Franklin Middle Magnet School

2023-24

Schoolwide Improvement Plan (SIP)

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Franklin Middle Magnet School

3915 E 21ST AVE, Tampa, FL 33605

[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.

In a single gender environment, we will deliver an education which will inspire and empower young men to maste
work ethic and expecting them to model core values in both school and community.

Provide the school's vision statement.

Molding young men of distinction who will achieve greatness.

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 dropdow
it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibiliti
Haley, John	Principal	The principal serves as instructional leader of the school, engages stake holders in monito collaborative culture where all participate in the decision-making process.
King, Marie	Reading Coach	promotes access and equity for all students by providing direct instructional support to tea based professional development, and creating 6-8 curriculum and assessment resources
Scribner, Meredith	Assistant Principal	Curriculum/ Administration

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff,
families, and business or community leaders) and how their input was used in the SIP development process. (ES

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

The SIP will be regularly monitored by ILT members and shared with stake holders at ILT or SAC/Steering.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achie
standards, particularly for those students with the greatest achievement gap. Describe how the school will revise
(ESSA 1114(b)(3))

The SIP will be regularly monitored by ILT members for effective implementation and impact on increasing the ac
standards. The plan will be revised based off the PLC Tool all staff is using on a regular basis.

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

2023-24 Status (per MSID File)	

School Type and Grades Served (per MSID File)	
Primary Service Type (per MSID File)	
2022-23 Title I School Status	
2022-23 Minority Rate	
2022-23 Economically Disadvantaged (FRL) Rate	
Charter School	
RAISE School	
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students English I Black/Af Hispanic Multiraci White St Econom
School Grades History *2022-23 school grades will serve as an informational baseline.	
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

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

Using the table above, complete the table below with the number of students by current grade level th

Indicator	K	1	2
Students with two or more indicators	0	0	0

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

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	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
Absent 10% or more days
One or more suspensions
Course failure in ELA
Course failure in Math
Level 1 on statewide ELA assessment
Level 1 on statewide Math assessment
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.

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

Indicator	K	1	2
Students with two or more indicators	0	0	0

The number of students identified retained:

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	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
Absent 10% or more days
One or more suspensions
Course failure in ELA
Course failure in Math
Level 1 on statewide ELA assessment
Level 1 on statewide Math assessment
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.

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

Indicator	K	1	2
Students with two or more indicators	0	0	0

The number of students identified retained:

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	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 (elemen
"blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not

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

Accountability Component	2023			20	
	School	District	State	School	Di
ELA Achievement*	50	49	49	46	
ELA Learning Gains				48	
ELA Lowest 25th Percentile				37	
Math Achievement*	53	57	56	44	
Math Learning Gains				52	
Math Lowest 25th Percentile				54	
Science Achievement*	43	44	49	44	
Social Studies Achievement*	78	66	68	74	

Accountability Component	2023			20	
	School	District	State	School	Di
Middle School Acceleration	98	84	73	76	
Graduation Rate					
College and Career Acceleration					
ELP Progress	64	39	40		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

	2021-22 ESSA Federal Index
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

	2021-22 ESSA Federal Index
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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 Subgrou Below 41%
SWD	29	Yes	2
ELL	43		
AMI			
ASN	100		
BLK	53		
HSP	66		
MUL	43		
PAC			
WHT	82		
FRL	58		

			2021-22 ESSA SUBGROUP DATA SUMMARY
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgrou Below 41%
SWD	32	Yes	1
ELL	45		
AMI			
ASN			
BLK	47		
HSP	52		
MUL	48		
PAC			
WHT	68		
FRL	49		

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and wa

								2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
All Students	50			53			43	78
SWD	26			26			7	50

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
ELL	26			38				
AMI								
ASN	100			100				
BLK	37			39			26	63
HSP	43			52			50	85
MUL	50			36				
PAC								
WHT	76			79			57	10
FRL	41			45			37	71

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
All Students	46	48	37	44	52	54	44	74
SWD	30	43	20	21	41	40	26	
ELL	38	51	38	38	48	40	33	75
AMI								
ASN								
BLK	34	42	38	31	46	56	32	72
HSP	48	47	28	48	57	53	53	60
MUL	41	56		41	53			
PAC								
WHT	69	61		63	53		60	82
FRL	39	45	33	39	51	51	39	70

	2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
All Students	38	41	31	36	38	35	32	60
SWD	16	31	28	15	31	33	15	38
ELL	33	50	50	26	43	44	31	47
AMI								
ASN								
BLK	26	32	29	24	31	28	19	47
HSP	51	52	31	44	42	35	41	63
MUL	25	40		29	44			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A...
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS								
PAC								
WHT	59	50		60	52		57	83
FRL	33	37	29	30	36	33	24	53

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 percer...
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...

		ELA		School District Comparis...
Grade	**Year**	**School**	**District**	
07	2023 - Spring	51%	47%	4%
08	2023 - Spring	45%	44%	1%
06	2023 - Spring	46%	47%	-1%

		MATH		School District Comparis...
Grade	**Year**	**School**	**District**	
06	2023 - Spring	42%	53%	-11%
07	2023 - Spring	38%	36%	2%
08	2023 - Spring	54%	57%	-3%

		SCIENCE		School District Comparis...
Grade	**Year**	**School**	**District**	
08	2023 - Spring	43%	41%	2%

		ALGEBRA		School District Comparis...
Grade	**Year**	**School**	**District**	
N/A	2023 - Spring	98%	55%	43%

			GEOMETRY	
Grade	**Year**	**School**	**District**	**School Distric Comparis**
N/A	2023 - Spring	*	49%	*

			CIVICS	
Grade	**Year**	**School**	**District**	**School Distric Comparis**
N/A	2023 - Spring	76%	64%	12%

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

The 7th Grade who students who took Grade 7 FAST PM3 all started out the year as a Level 1 or 2 from the prev the 21-22 FSA were placed in Accelerated Grade 7 Mathematics. Those students took the Grade 8 FAST PM3. \ (students who were high 2's and low 3's) to increase their knowledge of grade level benchmarks to either get the Mathematics BEST Benchmarks. Due to proficiency being a district focus, Level 1's and low-Level 2's did not get the beginning of the 22-23 school year Level 1 math students made up 29.1% of our 7th grade students (our larg

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contri

The data component that showed the greatest decline from the previous year was the percentage of ELA 6th Gra from 49% to 46%. In general, the state average dropped across all grade levels, and this could be contributed to drop, we were still closer to the state average than the year prior.

As for progress monitoring, we were offered little guidance on it since the Florida State Assessment could not be We were unable to declare if the insufficient readers made adequate progress towards being on grade level.

Seventh Graders excelled at the ELA FAST test, beating the state average by 3%. In addition, we increased our 51%. This same group excelled on their Civics exam too.

We experienced a two percent dip in 8th Grade and could contribute this dip to a brand-new teacher in the ELA c curriculum district wide.

However, we did see a lot of our high 2s increase to at or above grade level. We suspect this is from writing not c tutorials for student ratings below grade level on school wide writing assessments. We will also continue to monit focus on the standards that students seem to struggle with.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) t

The students who took the Grade 6 FAST Mathematics assessment ranged from Level 1 to Level 5. We worked t who were high 2's and low 3's) to increase their knowledge of grade level benchmarks to either get them to profic BEST Benchmarks. Due to proficiency being a district focus, Level 1's and low Level 2's did not get the extra atte the 22-23 school year Level 1 math students made up 27.7% of our 6th grade students (2nd largest group-tied w

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

The only data components we receive are proficiency levels, however, we use Semester Exams to help guide the
1st semester exam were: 2.4 Bill of Rights and 1.3- English Policies and Colonial concerns. As a result of re-teac
levels reached 76%. In addition, lunch tutorials were given to students of concern. Standards aligned interactive
standards. Lunch tutorials as well-with a focus on reading fluency. reading strategies : Purpose for reading (text
context clues, and asking questions as they read. Written assessment that can explain the essential question. Gi
vital in increasing comprehension.

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

Enrollment stayed the same, but our course failure rate declined dramatically. We also experienced a decline in s
Arts) or Math Statewide Assessment. A lot of this decline came from teachers trying to implement new curriculum
this year.

The One or More Suspension rate increased from 86 to 115 students. This rate increase can be explained by the

Biggest concern is the growing number of students with a Substantial Reading Deficiency (Tier3). We went from
grade level. Last year gains on the ELA (English Language Arts) Statewide Assessment did not count. In additio
should look like for the lowest group and focused more on our high 2s since this was a category that counted tow

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

1. Implementing methods for fostering engagement with the aim of developing literacy skills that yield meaningful
2. Increase student accountability by identifying and recognizing student achievement on standards based asses

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

#1. Instructional Practice specifically relating to Professional Learning Communities

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-perfo

Last year we focused on non-evaluative walk throughs of classrooms to determine if the instructional priorities are b
developed with input from administration, coaches, and teachers. After the walk throughs were conducted Administ
trends.

This year we're implementing a PLC Tool form. This planning form includes sections for - Data, Benchmark, Assess
Monitoring and Scaffolding.

Each month the subject area department will meet once to go over routine paperwork as a department. Then the ot
with the SAL/Coach. We're hoping that teachers will want more than 1 One-on- One PLC a month as they see grow
During the One-on-One PLC both the teacher and the coach/SAL will fill in the school wide PLC Tool form.

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

The PLC Tool form will be compared to the teacher approved walk through form. Admin, SALs, and Coaches will lo

By May of 2024, our percentage of On Grade Level or Higher Students (proficient) will increase by 2% and our perc
increase 2%. This is easily captured within the parameters of state FAST testing. The instructional leadership team
with action steps we are taking to improve instructional practice and student gains. Further, teachers also determine
on student learning.

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

The data from the walk throughs will be entered into a form that creates pie charts and bar graphs that will demons
effectively. This data will then be compared to the subject area or the individual teacher's PLC Tool form.

SALs and Coaches will be involved with planning and filling in the PLC Tool with their department. Administration w
After reviewing the form or attending the meeting, administration or ILT should be prepared to do a non-evaluative v
classroom and mark accordingly on the walk-through forms.

During the debrief of the non-evaluative walkthrough, administration and ILT should discuss trends from both the P

Person responsible for monitoring outcome:
Meredith Scribner (meredith.scribner@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
interventions.)

Our PLC tool is a live document and will be updated bimonthly to capture what benchmarks are being addressed ar
is then done to address both proficient and nonproficient studnts.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was selected by our instructional leadership team as a way to provide regular feedback to teachers so
students' areas of greatest need.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d

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 resp

1. Develop a walk-through form with the instructional leadership team that captures the area in which teachers wan
2. Add to that form sections that capture the fidelity of the implementation of our instructional priorities within each d
students
3. Sal's and administration begin using the form weekly to provide on-going feedback to be utilized for on-going refi

Person Responsible: John Haley (john.haley@hcps.net)

By When: On going.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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-perfo

We struggle to retain new teachers and are in a constant cycle of training mode vs. growing and learning together.
date and into appropriate pre planning trainings. We've provided daily one on one planning sessions with their SAL
schedule to provide continued one on one support to all teachers. Our teachers struggle with planning. Our school
have multiple preps and are the only teacher teaching that course.

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

By May of 2024, 80% of new non-instructional and instructional staff will commit to an additional year at Franklin Mi

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

This area of focus can be measured by quarterly surveys and check ins on the culture on campus via conferences,
via feedback and reflection sessions. The Instructional Leadership Team and Team Leaders will include a portion o
or places, we can implement a more positive culture.

Person responsible for monitoring outcome:

John Haley (john.haley@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
interventions.)

According to an article on Frontline Education, "Districts that ensure their teachers have a voice and feel continuall
take the first step in getting your employees to stay by surrounding them from all directions with consistent, year-lor

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting the resources for this strategy is establishing a school culture where teachers feel they h
environment for student growth and achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d

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 resp

No action steps were entered for this area of focus

#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-perfo

Student with disabilities within the ELA bottom quartile of performance is an area of focus. The rationale for this are
quartile noted a decline of 8points from 28% to 20 % from the 21-22 school year. ELA and ESA teachers determine
standards with which they are struggling would provide desirable results. Further, differentiated strategies utilized fo
specifically address individual student's learning styles/ learning needs.

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

By May of 2024, our students with disabilities (SWD) in the bottom quartile for ELA performance will increase from

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

Both district and state progress monitoring tools will be utilized to track the results of all small groups. Small groups
through form to ensure fidelity of implementation.

Person responsible for monitoring outcome:

Meredith Scribner (meredith.scribner@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
interventions.)

District and state-based progress monitoring tools will be utilized to collect evidence for the efficacy of the strategie

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Their strategy allows teachers to focus their energies on this specific subgroup to monitor their progress throughout
informs us to do.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d

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 resp

Identify SWD ELA bottom quartile students by grade level 9/29

Person Responsible: Meredith Scribner (meredith.scribner@hcps.net)

By When: 9/29

Schedule the identified students into small groups for differentiated instruction by 9/29

Person Responsible: Marie King (marie.king@hcps.net)

By When: 9/29

Monitor the fidelity of the groups utilizing school's walk-through form.

Person Responsible: [no one identified]

By When: 9/29

Pull data from the district and state progress monitoring tools to assess student progress after each administration.

Person Responsible: Meredith Scribner (meredith.scribner@hcps.net)

By When: 9/29

#4. 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-perfo

Panorama results showed a need to help our students feel a sense of belonging at school (43%).

In addition, our data showed a 6 pt. Drop in reference to the question, "How often do your teachers seem excited to

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

Panorama results showed a need to help our students feel a sense of belonging at school (43%). We are aiming fo

In addition, our data showed a 6 pt. Drop in reference to the question, "How often do your teachers seem excited to
10% increase in this category.

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

This will be monitored with student grades and PM data. This will hopefully result in an increased sense of belongin
us.

In addition, we have several things planned to increase comradery among the faculty; including games to release te
attendance, covering classes, taking dispersed students, etc . Progress in this area will be monitored through stude

Person responsible for monitoring outcome:

Meredith Scribner (meredith.scribner@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The plan to address the issues outlined above includes recognizing student improvement at all levels regularly. For
but is still at level 1, that achievement will be recognized (positive referrals, positive parent calls, etc.).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d

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 resp

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Foc SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

-

Reading Achievement Initiative for Scholastic Excellenc

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grad rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to de

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identifica more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening an Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment c

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-bas measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or mo ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewi

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of h
outcomes.

n/a

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in eac
will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving
20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the prac

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target

n/a

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identi
categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible f

n/a

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
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., student
businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be
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, UniSig budget and SWP will be disseminated to stakeholders via the school website, Parent links and r
(link at bottom of webpage)

**Describe how the school plans to build positive relationships with parents, families and other community
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(

Our goal is to create a positive school culture and environment at BPA is driven by our school Creed, College Pro
emphasis on academic success and positive and appropriate behaviors. We have positive referrals to call parent
House system has mentor meeting which focus on our school creed and mission statement, character developm
encourage growth in these areas rewarding students positive and appropriate behaviors. This year all students a
Cambridge's embedded work ethic Cambridge. Parents can find updated info on their child's progress through Ca
https://www.hillsboroughschools.org/site/
default.aspx?PageType=3&DomainID=85&ModuleInstanceID=4519&ViewID=6446EE88-D30C-497E-9316-3F88

**Describe how the school plans to strengthen the academic program in the school, increase the amount a
and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)**

BPA focuses on communicating every child's progress to the parents by sending home quarterly progress alerts
students, parents, and the community work collaboratively to improve skills and habits for personal and academic

We encourage parents and guardians to participate in all of our events by sending home newsletters and flyers, r
website and social media is a priority. In addition, we utilize Canvas (a course management system that support
communication.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with ot
programs, such as programs supported under ESSA, violence prevention programs, nutrition programs,
education programs, career and technical education programs, and schools implementing CSI or TSI act**

n/a

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
improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Our CST, CCEIS, and Threat Assessment Teams meet weekly on Thursdays to monitor all counseling, mental h
Our school's guidance counselor, Assistant Principal, Social Worker, interim school psychologist, Success Coach
Officer are all in attendance. In this manner, all services are tracked, and accounted for. In addition, a wide variet
input from participating stakeholders.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which ma **broadening secondary school students' access to coursework to earn postsecondary credit while still in**

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and **activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et**

In July of 2023, several staff members began the training for CCEIS (Comprehensive Coordinated Early Interven CCEIS school. This is an on-going training that results in a school-wide system/plan to ensure that students with school, receive a variety of interventions prior to suspension. In the interim, while this plan is being developed, we the CCEIS team to develop individual plans for students to address the causative factors leading to the behaviora hopefully prevent the issues from arising in the first place.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school **academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (E**

PLC's meet twice per month and are staggered by department to accommodate attendance by ESE, the Literacy

At the first meeting, the subject area department will meet to go over routine paperwork as a department. The se with the SAL/Coach. We're hoping that teachers will want more than 1 One-on- One PLC a month as they see gr

Describe the strategies the school employs to assist preschool children in the transition from early child **programs. (ESSA 1114(b)(7)(iii)(V))**

PLC's meet twice per month and are staggered by department to accommodate attendance by ESE, the Literacy

At the first meeting each month, the subject area department meets to go over current data as a department and and student. The second monthly PLCs are one-on-one data driven planning sessions between individual teache Several teachers request additional planning meetings, as they have growth among the proficient and non-profici

We take many steps to encourage the recruitment and retention of effective teachers. These steps include workir are available within the district. We have maximized our extended network of experience, via administrators, teac currently no vacancies on our campus in any area; instructional or otherwise. We provide several layers of suppo do not feel alone, and know what resources exist on our campus. All of our teachers receive regular visits from a and our Student Success Coach so that they become comfortable with utilizing and receiving support when need

Professional Development topics this year include meta-cognition strategies, Growth-Mindset learning, and "Tast give all students opportunities to be recognized for their growth, however big or small.

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.

1	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities
4	III.B.	Area of Focus: Positive Culture and Environment: Other

Budget Approval

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

No