

Hillsborough County Public Schools

King High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	20
VII. Budget to Support Areas of Focus	0

King High School

6815 N 56TH ST, Tampa, FL 33610

[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.

King High School will support all students' growth as critical thinkers, global citizens and informed decision makers.

Provide the school's vision statement.

Our vision is to become a community which demonstrates the principles of P.R.I.D.E. (Positivity, Respect, Integrity, Determination and Excellence)

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
Basham, Gregory	Principal	Responsible for all facets of student educational program.
Brown, Elizabeth	SAC Member	SAC Chair and English Language Arts Department Head. Supports the development of the School Improvement Plan, leads the School Advisory Committee Process and leads the academic focus for the English Language Arts Department at King.
Briette, Djenane	Instructional Coach	Serves as the Literacy Coach at King High School. Leads instructional initiatives designed to improve teaching and learning related to Reading and Writing in all content areas.
Stone-Geide, Bianca	Graduation Coach	Serves our students as a Success Coach. Position is designed to support students' progress toward graduation, particularly students who are At-Risk.

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 Council has stakeholders from each of these groups for representation. More importantly the school improvement process is discussed openly with all stakeholders, soliciting feedback for possible interventions and/or solutions that will have a positive impact on the student's academic achievement and overall success. Quantitative and Qualitative data were utilized to build a

focus for the school improvement plan and discussed among the members of the school advisory council and with stakeholder groups.

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 Progress Monitoring (PM1, PM2) will be utilized to assess the impact and momentum of the plan, and its work to improve student learning along with formative assessments designed for the state curriculum. Adjustments to instructional practice and supplementary learning sessions will be determined based on the analysis of Progress Monitoring outcomes.

Biweekly PLC's will set the cadence of the meetings and analysis of student learning along with the Progress Monitoring data. SAC meetings and District Focus Meetings will also serve as a tool for monitoring progress, but also considering possible adjustments to the plan for improved student achievement.

This will be compared with the SIP monthly and determine if adjustments are needed or should be included in the SIP.

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	86%
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: C 2019-20: C

	2018-19: C 2017-18: C
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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	193
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	104
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	7

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) 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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	51	50	42	52	51	48		
ELA Learning Gains				57			47		
ELA Lowest 25th Percentile				39			32		
Math Achievement*	22	42	38	31	39	38	25		
Math Learning Gains				37			21		
Math Lowest 25th Percentile				42			27		
Science Achievement*	45	64	64	53	46	40	51		
Social Studies Achievement*	53	69	66	53	49	48	65		
Middle School Acceleration					41	44			
Graduation Rate	86	89	89	90	64	61	86		
College and Career Acceleration	58	62	65	48	72	67	48		
ELP Progress	27	39	45	44			37		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	90
Graduation Rate	90

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	29	Yes	4	1
ELL	30	Yes	4	1
AMI				
ASN	92			
BLK	37	Yes	4	
HSP	44			
MUL	59			
PAC				
WHT	53			

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	36	Yes	2	

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	34	Yes	3	
ELL	38	Yes	3	
AMI				
ASN	93			
BLK	38	Yes	3	
HSP	51			
MUL	66			
PAC				
WHT	57			
FRL	40	Yes	1	

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	40			22			45	53		86	58	27
SWD	14			18			15	25		17	6	
ELL	17			12			29	13		42	7	27
AMI												
ASN	89			78			93	93		98	6	
BLK	27			13			27	37		33	6	
HSP	34			23			45	48		46	7	30
MUL	52			43				75		50	5	

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	48			21			63	58		76	7	21
FRL	28			14			34	36		38	7	20

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	42	57	39	31	37	42	53	53		90	48	44
SWD	15	37	32	27	44	39	22	35		85	8	
ELL	17	46	36	20	30		52	24		75	39	43
AMI												
ASN	94	87		95			88	94		99	96	
BLK	21	46	38	18	32	44	27	37		89	23	
HSP	35	52	39	43	48		61	61		78	42	50
MUL	69	68		43			64	60		95	61	
PAC												
WHT	53	56	43	43	39		81	55		96	65	43
FRL	25	44	37	25	39	41	38	37		86	30	38

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	48	47	32	25	21	27	51	65		86	48	37
SWD	26	42	38	18	32	34	20	33		83	11	
ELL	16	32	26	14	23	22	39	33		79	39	37
AMI												
ASN	89	71		76	43		91	100		99	96	
BLK	26	34	33	14	18	29	28	38		82	15	40
HSP	43	44	32	26	19	24	57	53		86	52	30
MUL	61	55		21	30		64	73		84	75	
PAC												
WHT	48	46	25	35	18		57	78		83	70	56
FRL	28	35	31	16	19	27	35	44		81	29	37

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	42%	50%	-8%	50%	-8%
09	2023 - Spring	34%	48%	-14%	48%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	55%	-46%	50%	-41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	49%	-24%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	62%	-19%	63%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	63%	-13%

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 EOC Proficiency was 24%. Two factors play a role in the low Proficiency:

1. Students in the courses are still struggling due to learning/instructional time missed during the pandemic.
2. Lack of teachers trained in the content. The Math Department carried 4 vacancies all year for a variety of situations.

Concerns over student performance on Algebra 1 have been a concern, but the vacancies created a very difficult situation with a group of students who came into the year with challenges academically.

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

Algebra proficiency dropped 14%. Contributing factors include

1. Students in the courses are still struggling due to learning/instructional time missed during the pandemic.
2. Lack of teachers trained in the content. The Math Department carried 4 vacancies all year for a variety of situations.

Concerns over student performance on Algebra 1 have been a concern, but the vacancies created a very difficult situation with a group of students who came into the year with challenges academically.

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.

Math had the largest gap. The math department only had 1 full time teacher, and the other 4 were substitutes. The department head and the district math coaches did the best they could to support the substitute teachers, but ultimately, teachers make a huge difference.

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

College and Career Acceleration showed the biggest gain over the previous year.

Implemented a Finance Academy designed to increase the number of students graduating high school with industry certifications and financial acumen. We also increased the enrollment of students in our Customer Service Relations courses and increased the number of students exposed to rigorous content through AICE English Language Arts classes.

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

Literacy achievement, Math and English, are both very low and can be seen in Students with Disabilities, English Language Learners, Black and Free and Reduced Lunch students. The concern stems from the student's belief that they can be successful readers, then apply their skills to demonstrate their capability.

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

Algebra EOC Proficiency and Gains
English Language Arts Proficiency and Gains
ELL Proficiency and Gains
Daily Attendance Rate

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

Culture and Climate focused on learning. We will improve Daily Attendance and increase level of student ownership in the learning process. We will use 7 Mindsets and 7 Habits of Highly Successful Teens to build student efficacy along with Goal Setting designed to focus their efforts. Data Chats will be part of the overall plan to elevate student depth of knowledge and enhance their efficacy.

Measurable Outcome:

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

Average Daily Attendance above 90%

Improved metrics across student surveys

English Language Arts Proficiency increase to 43%

Algebra EOC Proficiency increase to 30%

Decrease in incidents related to classroom disruptions and students off-task behaviors, (Tardies, Skipping, etc.)

Monitoring:

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

Student Proficiency and Gains from PM1 to PM 2 along with Common Assessments

Decrease in referrals

Qualitative data gathered from teachers, parents and students during conferences and discussions

Increased level of engagement during classroom walkthroughs

Increase in the number of students on track to earn credit in class

Person responsible for monitoring outcome:

Gregory Basham (gregory.basham@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.)

7 Mindsets

The 7 Mindsets/7 Habits approach is anchored in a professional development and coaching model to promote healthy school cultures and designed to prepare educators and staff to teach the 7 Mindsets while enriching their own well-being.

Annotating with 3-2-1 Writing Extensions, Sentence Basics Resource, and Share Combining Resources to help students apply their learning and thinking about the text.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The 7 Mindsets/7 Habits approach is designed to boost the student's confidence and belief that they can learn then apply the skills they learned. Building the confidence and developing habits to be successful are key to creating a growth mindset. The Reading and Writing Skills being taught by the staff will be instrumental in helping the students learn to share their comprehension, skills and application of knowledge.

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.

Provide Professional Development on 7 Mindsets and 7 Habits so teachers can reinforce these concepts and skills following the students workshop.

Person Responsible: Gregory Basham (gregory.basham@hcps.net)

By When: August 30, 2023

Schedule and Deliver 7 Mindsets Workshops with students by Content Area. These will be delivered by our Climate and Culture Resource Teacher and our CCEIS Teacher through the Content Area Classes while teachers have a professional learning/PLC with their District Coach.

Person Responsible: Gregory Basham (gregory.basham@hcps.net)

By When: Sessions scheduled for October 3 October 23 November 3 November 13

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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 students are learning the Benchmark and Standards set forth by the State of Florida is critical to the student's success. This will be addressed through PLC's and the support and coaching by the District Coaches and Supervisors in English, Math, Science and Social Studies.

Measurable Outcome:

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

Math Proficiency will increase to 45% overall and 30 % in Algebra.

ELA Proficiency will increase to 48%

Social Studies Proficiency will increase to 60%

Science will increase to 55%

Learning Gains in each subgroup will be

SWD's will increase to 38%

ELL's will increase to 43%

Black students will increase to 43%

Free and Reduced Lunch increase to 40%

Monitoring:

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

Regular PLC's will review and evaluate common assessments given to the students throughout the year that are grounded in the benchmarks and standards. The work will be supported by the district coaches and supervisors along with Learning Walks conducted throughout the year. We will also use the Baseline and Progress Monitoring supplied by the State of Florida through FAST

Person responsible for monitoring outcome:

Gregory Basham (gregory.basham@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.)

Professional Learning Community executed with fidelity and collaboration between teachers and district staff members.

Disaggregating data from Common Assessments, then reinforcing concepts through "Just in Time" lessons designed to increase student's ability to apply their learning.

Close Reading combined with annotations, then 3-2-1 Writing Extension.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are designed to teach students skills they need to be successful and increase their ability to apply their learning/thinking, while making sure we are focused on the specific standards/benchmarks deemed critical by the State of Florida for students to Proficient in literacy.

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.

Professional Learning designed to support PLC's executed with fidelity. This will be supported by holding PLC's in the Media Center bi-weekly and monitored by Principal, and APC.

Person Responsible: Meghan Barnes (meghan.barnes@hcps.net)

By When: Schedule completed for the year by July 30, 2023. Scheduled bi-weekly.

Collaborate with District coaches and supervisors to build support of the PLC's and intentional planning on lessons to support student learning grounded in the data from the Common Assessments.

Person Responsible: Gregory Basham (gregory.basham@hcps.net)

By When: August 2, 2023

Hold PLC's and collaborate with district staff, making use of the data available to determine the focus of lessons and design PLC's to support students needs based on the Standards.

Person Responsible: Meghan Barnes (meghan.barnes@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).

-The SAC committee and the Steering Committee, both, had opportunities to help build the budget during the summer. They will also review the expenditures and consider possible adjustments each month based on a review of the data as we move through the course of the year.

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.

- Parentlink will be used to disseminate information along with sharing the SIP plan on our website, but also making it available during meetings at Open House, Conference Night and School Wide "Show and Tell" (we put student work on display for parents, and families to come to school to review).

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

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))

- We use Parentlink, and school website as a platform for communicating with families and the community about King High School - the programs available, support for learning and celebrations. Families are also invited to come onto to campus for Conference Nights, and "Show and Tell" events where we showcase the work of our students. These are opportunities to connect with families to discuss student progress and share information about where they can receive support from the school and in the community. This begins at Open House in August and we continue this effort throughout the year.

<https://sites.google.com/view/khsschoolcounselors/guidance-home>

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)

- We have a two prong effort for this year.

1 - work on the mind and push forth a growth mindset and spirit that "WE" can do it. We are working with our students through the 7 Mindsets trainings and 7 Habits of Highly Successful Teens to help them create habits for success and OWN their learning. These concepts are being taught by engaging young people in workshops with our Climate Culture Resource Teacher and CCEIS Teacher, then reinforced in the classrooms. We also send this information home to the parents and will make it available on our website, so families can engage in these discussions as well.

2 - Standards based lesson planning grounded in the data available from formative assessments is an intensive focus in our PLC's. We have district coaches and supervisors coming to do workshops and regular coaching sessions with our teachers. Collaborative planning based on results from the data will be a regular part of our way of work. PLC's meet biweekly with support from the district team. We are also making the data available to families and the students themselves - engaging in Data Chats with them on their specific strengths and needs.

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))

- Our CCEIS Teacher and Climate and Culture Teacher are supplied through ESSA Funds and designed to help us reach our students who need the most support. Our 7 Mindsets and 7 Habits are designed to support students' well-being and reinforce the habits/skills needed to be successful academically, but also in life.

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))

- We have QR Codes for the students to request meetings as well as staff members available to students throughout the day, particularly during lunch and breakfast, for informal conversations. We also utilize Gaggie and Hazel Health for our students. We have quite a bit of signage for students to be able to seek resources and there is information on the back of their student ID if they do not wish to speak with anyone on the school campus.

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))

-SCOPE is a program we have at King designed to help students with career exploration, complete applications for jobs, college or other post-secondary pursuits. Our SCOPE Resource center is available everyday of the week and regularly schedules meetings with colleges and potential employers. We also offer the Future Career Academy to our Seniors through their English classes and this helps them meet local business owners, attend job fairs and take field trips to local businesses.

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).

- This effort is led by our CCEIS Teacher and involves an effort to be proactive with workshops designed to change mindset, help students reflect on their choices and create habits designed to support their success. Our workshops are grounded in the concepts associated with the 7 Mindsets and the 7 Habits of Highly Effective Teens. We also offer Positive Behavior Incentives like our Triple Zero Program (Zero Tardies, Zero Detentions and Zero Referrals) and Attendance Incentive (Less than 3 Absences per Quarter) to help students stay on track and make good choices.

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))

- We began with trainings on disaggregating data in August and continue to support the effort by pulling data from common formative assessments and then leading Data Chats with the teachers through PLC's and workshops for collaborative planning. These are normally led by district coaches or site based coaches - individuals with expertise in instructional planning. These coaches also plan, co-teach or reinforce learning by pushing into classrooms to help the teachers meet students needs.

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))

- We have an Early Childhood Education program at King. We help the students learn basic skills and connect their parents with services designed to help them get enrolled in the districts Voluntary Pre-Kindergarten program.