, on the website, through Parent Links as well as social media.

**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))**

More specifically, in the Fall I host a parent senior meeting where I share information on the various types of post-secondary opportunities (college, military, workforce, trade/tech programs) for students. I give parents and students tips for next steps throughout the year so that students are prepared for life after high school. A similar meeting is held early Spring for juniors and their parents. Throughout the school year we host college, career, and job fairs where juniors and seniors have the opportunity to meet with admission recruiters, military recruiters, and employers to hear details about their programs and information on how to apply. Through the district and community partners we also have opportunities for students to attend field trips to HCC, HTC, and local businesses.

Dual Enrollment - in the Fall and the Spring we host dual enrollment workshops where students are able to get information on the process of dual enrollment. Information on the application, deadlines, and due dates are also posted around school, on Canvas, the school website, and send out through Parent Links. Every Tuesday we have an EDC member from HCC on campus during all lunch periods to meet with students that may have questions about HCC. We also partner with HCC to provide two opportunities for first-time test takers to take the PERT on our campus. These tests happen in the Fall and in the Spring with enough time for students to be able to apply for the Spring, Summer, and Fall terms respectively.

**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).**

Starting August 17th, the P.B.I.S committee will meet every two weeks to plan the next positive incentive or look at data to help improve behavior.

The P.B.I.S committee will meet every other Thursday Morning.

Data for behavior will be pulled quarterly and will be discussed at the P.B.I.S meeting.

Tardy Tiered System of Support

1-2 Warning by Teacher

4 Parent Link

6-8 Work Detail (During Lunches)

9-11 Lunch Detention

12-14 1 Day ISS

15-16 2 Days ISS

25+ Cannot attend Homecoming, Prom, or Athletic Events

Early Warning detection begins with data analysis looking for students that are not on track for graduation. Administration identifies students that are at jeopardy in many areas and through teacher

awareness, students are matched and monitored for success.

- A. Lacking credit to graduate on time.
- B. Looking at attendance.
- C. Looking at monitoring of expectations.

**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))**

The administrative team, site teacher mentors, reading coaches, ILT and department heads utilized the insight survey to improve instruction based on "teacher" requests and data. With 89% percent response rate, teacher stated on average at 7.2 % they felt the PD was beneficial to instruction within their classroom, which is above the state average of 5.3. We will continue to deepen the PD from the last two years and plan for improvement and honing of the strategies. The "instructional leadership" team will continue working alongside teachers to understand data via progress monitoring as defined by each department. This year we have adopted a lesson plan for "chunking" to include 3 pauses within a lesson. This allows for students and teachers to monitor "check for understanding."

**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))**

Not applicpable

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1322 - East Bay High School	Title, I Part A		\$12,000.00
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning</b>				<b>\$45,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1322 - East Bay High School	Title, I Part A		\$45,000.00
<b>Total:</b>						<b>\$57,000.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes