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Hillsborough High School

5000 N CENTRAL AVE, Tampa, FL 33603

[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.

We seek to create a welcoming, supportive environment, which promotes academic rigor, critical thinking and intellectual understanding in order to inspire and nurture all students to be productive, caring members of a global society.

Provide the school's vision statement.

Every student, without exception, future ready.

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
Gordon, Kevin	Principal	
Gunn, Jonathan	Assistant Principal	Curriculum
Martin, Miranda	Assistant Principal	Administration
Quintana, Claudia	Assistant Principal	Student Affairs
Cooke, Alexis	Other	
Cooks, Suzanne	Reading Coach	
Burgess, Andrew	Teacher, K-12	
Torres, Ann	Other	
Giraud, Essie	Attendance/Social Work	
Welch, Michael	Teacher, K-12	
wright, johana	Teacher, ESE	
Sigmon, Lisa	Magnet Coordinator	
Luna, Maria	Teacher, K-12	
Maxey, Letha	Teacher, K-12	
Braun, Jessica	School Counselor	
Jackson, John	Teacher, K-12	
McCree, Konrad	Assistant Principal	

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.

School Advisory Committee (SAC) will meet monthly to review the implementation of the School Improvement Plan.

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 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, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP.

This will be done through learning walks and data chats, faculty meetings, professional learning communities, and SAC meetings. To ensure continuous improvement, the plan will be revised through analyzing the areas of concern and developing new implementation steps that target our areas of focus.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	51	50	49	52	51	49		
ELA Learning Gains				54			50		
ELA Lowest 25th Percentile				39			38		
Math Achievement*	32	42	38	37	39	38	30		
Math Learning Gains				43			32		
Math Lowest 25th Percentile				56			28		
Science Achievement*	48	64	64	48	46	40	60		
Social Studies Achievement*	56	69	66	59	49	48	54		
Middle School Acceleration					41	44			
Graduation Rate	83	89	89	91	64	61	92		
College and Career Acceleration	62	62	65	62	72	67	66		
ELP Progress	47	39	45	46			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	83

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	91

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	30	Yes	4	1
ELL	38	Yes	1	
AMI				
ASN	90			
BLK	37	Yes	1	
HSP	49			
MUL	73			
PAC				
WHT	80			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	43			

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	33	Yes	3	
ELL	42			
AMI				
ASN	91			
BLK	44			
HSP	49			
MUL	63			
PAC				
WHT	72			
FRL	47			

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	48			32			48	56		83	62	47
SWD	14			19			19	18		25	7	29
ELL	15			20			28	29		53	7	47
AMI												
ASN	88			77			92	93		91	6	
BLK	27			17			22	35		41	6	
HSP	40			29			44	48		56	7	49
MUL	69							71		63	4	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	76			64			77	88		88	6	
FRL	34			23			34	42		47	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	49	54	39	37	43	56	48	59		91	62	46
SWD	16	42	38	14	35	50	19	18		83	33	20
ELL	22	43	37	20	37	42	26	35		89	60	46
AMI												
ASN	89	75		85			89	96		100	100	
BLK	26	41	41	22	45	68	26	39		92	39	
HSP	46	53	37	32	42	43	41	53		89	60	46
MUL	64	54		45	27		61	71		93	86	
PAC												
WHT	76	71		66	44		76	74		91	81	
FRL	36	47	40	29	44	59	33	45		90	53	45

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	50	38	30	32	28	60	54		92	66	47
SWD	16	30	29	8	22	28	31	18		78	42	
ELL	20	43	42	16	27	33	29	24		96	58	47
AMI												
ASN	90	75		78	70		100	82		100	97	
BLK	27	37	30	14	19	27	39	31		91	46	
HSP	39	47	41	25	29	31	53	43		92	65	46
MUL	67	52		33	40		63	77				
PAC												
WHT	77	62	57	69	56		87	93		89	87	
FRL	34	43	37	20	25	28	48	39		90	57	48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	44%	50%	-6%	50%	-6%
09	2023 - Spring	42%	48%	-6%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	55%	-36%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	49%	-13%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	62%	-16%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	63%	-10%

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 and 9th Grade ELA showed the lowest performance across all categories. Statewide data indicated a downward trend for all schools, but factors that contributed to the performance at Hillsborough was lack of teachers in both subject areas.

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

Algebra 1 showed the greatest decline from the previous year, dropping from 28% proficiency rate, to 18%.

While statewide data indicated a downward trend for all schools in Algebra, a factor that affected Hillsborough specifically was the lack of teachers.

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 1 saw the greatest deficit in scores. New standards, not a clear understanding of progress monitoring, and lack of teachers.

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

In the areas of Acceleration, there was an improvement of +1. There was an emphasis placed on CTE courses that offered certifications.

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

N/A

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

1. Safety
2. Positive Culture and Environment
3. Equitable Access to Rigorous Instruction
4. Academic Ownership

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 Math**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.

We will improve Algebra 1 and Geometry EOC scores.

Measurable Outcome:

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

Algebra 1 will double their proficiency rate and increase from 18% to 36% and Geometry will make bottom quartile gains of 20%.

Monitoring:

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

Teachers will identify their bottom quartile students and will constantly monitor in class, encouraging them, and incentivizing them to go to ELP.

Students will participate in bootcamps before major assessments (PM1, Semester 1 exam, PM 3, and the EOC). Teachers will work every day to write objectives that focus on student centered learning and will implement activities that enable students to do so.

Person responsible for monitoring outcome:

Michael Welch (michael.welch@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.)

Use of assessment data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of this area of focus is based on last year's data which reflected a new curriculum and new Florida benchmarks. This allows us to have a place to improve on.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA**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.

Decrease the number of Level 1 and 2 in 9th and 10th grade ELA based off of 22-23 PM3 data.

Will increase the number of level 3's in the 9th and 10th grade ELA.

Measurable Outcome:

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

9th grade will increase the amount of Level 3 by 5% in each PM administration (bottom quartile and overall)

9th grade will decrease the amount of Level 1 students by 10% or more from PM1 to PM3

10th grade will increase 5-8% in each PM administration (bottom quartile and overall).

Monitoring:

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

StudySync will be the primary source for progress monitoring E1 and E2 students by determining if students are meeting the daily success criteria.

Person responsible for monitoring outcome:

Suzanne Cooks (suzanne.cooks@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.)

Looking at the data and using StudySync skill and spotlight lessons to reteach missed concepts and assists struggling students on the ELA benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of this area of focus is based on last year's data which reflected a new curriculum and new Florida benchmarks. This allows us to have a place to improve on.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#3. Graduation specifically relating to Graduation

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.

Academic Ownership

Measurable Outcome:

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

Increase in student scores in assessments (PM1, PM2, PM3, district assessments, SAT, and ACT) leads to improvements in student GPA/credits, and progress towards graduation. Hillsborough will increase its graduation rate from 86% to 90%.

Monitoring:

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

Graduation cohort will be closely monitored by APC, Student Success Coach, Testing Coordinator, and Guidance Counselors.

Testing- Make sure students are schedule to take EOCs and FSA ELA during fall testing window if they don't have a passing score.

Guidance- will be hold senior meeting in mid September to ensure students are on track to graduate and taking required classes.

Grad cohort meeting- we will have a grad cohort meeting to go over at-risk students and gray codes

Person responsible for monitoring outcome:

Jonathan Gunn (jonathan.gunn@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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Social Studies**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.

Improve US History EOC Scores

Measurable Outcome:

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

The percent of all students achieving proficiency will increase by 7% from 53% to 60% as measured by US History EOC (2023-2024)

Monitoring:

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

- Teachers will utilize instructional practices that support WICOR to raise achievement levels and close the achievement gap. Instructional activities that support student success with literacy will be used within the social studies curriculum.
- Teachers will engage students using a variety of modalities, such as formative checks for understanding.
- Maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports ALL students to mastery.
- Teachers will engage in continuous professional learning communities to collaborate and improve instructional practice.

Person responsible for monitoring outcome:

John Jackson (john.jackson@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.)

Use of assessment data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of this area of focus is based on last year's data which.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#5. 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.

Improve student attendance.

Measurable Outcome:

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

Hillsborough will increase its schoolwide daily attendance from 88% to 92%.

Monitoring:

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

Attendance will be monitored by the Attendance committee, which consists of Assistant Principal, Social Worker, CCRT, and Student Success Coach. An attendance flow chart will be used to monitor student attendance and reviewed weekly. The committee will make home visits and contact students regarding attendance. PBIS incentives will also be used to improve attendance providing monthly rewards

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance data from last year was the rationale behind utilizing above strategies. Studies have shown there is a direct correlation between attendance and student 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 defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#6. Instructional Practice specifically relating to Science**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.

We will improve Biology EOC scores.

Measurable Outcome:

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

The percent of all students achieving proficiency will increase by 9% from 46% to 55% as measured by Biology EOC (2023-2024)

Monitoring:

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

- Standards aligned instruction and EOC-style bellwork for review and remediation
- Teachers will engage in coaching cycles with district Science Coach on a monthly basis
- Teachers will use common assessments in School City that provide student feedback
- Teachers will engage in continuous professional learning communities to collaborate and improve instructional practice.

Person responsible for monitoring outcome:

Andrew Burgess (andrew.burgess@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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#7. Instructional Practice specifically relating to Career & Technical Education

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.

Acceleration

Measurable Outcome:

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

70% of seniors will graduate with an acceleration credit or certification, up from

Monitoring:

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

212 of the 413 seniors currently do not have acceleration point.

80 seniors are currently enrolled in courses that could potentially earn an acceleration point.

In Semester 2, seniors who have not earned an acceleration credit will be scheduled to take one if their schedule permits.

- 15 seniors can be enrolled in Semester 2 of the Dual Enrollment College Exploration Course. I will send those scheduling suggestions to APC and Guidance. (LYA/LYB – 6 eligible)
- 10 seniors can have schedule changes into courses that have industry certifications.

CTE Department Head will work with APC and guidance counselors to ensure scheduling is correct. Guidance will hold senior meeting in mid-September to ensure students are on track to graduate and have taken an acceleration course

Person responsible for monitoring outcome:

Letha Maxey (letha.maxey@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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the plan of closely monitoring seniors and reviewing schedules will allow us to maximize our acceleration earning potential. Last year, Acceleration was the only Area of Focus to experience growth.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

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)).

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.

In addition to the school improvement plan being publicly available to all stakeholders on the school's website, hardcopies of the plan are available for viewing in the main office. The school improvement plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and Family and Community Engagement Nights.

<https://www.hillsboroughschools.org/hillsborough>

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))

Hillsborough High School plans to build positive relationships with parents, families and community stakeholders by continuing to strengthen its forms of communication through face-to face meetings, parent link, phone calls, mailing letters home, emails, school's website, newsletters, and Canvas. Families will have the opportunity to attend conference nights, informational meetings, parent workshops, and join the School Advisory Committee (SAC), as well as engage in other school events and activities that promote student success. Students will be supported through a rigor education. Parents will be kept informed of their child's progress through Canvas, telephone calls, and progress reports made available online.

<https://www.hillsboroughschools.org/hillsborough>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen its academic program in the school, increase the amount of quality of learning time and help provide an enriched and accelerated curriculum by utilizing assessment data to

drive the instructional decision making. PLC structure allows for teachers to plan collaboratively for rigorous instruction.

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))

This plan was developed in coordination and integration with other Federal, State, local services, resources and programs, to address and support the educational, physical, psychological, medical, social, and mental health needs of all students. The Exceptional Student Education program, English Language Learner's program, Home Education Literacy Program (HELP), Teen Parent Program, and the district's mental health programs are just a few of the many programs that assist in promoting student success.

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))

Hillsborough High School has trained mental health professionals on its staff to handle crisis issues and interventions. Hillsborough has partnered with Charlie Health, an agency that has an Intensive Outpatient Program, that offers behavioral health services and counseling for our students. Hillsborough has also partnered with HEADS, a behavioral healthcare company that provides services to adolescents and are committed to helping children and their families. HEADS services Hillsborough two days a week. Hillsborough works closely with the Mental Health Clinician team to ensure students are being serviced in their social/emotional and mental health needs regardless of insurance status.

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))

Hillsborough High School provides many opportunities that prepare and make students aware of postsecondary opportunities. Within our CTE Department, students have the opportunity to earn CAPE Industry Certifications based on state requirements, Welding Certification, and ServSafe certification (Culinary Arts). After successfully completing the required coursework and hours, students in Cosmetology and Barbering have the opportunity to become licensed. AVID prepares students for college and also assists with college exposure. 3DE focuses on career readiness and preparedness for a global economy. Within Fine Arts, our students have the opportunity to take JROTC courses which prepares them for postsecondary military opportunities.

Advanced placement and dual enrollment course provide students with opportunities to earn college credits.

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).

We will utilize a multi-tiered system of supports that are proactive and preventative. A schoolwide master discipline plan outlines the interventions for common infractions. For most students, Tier 1 supports are suitable. For all others, Tier 2 and Tier 3 supports are available.

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))

Professional development opportunities for teachers, paraprofessionals, and other school personnel will be based on assessment and walkthrough data. The training opportunities will include collaborative planning. Professional development will focus on helping teachers plan lessons for rigorous, standards-aligned instruction and differentiating for those students in the classroom.

High needs subject areas will work with district and site coaches to ensure they have instructional tools and support.

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