Hillsborough County Public Schools

Hill Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Hill Middle School

5200 EHRLICH RD, Tampa, FL 33624

[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.

Hill Middle School will prepare all students to achieve their fullest potential.

Provide the school's vision statement.

Use respect, responsibility and relationships to foster student achievement.

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
Webster, Coddie	Principal	Principal will serve as the Instructional Leader, engage stakeholders and collaborate with others.
Wilkes, Scott	Teacher, K-12	Collaborates with others, engages stakeholders.
Allen, Monteesia	Assistant Principal	Instructional Leader, engages stakeholders and collaborates with others.
Jackson, Shannon	Assistant Principal	Serves as Instructional Leader, engages stakeholders and collaborates with others.

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.

Involvement will include monthly SAC meetings to monitor progress and make adjustments as necessary considering this is a living, breathing document. Meetings will be advertised a week in advance and we will follow the protocol laid out in the SAC Training on Canvas for process and procedures.
Hill Middle School also makes consistent use of Parent Link Phone Calls home as well as a weekly newsletter called s'mores to communicate messages such as upcoming meetings.

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))

At Hill we have weekly Faculty Meetings. We have monthly Department Meetings (often more). We will have monthly SAC meetings, Our Administration meets with Team Leaders in a meeting twice a month, Subject Area Leaders twice a month and as an Administrative Team eveery Friday before School. These meetings are all strategic, data-based discussions on Campus goals and how are procedures are working (either effectively or not).

Reflection on the SIP and adjustments made as necessary will be a Campus-wide coordinated effort led by the
Instructional leader and Principal, Coddie Webster.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	Total
	Grade Level									
Absent 10% or more days	0	0	0	0	0	0	52	83	82	217
One or more suspensions	0	0	0	0	0	0	7	65	69	141
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	7	7	14
Course failure in Math	0	0	0	0	0	0	6	24	12	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	89	100	3	192
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	39	0	75
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	

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

Indicator	K	1	2	3	4	5	6	7	8	Total
	Grade Level									
Students with two or more indicators	0	0	0	0	0	0	30	75	65	170

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

Indicator	K	1	2	3	4	5	6	7	8	Total
	Grade Level									
Retained Students: Current Year	0	0	0	0	0	0	1	5	2	8
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	K	1	2	3	4	5	6	7	8	Total
	Grade Level									
Absent 10% or more days	0	0	0	0	0	0	67	78	95	240
One or more suspensions	0	0	0	0	0	0	31	23	44	98
Course failure in ELA	0	0	0	0	0	0	15	17	36	68
Course failure in Math	0	0	0	0	0	0	21	28	20	69
Level 1 on statewide ELA assessment	0	0	0	0	0	0	76	63	110	249
Level 1 on statewide Math assessment	0	0	0	0	0	0	65	68	100	233
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	21	15	37

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	1	6	4	11
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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	67	78	95	240
One or more suspensions	0	0	0	0	0	0	31	23	44	98
Course failure in ELA	0	0	0	0	0	0	15	17	36	68
Course failure in Math	0	0	0	0	0	0	21	28	20	69
Level 1 on statewide ELA assessment	0	0	0	0	0	0	76	63	110	249
Level 1 on statewide Math assessment	0	0	0	0	0	0	65	68	100	233
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	21	15	37

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	1	6	4	11
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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*	51	49	49	49	50	50	49		
ELA Learning Gains				49			45		
ELA Lowest 25th Percentile				40			38		
Math Achievement*	67	57	56	54	36	36	56		
Math Learning Gains				60			50		
Math Lowest 25th Percentile				56			38		
Science Achievement*	46	44	49	37	52	53	43		
Social Studies Achievement*	77	66	68	82	58	58	65		
Middle School Acceleration	77	84	73	82	51	49	84		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	43	39	40	52	86	76	52		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	99
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 Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	53			
AMI				
ASN	76			
BLK	57			
HSP	56			
MUL	62			
PAC				
WHT	72			
FRL	53			

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	32	Yes	3	
ELL	45			
AMI				
ASN	81			
BLK	50			
HSP	53			
MUL	59			
PAC				
WHT	61			
FRL	55			

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	51			67			46	77	77			43
SWD	16			37			22	49	67		6	27
ELL	42			56			28	63	86		6	43
AMI												
ASN	64			83			70	86	75		5	
BLK	46			64			38	82	54		5	
HSP	48			61			39	70	73		6	44
MUL	49			54			36	92	77		5	
PAC												
WHT	57			76			56	85	85		5	
FRL	44			59			37	70	66		6	42

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	49	49	40	54	60	56	37	82	82			52
SWD	15	33	32	17	40	44	7	65				
ELL	30	41	37	33	46	42	17	71	83			52
AMI												
ASN	77	72		84	85		70		100			
BLK	39	48	35	37	56	62	17	68	92			
HSP	44	48	40	50	57	54	34	77	77			50
MUL	49	51		51	66	58	21	88	90			
PAC												
WHT	58	49	39	63	63	57	49	88	82			
FRL	41	47	45	47	55	55	31	77	81			68

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	45	38	56	50	38	43	65	84			52
SWD	14	23	19	20	31	28	21	25				
ELL	32	47	45	36	41	31	24	43	88			52
AMI												
ASN	59	72		72	55		62	75	88			
BLK	35	34	31	42	61	41	22	48				
HSP	45	42	31	51	46	35	39	58	85			57
MUL	51	34	33	49	36	33	44	75	82			
PAC												
WHT	57	52	51	67	57	47	52	78	83			
FRL	43	43	36	48	46	33	39	57	80			52

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
07	2023 - Spring	45%	47%	-2%	47%	-2%
08	2023 - Spring	44%	44%	0%	47%	-3%
06	2023 - Spring	49%	47%	2%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	53%	18%	54%	17%
07	2023 - Spring	45%	36%	9%	48%	-3%
08	2023 - Spring	53%	57%	-4%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	41%	1%	44%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	55%	42%	50%	47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	64%	8%	66%	6%

III. Planning for Improvement

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

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

The area that showed the lowest performance was Student Proficiency in ELA across all grade levels. There will be a specific focus on increasing proficiency in the ELA Subject area for the subgroup Students with Disabilities (SWD).

Hill still performs at or very near District averages across the board with our ELA numbers.

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

We also had a 7% decrease in our Civics numbers. This shift was a result in a change as to how we enroll students in this Course and more accurately reflect reasonable numbers moving forward. We are still well above the District averages in Civics.

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.

Our 8th grade math had the largest gap between numbers and the state average. We performed at 4% below the District average and this will also be an area of focus for us in the 23/24 School Year.

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

6th and 7th grade math showed the greatest improvement for us in the 22/23 school year. 6th grade math was up 23%, 7th grade math was up 28%. Stability in our Math Department, great leadership and school implemented programs such as "Bear Down" were all contributing factors to the math department's success.

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

Once area of concern for us is our SWD numbers. Another is attendance. The percentage of absences increased to a level we feel like we have to address.

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

Top priority is School Climate and engagement (this will help with attendance and behavior performance standards).
Another priority is the SWD subgroup across all academic disciplines.
A 3rd priority is to improve the 8th grade math numbers.
A final priority is the Civics EOC scores from the 22/23 School Year.

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.

25% of our Student Body missed 10% or more days of school in the 22/23 school year. Student attendance effects school climate, positive culture and academic performance.

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

The percentage of students that miss 10% or more days of school will decrease from 25% to 20%.

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

These numbers will be monitored through our attendance data base located through EdConnect.

Person responsible for monitoring outcome:

Coddie Webster (coddie.webster@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.)

Phone calls are made home to families of absent or tardy students. Our Pawsitive Praise system is a school-wide acknowledgement system of students performing well or above expectations. Our new PBIS (or positive behavior intervention) is new to the school this year and will also add to our Campus's positive culture and reward Students who attend school regularly.

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

Attendance, positive culture and academic performance are all intertwined. Students that have the best attendance rates typically perform at a higher level. Many of our academic initiatives center around students who are missing too many days.

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.

Phone call generated home to every Student absent in homeroom.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: This will occur on a daily basis.

Pawsitive Praise reward system leading to Quarterly incentives by grade level.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: Pawsitive Praise occurs weekly, we have a Quarterly Incentive by grade level for official recognition / reward.

PBIS (Positive Behavior Recognition System). Staff Training occurs Monday August 28th, the School-wide implementation occurs after.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: Starting September 1st and ongoing daily throughout the school year.

#2. Instructional Practice specifically relating to Student Engagement

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

8th grade math scores are currently 4 points below District average. 2023 numbers for Hill are 53%. 2023 numbers for the District are 57%.

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

Overall 8th grade Math numbers will increase from 53-56%.

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

Monitoring PLC implementation, data analysis from Pre, Mid and Formative assessments. Analyzing data to drive instruction.

Person responsible for monitoring outcome:

Coddie Webster (coddie.webster@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.)

Bear Down school-wide initiative (targeted tutoring). PAWS and PBIS student recognition system for positive recognition of performance. PLC implementation focused on Student Engagement and content development.

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

If Student engagement and content development (through data analysis) are intertwined, greater learning gains will occur.

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.

A Math Coach was paid for with Title 1 funds. This Math Coach will provide the following support:
* Collaborate with stakeholders to increase student achievement
* Develop and conduct Staff development
* Meet regularly with Department and Administration to align Department goals and Classroom practices.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: Every week, all year starting Day 1 of the school year

Use our PLC effectively through the use of PLC A and PLC B's.

These Department meetings will be sued to analyze data to determine areas of success, areas for

improvement and next steps.

As a Department, collaboratively we will analyze progress monitoring, reflect on current practices and identify effective strategies and research-based practices.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: Start of the School year - August 2023 and all year long.

#3. 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.

Civics EOC scores dropped 7 points from 2022 to 2023. 2022 Civics Results were 79%. 2021 Results were 72%.

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

Civics EOC numbers will increase from 72% to 74%.

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

Monitoring PLC implementation, Data Analysis from baseline, mid-semester and formative Testing. Analyzing data through Instruction.

Person responsible for monitoring outcome:

Coddie Webster (coddie.webster@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.)

PLC implementation focusing on Content development. School-wide Bear Down implementation (Structured tutoring on a weekly basis).

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

Content and data focused PLC will provide strategies that allow for greater learning gains in Civics this year.

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.

Effective use of our PLC A and PLC B's to analyze progress monitoring, reflect on current practices and identify next steps.

Person Responsible: Coddie Webster (coddie.webster@hcps.net)

By When: Every Tuesday of the school year.

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).

Two Coaches were purchased through Title I funds, a Literacy and Math Coach. These two Resources will provide the following supports:
* Collaborate with stakeholders to increase student achievement
* Identify at-risk students using KPI data
* Maintain and monitor implementation of our Reading Program
* Provide Coaching to all content areas
* Develop and conduct Staff Development
* Ensure comprehensive instruction of reading and math within school compliance with FTE Guidelines
* Meets regularly and collaborate with Administration to align with school goals and classroom practices
* Assists ILT, PLC and PSLT with content area analysis and planning

We have also purchased an Electronic PBIS program with the purpose of incentivizing positive behavior and interactions among Students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or 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 and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

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-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- 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 how ongoing monitoring will impact student achievement 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 each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- 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 practices/programs.

- ◦ 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 population?

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, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

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 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.

This SIP and progress of the goals articulated in this SIP will be disseminated a few different ways. Attached is a link to our website. We will also have monthly SAC meetings. We have monthly Faculty meetings and weekly PLC's to analyze data and implement goals. We have weekly correspondence with both our Staff and Families of Hill through a newsletter called "Noodle". We also use Parent Links (automated phone calls homer) for communication to Parents and Stakeholders.
https://www.hillsboroughschools.org/hill

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))

Building positive relationships at Hill start before the School year and continue each year until the school year ends. We have Orientation for families new to Hill each Summer. We host Open House in Preplanning each year that is well attended. We have Open Houses quarterly to communicate with families. We use Canvas for consistency in communicating grades and messages home. Weekly Noodles get sent home (a newsletter) informing Parents and Stakeholders of what's going on on Campus. Scholarship warnings are sent out every other Friday for Students who are struggling. Daily attendance and tardy alerts go home to Parents. Communication here at Hill is a daily, ongoing priority.

Positive relationships at Hill present opportunities in many ways. We have a school-wide PAWS (positive praise system). This year we have purchased another positive reinforcement program known as PBIS and that system is being implemented school wide. We have quarterly incentive programs for good behavior. We have Awards week at the end of each quarter to acknowledge Grade achievement. At Hill, we have Electives that drive positive relationships including Culinary, Band, Chorus, Orchestra and Art to name a few. We have Clubs that drive positive relationships including Student Council, NJHS, Chess, Book and many others. Our Boys and Girls Sports programs also are critical to developing positive relationships here at Hill including Flag Football, Basketball, Volleyball, Soccer and more.

https://www.hillsboroughschools.org/hill

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))

As far as the areas of focus, we are focused on increasing attendance to drive student achievement and foster a positive culture. Homeroom Teachers will contact Parents after 5 absences. Hill uses a daily attendance link to call families of absent students. Hill uses positive reinforcement through PAWS and PBIS to recognize, acknowledge and reward Students exhibiting positive behaviors.

Hill also uses a "Bear Down Day" concept where each week, the schedule will be manipulated so one Period will be with a Teacher twice. A version of this was effective in the 4th quarter of the 22/23 school year and we revised and reimplemented it again this year. During Bear Down Periods, the focus will be on working with the struggling Students and providing enhancement for Students performing well. Hill also has tutoring before school in multiple subject areas. Hill also offers "ZAP" during lunch for Teachers to request Students in need of extra learning time.

This year Hill has also hired both a Math and Language Arts "Success Coach" whose roles will be to work with both Teachers and Students to maximize opportunities for continued growth.

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))

A Literacy and Math Coach were purchase through Title 1 funds. These are two Resources that will:

* Collaborate with Stakeholders to increase Student Achievement
* Identify at-risk Students using KPI data

* Maintain and monitor implementation of our Reading Program
* Provide Coaching to all content areas
* Develop and conduct Staff Development
* Ensure comprehensive Instruction of reading and math within school/compliance with FTE Guidelines
* Meets regularly and collaborates with Administration to align with school goals and classroom practices
* Assists ILT, PLC and PSLT with content data analysis and planning
* Electronic PBIS program with the purpose of incentivizing positive behavior and interactions among students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

Hill participates in a Hillsborough County Mentor Program. We have two Guidance Counselors, a School Psychiatrist and mental health services available for Students. Hill also has Clubs such as Student Council, National Junior Honor Society, Fellowship of Student Athletes among others for students to participate in skills outside the classroom.

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))

Hill offers Students the opportunity to get ahead academically a number of ways. We have an accelerated Math Program where Students are able to take 9th and 10th grade level Math Courses and earn credits. We offer other High School credit Courses such as Spanish 1 and historically a technology Class. We offer High School Credit Math Courses. Many of our Students leave Middle School with 4-6 High School Credits already under their belt.

Our School has an active and thriving AVID Course for College readiness.

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).

Hill collaborates internally on almost a daily basis to prevent and address behavior in the early stages. Administration meets for a meeting every Friday. Team Leaders and Subject Area Leaders meet every Thursday with Administration. The Staff meets every Tuesday before school either with their Team or Subject Area. The entire Staff meets after school the first Monday of every month.
Hill has had a PAWS (Positive Praise) system to acknowledge and reward positive behavior. This year we are implementing an electronic PBIS program to incentivize positive behavior and interactions among students.
Hill identifies at risk Students through the use of KPI data, collaboration with our Guidance Team and daily communication to provide the best services possible to all students, including those covered under the umbrella of the Individuals with Disabilities Education Act.

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))

Using specifically the Social Studies Department, we administer a Pre-Test the first week of school, an Interim 1st Semester assessment the first week of the 2nd quarter, 1st Semester exams, a second Semester Pre-Test the first week of the 3rd quarter, a second Semester Interim assessment the first week of the 4th quarter and final exams to constantly monitor student progress and data.
Professional Learning opportunities are made available through the accumulation of this data. Our Math and English Coaches provide in classroom support, professional learning opportunities and are now involved in a book club for support to our Teachers and Staff.
Administration actively seeks out and develops Teachers in all capacities of Leadership at our school for Faculty ownership and buy in.

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))

N/A

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: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00

Budget Approval

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

Yes