

Hillsborough County Public Schools

# Gaither High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Gaither High School

16200 N DALE MABRY HWY, Tampa, FL 33618

[ 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.**

Gaither High School will provide innovative and rigorous instruction in a collaborative environment to prepare all students to be productive citizens and ensure college and career readiness.

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

Gaither High School's instructional practices will provide rigor, knowledge, and skills necessary for students to become responsible citizens and essential components of the community.

### 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
Morrill, Thomas	Principal	
Weeks, Kelleigh	Teacher, K-12	DH Science, SAC Chair
Wickham, Rebecca	Assistant Principal	APC
Feldhaus, Nancy	Teacher, K-12	TTD and DH Math
Hough, Karen	Teacher, K-12	ILT member
Harris, Kedric	Assistant Principal	APA
Alvarez, Luis	Teacher, K-12	DH Fine Arts
Champion, Kelly	Teacher, K-12	DH Physical Education
Marlin, Susan	Teacher, K-12	DH CTE
Lojacono, Ryne	Teacher, K-12	DH Social Studies
Klages, Janice	Teacher, K-12	DH Business
Witek, Samantha	Assistant Principal	AP1
Calvert, Mary	Teacher, K-12	ILT member
Haff, Donna	Teacher, K-12	ESE Specialist, DH ESE

### 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.

Gaither has a School Advisory Council. The opportunity to join is advertised via Canvas, blackboard, PTSA and on campus for all stakeholders. The SIP is derived from the school's yearly goals as set forth by administration, our ILT and department leaders. The SIP is discussed in council and all stakeholders have the opportunity to add, delete and recommend changes.

**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 is monitored using formative data as collected through the year in SAC council meetings.

**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>	No
<b>2022-23 Minority Rate</b>	64%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	57%
<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: B 2019-20: B 2018-19: B 2017-18: B
<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	

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	629
One or more suspensions	0	0	0	0	0	0	0	0	0	0	373
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	64
Course failure in Math	0	0	0	0	0	0	0	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	280
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	213
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	44

**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	216

**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	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	7

**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	

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	51	50	51	52	51	49		
ELA Learning Gains				55			47		
ELA Lowest 25th Percentile				43			34		
Math Achievement*	42	42	38	42	39	38	31		
Math Learning Gains				43			21		
Math Lowest 25th Percentile				43			21		
Science Achievement*	65	64	64	64	46	40	58		
Social Studies Achievement*	69	69	66	72	49	48	74		
Middle School Acceleration					41	44			
Graduation Rate	94	89	89	92	64	61	96		
College and Career Acceleration	47	62	65	46	72	67	45		
ELP Progress	47	39	45	64			39		

\* 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	92

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	40	Yes	2	
ELL	48			
AMI				
ASN	83			
BLK	48			
HSP	54			
MUL	61			
PAC				
WHT	66			
FRL	54			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	1	
ELL	51			
AMI				
ASN	70			
BLK	44			
HSP	54			

**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%
MUL	66			
PAC				
WHT	60			
FRL	51			

**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	49			42			65	69		94	47	47
SWD	25			20			36	39		24	6	
ELL	24			27			41	55		51	7	45
AMI												
ASN	58			58			89	100		94	6	
BLK	32			32			47	62		24	6	
HSP	44			37			60	60		44	7	42
MUL	45			43			53	89		47	6	
PAC												
WHT	58			52			74	78		52	7	52
FRL	42			37			58	61		41	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	51	55	43	42	43	43	64	72		92	46	64
SWD	18	35	26	21	25	25	31	42		90	12	
ELL	32	50	40	30	45	57	47	61		83	48	64
AMI												
ASN	59	64		56	57			86		94	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 Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	34	49	53	18	14		43	74		88	23	
HSP	44	53	41	38	40	51	60	64		92	46	69
MUL	58	58		62	60		71	76		95	50	
PAC												
WHT	62	59	43	51	49	33	72	83		94	51	
FRL	40	50	41	35	40	44	54	63		90	41	62

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	49	47	34	31	21	21	58	74		96	45	39
SWD	22	35	30	20	29	30	34	46		92	22	
ELL	22	42	46	20	23	25	31	55		98	46	39
AMI												
ASN	76	54		33	0		85	94		100	55	
BLK	30	39	39	13	12	12	41	54		100	12	
HSP	41	41	34	26	20	22	48	71		95	47	39
MUL	73	68		54	53		79	79		100	42	
PAC												
WHT	61	55	33	41	25	19	71	79		96	52	40
FRL	37	41	38	22	20	21	47	69		94	39	38

### 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	50%	50%	0%	50%	0%
09	2023 - Spring	44%	48%	-4%	48%	-4%

**ALGEBRA**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	55%	-27%	50%	-22%

**GEOMETRY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	49%	-2%	48%	-1%

**BIOLOGY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	62%	1%	63%	0%

**HISTORY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	63%	5%

**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.**

Algebra 1 had the lowest performance however, it has increased over the last few years. 2022-2023 school year was the second year that Algebra A/B was utilized at the school. In 2020-2021 school year the Algebra 1 pass rate was 17, last year the pass rate was 28. The trend is an increase in scores as the Algebra A/B program has been implemented.

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

9th Grade ELA had the largest decline. The last year introduced a new curriculum which teachers were still learning and district resources were still being released. The books were backordered and arrived later. Also some of the digital resources were unavailable. In addition to these challenges there were vacancies. Students and teachers struggled with the challenges of the new curriculum. Also the testing was new this year with the progress monitoring. Students reported to teachers that tests all seemed similar/same. Students reported that they felt they were redundant and may not have taken them as seriously as they could have.

**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.**

Algebra I has the largest gap between the school pass rate and the district/state pass rate. As stated earlier the trend is a rising pass rate with the introduction of Algebra A/B. The Algebra and Geometry test were also new this year with the new progress monitoring. The test is adaptive so if a student struggles on a question, the test automatically brings up simple questions instead of allowing students to try harder questions. This likely effects the scoring as the higher scored questions are not presented to students.

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

10th grade ELA had the highest growth. The PLC team is very strong and works together to improve student mastery. This group utilizes Achieve 3000 as well as district resources. These teachers also identified students that were struggling and pulled those students out for additional help. Biology also had significant growth. The Bio PLC is also a very strong PLC. They use district resources as well as Gizmos and hands on review activities to engage students and support struggling students.

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

Algebra and Geometry scores are concerning. This year the test will not be new and students/teachers will understand better progress monitoring. The math department is offering tutoring, boot camps, teaching students how to use the live online tutoring and sending reminders for the days the district has the homework hotline.

ELA 9 is another area of concern. The teachers have used the curriculum and resources are now readily available. The vacancies have been filled and the PLCs are forming. Reading boot camps and tutoring will be available this year and students will be encouraged to attend.

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

Increase Geometry score  
Increase Algebra 1 score  
Increase ELA 9th score

### **Area of Focus**

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



**#1. 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.

After reviewing the data between the SAC Chair and the ESE Specialist/DH, the two areas that are of most concern are ELA and Math.

**Measurable Outcome:**

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

We plan to focus on Math and ELA score increases. Our goal is to improve passing scores by 2% in ELA and Math.

**Monitoring:**

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

We will be utilizing our progress monitoring program to monitor student success.

**Person responsible for monitoring outcome:**

Donna Haff (donna.haff@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.)

We have FUSE and Resource ELA classes. We are using FUSE, support facilitation and resource math classes. Students are also receiving support in their learning strategies class. This year we also have support facilitation for science and social studies. We are also offering additional extended learning opportunities throughout the year.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies have been proven to be successful. Some of these supports were available in the past with high student success. However, district initiatives altered our staffing and implementation. We are now able to restaff and reimplement what has been successful past.

**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.

Scheduling staff

Scheduling students

**Person Responsible:** Rebecca Wickham (rebecca.wickham@hcps.net)

**By When:** Ongoing as needs/enrollments require.

**#2. 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-performing subgroup must be addressed.

PLCs should be focused on benchmark-based Lessons/Achievement and not just content focused. PLCs should take place monthly and all members should attend. PLCs should be using multiple data sources.

**Measurable Outcome:**

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

PLC should be completing their PLC forms. Walk throughs should show common planning via the walk through form.

**Monitoring:**

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

ILT and Admin will be monitoring PLC forms and conducting walk throughs using a common form.

**Person responsible for monitoring outcome:**

Rebecca Wickham (rebecca.wickham@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.)

Improving student achievement through common planning, and by reviewing data across classrooms. Strong PLC practices will improve understanding of the content, resources, and areas that need additional support. School wide PDs, lunch and learns, and online resources will support PLCs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Areas that have strong PLCs are showing positive student performance outcomes. The data supports that a strong PLC will have a positive impact on students. Our ILT has determined this is an area of opportunity for our faculty to improve student mastery and performance.

**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 2 - Moderate 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.

PLC forms, walk through forms, PD, lunch and learn topics/substance.

**Person Responsible:** Nancy Feldhaus (nancy.feldhaus@hcps.net)

**By When:** throughout the school year

**#3. 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-performing subgroup must be addressed.

Ensuring teachers time is respected and teachers know they are appreciated.

**Measurable Outcome:**

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

Teacher time can be respected by reviewing meetings and keeping meetings on topic and on time. Teacher appreciation can be shown through small tokens, activities, and shout outs. Examples are new polo shirts to show school pride and appreciate activities/morale boosters such as creamsicles on "creamsicle Bucs throwback day". Teachers who feel respected, appreciated and seen are likely to stay at Gaither and recruit high quality teachers.

**Monitoring:**

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

Admin will review meetings and the best use of time for those meetings. The administrator running the meeting will keep the meeting flowing through the agenda. Admin and the Steering committee will monitor/ sponsor appreciation/morale events.

**Person responsible for monitoring outcome:**

Thomas Morrill (thomas.morrill@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.)

Studies have shown that employees who feel appreciated by their employers are loyal employees. Teacher studies have shown that long meetings hamper their effectiveness and time management. Gaither has worked last year to improve meetings times/frequency with positive results on the end of year survey.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These are proven strategies in both the public and private sectors. This is a best practice for employee retention.

**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 2 - Moderate 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.

Planning of activities

Planning of meetings

**Person Responsible:** Thomas Morrill (thomas.morrill@hcps.net)

**By When:** On going.

## 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)).

Funding was reviewed by members of the leadership including the ESE Specialist/DH. Additional supports such as ELP are being placed for students and additional funding is being obtained via the ESE department from the district ESE funds. Resources such as technology have been put in place to support our SWD population to further support students with technology such as immersive reader.

## 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.

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**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))

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**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)**

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**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))**

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### **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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