Hillsborough County Public Schools

Leto High School

2023-24

Schoolwide Improvement Plan (SIP)

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Leto High School

4409 W SLIGH AVE, Tampa, FL 33614

[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.

<div align="right">

I. School Information

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School Mission and Vision

Provide the school's mission statement.

We are a comprehensive community of lifelong learners who provide students with authentic academic and interp
success and life beyond Leto.

Provide the school's vision statement.

To be a catalyst for societal change by producing respectful citizens who are both competitive and marketable in

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdow
relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties
McCoy-Mitti, Larissa	Principal	Implements the mission and vision of the school b
Hazlett, Scott	Assistant Principal	In charge of curriculum, instruction, and schedulin
Artabasy, Babita	Assistant Principal	Administration, Athletics, and Facilities
Graffeo, Andrea	Assistant Principal	Student Affairs, PBIS, and SEL
Cope, Libby	Parent Engagement Liaison	Media Specialist, Title 1 Coordinator
Gehrke, Drew	Assistant Principal	ILT/PLC Lead, Student Affairs, SAC Administrato
Scuillo, Francesca	Math Coach	Instructional support for math teachers
Sullivan-Jackson, Robyn	Reading Coach	Department Head for Reading; ILT; Instructional s
Palek, Lauren	Instructional Coach	Instructional support for writing; ILT
Silva, Cesarina	Graduation Coach	Success coach and SAC chair
Rivera Topke, Mirna	SAC Member	Classroom teacher and SAC Chair
Arena, Katherine	Teacher, K-12	Department Head for Career and Technical Educa
Branch, Verity	Teacher, ESE	Department Head for Exceptional Student Educat
Cannon, Linda	Teacher, K-12	Department Head for Business and Fine Arts
Crescenzi, Leesa	Teacher, K-12	Department Head for Math
Ewing, Holly	Teacher, K-12	Department Head for English
Judeh, Kelsey	Teacher, K-12	Department Head for Science
Machado, Belkis	Teacher, K-12	Department Head for World Languages
McBride, Kelly	Teacher, K-12	Department Head for General/PE
Ward, Courtney	Teacher, K-12	Department Head for Social Studies

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

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

The School Advisory Council provides input to the development of the SIP and will ultimately approve the SIP. Th
administrative team and instructional coaches. All plans were developed in conjunction with the Instructional Lea
departments. Throughout the school year, the SAC committee will meet to discuss trends in data and monitor pro

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

We will continually revisit the SIP and instructional strategies during administrative staff meetings, instructional co
We will progress monitor student achievement after each PM test for core subject area tests, midterm exams, an
track their own data via data tracking cards and hold data chats with students during their classes. In addition, we
data monthly. Department Heads will monitor teacher implementation of student-driven data tracking.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	
School Type and Grades Served (per MSID File)	
Primary Service Type (per MSID File)	
2022-23 Title I School Status	
2022-23 Minority Rate	
2022-23 Economically Disadvantaged (FRL) Rate	
Charter School	
RAISE School	
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Student English Asian S Black/A Hispani Multirac White S Econom
School Grades History *2022-23 school grades will serve as an informational baseline.	

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that

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

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

Indicator	K	1
Students with two or more indicators	0	0

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

Indicator	K	1
Retained Students: Current Year	0	0
Students retained two or more times	0	0

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

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

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

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

Indicator	K	1
Students with two or more indicators	0	0

The number of students identified retained:

Indicator	K	1
Retained Students: Current Year	0	0
Students retained two or more times	0	0

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

Indicator	K	1
Students with two or more indicators	0	0

The number of students identified retained:

Indicator	K	1
Retained Students: Current Year	0	0
Students retained two or more times	0	0

II. Needs Assessment/Data Review

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

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

Accountability Component	2023				
	School	District	State	School	D
ELA Achievement*	39	51	50	40	
ELA Learning Gains				49	
ELA Lowest 25th Percentile				40	
Math Achievement*	34	42	38	39	
Math Learning Gains				48	
Math Lowest 25th Percentile				37	
Science Achievement*	57	64	64	66	
Social Studies Achievement*	54	69	66	64	
Middle School Acceleration					
Graduation Rate	93	89	89	96	
College and Career Acceleration	68	62	65	59	
ELP Progress	33	39	45	31	

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

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

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

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup Below 41%
SWD	38	Yes	4
ELL	47		
AMI			
ASN	75		
BLK	51		
HSP	53		
MUL	45		
PAC			
WHT	62		

2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgrou Below 41%
FRL	53		

2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgrou Below 41%
SWD	36	Yes	3
ELL	43		
AMI			
ASN	65		
BLK	56		
HSP	51		
MUL	63		
PAC			
WHT	58		
FRL	51		

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS
All Students	39			34			57	5
SWD	15			13			31	3
ELL	24			26			46	4
AMI								
ASN	56			75			62	
BLK	28			28			47	6
HSP	38			33			58	5
MUL	47			42				
PAC								
WHT	46			38			52	5
FRL	36			33			57	5

					2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS			
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS
All Students	40	49	40	39	48	37	66	6
SWD	16	37	32	24	44	25	45	3
ELL	19	42	40	28	45	43	32	3
AMI								
ASN	52	55		50	62		55	
BLK	36	60	54	35	48		72	5
HSP	38	47	40	38	47	34	64	6
MUL	69	71						5
PAC								
WHT	47	51	30	45	46		78	7
FRL	37	47	41	38	48	38	63	6

					2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS			
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS
All Students	43	44	35	35	28	27	47	6
SWD	16	34	33	12	24	22	32	2
ELL	22	39	38	19	26	27	36	4
AMI								
ASN	71	54		42	33			8
BLK	30	30	38	19	24	33	33	5
HSP	41	44	36	34	29	26	47	6
MUL	65	41		56	31		60	
PAC								
WHT	56	45	33	47	21		58	7
FRL	41	43	35	34	27	27	46	6

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percer
score of 3 or higher on the statewide assessments.

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

	ELA			
Grade	Year	School	District	School Distri Compar
10	2023 - Spring	35%	50%	-15%
09	2023 - Spring	33%	48%	-15%

	ALGEBRA			
Grade	Year	School	District	School Distri Compar
N/A	2023 - Spring	22%	55%	-33%

	GEOMETRY			
Grade	Year	School	District	School Distri Compar
N/A	2023 - Spring	41%	49%	-8%

	BIOLOGY			
Grade	Year	School	District	School Distri Compar
N/A	2023 - Spring	55%	62%	-7%

	HISTORY			
Grade	Year	School	District	School Distri Compar
N/A	2023 - Spring	59%	65%	-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

The data component that showed the lowest performance for the 2022-2023 school year was Algebra 1. 353 stud
scored a level 3 or higher. The total percentage was 21% for Algebra 1. This is nearly the same number of stude
students. However, in 2021-2022, students scored 26%. The same three teachers taught the Algebra benchmark
Algebra 1B was not offered and all students were placed in Algebra 1. In 2022-2023, we offered Algebra 1B agai
new state standards and new assessments. This year was the first year of new standards, so there was a signific
acclimate to the changes effectively. In addition, students struggle with foundational math skills which was exace

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

Biology was the greatest decline from the previous year with an 11% decline. A factor that contributed to this was than Environmental Science and Honors Biology. The year prior, many English language learners completed Env 21-22 school year we had 7 sections Honors Biology and 3 sections regular Biology; whereas in the 22-23 school regular Biology. 259 students tested in 2022 and 493 tested in 2023.

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

Though the state averages are not available at this time, Algebra 1 and ELA likely represent the greatest gaps w include student attendance, new state standards, new state assessments, new district curriculum, COVID learnir WICOR strategies, and uneven implementation of vertical articulation between content areas across grade levels demonstrate knowledge of content-area vocabulary. Being more intentional about implementing strategies to ber content areas.

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

Our College and Career Acceleration rate showed the most improvement in 2022-2023. Our College and Career 2022-2023. We expanded our offerings of dual enrollment classes to as many students as possible and were mo Career Acceleration to all teachers during Pre-Planning and throughout the school year. We expanded opportuni Entrepreneurship certification. Throughout, we intentionally tracked students that had not yet earned a certificatic anticipate the College and Career Acceleration rate to increase even more in subsequent years as a result of our

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

Reflecting on the EWS data, our number of students below a 90% attendance rate increased from 648 in 2021-2 most absences, with 234 students missing over 10% of the school days throughout the year. Another area of cor Though they may have attended school slightly more, they earned 77 course failures in ELA and 155 course failu

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

-Increase overall student attendance to 90% by reducing the number of students that miss 10% or more school d
-Increase student achievement by 4% across the board for all subgroups in all content areas.
-Streamline student and teacher data tracking, data analysis, and data chats.

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

Data from 22-23 showed that attendance declined in every grade level from the prior year. Our yearly school attend 22-23 and we had 1352 students with 10 or more absences. Additionally, our monthly attendance average was belo averages for every month last school year except for one. 90% of all school absences were unexcused.

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

The number of students with 10+ absences will decrease from 1352 to under 500 students.
The number of unexcused absences will decrease from 90% to 50% of all total absences.
Increase overall student daily attendance to 90%

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

This Area of Focus will be monitored in several ways. First, out attendance will now be taken in 1st period rather tha attendance. Success coaches will track attendance for negative trends and unexcused absences and share EWS r absences within 20 days. Teachers will attempt to contact home for students on their report. Success coaches will i counselors to continually monitor student attendance trends and needs.

Person responsible for monitoring outcome:

Babita Artabasy (babita.artabasy@hcps.net)

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

During pre-planning, faculty and staff will conduct home visits to meet parents in the community and increase paren to build their understanding of student attendance trends. New success coaches will be introduced and will explain classes and expectations for communication across teams. We will host campus previews that are more differentia follow up with parent universities throughout the school year that empower parents and families to take more owner school year, success coaches will meet with PBIS, ILT, and grade-level teams to update teams on attendance data connections to increase attendance. The success coaches will also implement positive attendance incentives and l

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

Students cannot learn if they are not in the building. The staggering rate of unexcused absences suggests that fam we need streamlined systems in place for family engagement, communication and support. The hiring of two additi defining the role of the teacher, MTSS/PBIS teams, and administration in communicating with families and tracking attendance month over month.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

1. Present 22-23 attendance data to staff (ILT) and discuss role of success coach in supporting teachers and famili

Person Responsible: Scott Hazlett (scott.hazlett@hcps.net)

By When: Pre-Planning 8/3/23

Facilitate home visits to make positive connections with families (Parent Liaison)

Person Responsible: Libby Cope (libby.cope@hcps.net)

By When: Pre-Planning 8/3

3. Implement attendance tracking by identifying students who missed 3 or more days in a 20-day period (DHs/Teac

Person Responsible: Scott Hazlett (scott.hazlett@hcps.net)

By When: Continuous

4. Contact family and pull student for one-on-one conversation, coordinate with teacher for attendance plan and mo

Person Responsible: Babita Artabasy (babita.artabasy@hcps.net)

By When: After first 20 days of school 9/15/23

5. Continuously review school attendance trends, parent contacts and PBIS strategies in place (Admin/success coa

Continue tracking student attendance trends, contact home, refer to success coach for decline in attendance/increa

Person Responsible: Andrea Graffeo (andrea.graffeo@hcps.net)

By When: Continuously

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Based on teacher observation data, classroom walkthroughs, teacher-created common assessments, and 2023 dis
needs to focus on the implementation of reading and writing strategies (WICOR) across all content areas to improv
increase the number of students meeting proficiency in Biology EOC, US History EOC, Geometry EOC, Algebra 1 B
our school and specifically for our ELL and ESE subgroups.

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

Students across all subgroups will show positive growth of at least 4% on the Biology EOC, US History EOC, Geon
data for students with disabilities will more closely match proficiency for all students as a whole.

Teachers and students will work in unison to employ reading and writing strategies (WICOR) across all content area
order to enhance student motivation, by establishing academic goals, setting high expectations for deep engageme
thinking skills, problem-solving skills, and reading and writing skills.

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

This area of focus will be monitored through the implementation of classroom walkthroughs, teacher observations,
fidelity of teachers' active participation in the whole-group PLC protocol and PD.

Person responsible for monitoring outcome:

Larissa McCoy-Mitti (larissa.mccoymitti@hcps.net)

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

Faculty and staff will engage in a deep dive of our school-wide data results with a specific focus on our most vulner
close gaps in assessment outcomes between subgroups. Teachers will also participate in a Professional Developm
PLCs, "Differentiated PD" (3x per year), and "Strategically Focused Learning Walks" (3x per year). The Focused Le
model of an implemented strategy or lesson in the classroom and then debrief on how they can use this strategy or
engagement or high expectations in order to positively impact student learning. Instructional coaches will work with
literacy strategies and scaffolds appropriate for each subgroup.

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

We want to provide our teachers with the tools and support needed to enable students to meet or exceed academic
(ELA), Math, Science, and Social Studies is something we want to continue to work on as a school so that our stud
Our Instructional Leadership Team (ILT) will meet periodically to look at progress monitoring data and determine ne
instructional trainings, etc.).

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

1. Present school data and conduct deep-dive analysis, especially the achievement data for students with disabilitie

Person Responsible: Drew Gehrke (drew.gehrke@hcps.net)

By When: Pre-planning 8/2/23-8/9/23

2. Plan and facilitate targeted PD based on subgroup needs, PLCs, and strategic learning walks. Implement a spec
with disabilities and utilize an IEP.

Person Responsible: Drew Gehrke (drew.gehrke@hcps.net)

By When: Pre-Planning 8/2/23-8-9/23 IEP Training for All Teachers to Better Reach Students with Disabilities - 8/2

Teachers will attend PD and PLC opportunities offered by the school, plan collaboratively with content-area teams a
subgroups. Teachers will complete a chart that requires them to record the goals, accommodations, strengths, and
will empower teachers to more closely align instruction for their students with disabilities.

Person Responsible: Drew Gehrke (drew.gehrke@hcps.net)

By When: IEP Chart for Students with Disabilities Exploration Chart due on 9/15/23.

Increase student readiness for the public postsecondary level by enhancing rigor across all classrooms, increasing
including targeted curriculum for college and career readiness during Wednesday advisories.

Person Responsible: Larissa McCoy-Mitti (larissa.mccoymitti@hcps.net)

By When: Ongoing PLCs, ongoing walkthroughs, open access field trips throughout the fall, one weekly advisory p
check-in - 10/24/23

CSI, TSI and ATSI Resource Review

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

We are intentional that the personnel hired through this funding directly support student populations and subject areas
support student academic growth and and family engagement, instructional coaches to support teacher implementation
teachers to support ELL student success). Instructional materials are also purchased equitably across content in order
process for reviewing school improvement funding involves teachers, department heads, ILT and administrative feedba

Reading Achievement Initiative for Scholastic Excellen

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

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

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

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

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

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

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

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

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

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

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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

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 ea
will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving
20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong

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

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

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

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

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

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

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, identif
categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible

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
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., studen
businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be
provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage* where the SIP is made publicly available.

We will generate a SIP summary sheet and disseminate that document, along with the full SIP, to all teachers du
Once approved by all stakeholders, we will post the summary and SIP to our website https://www.hillsboroughsc
for distribution in the offices. In addition, we will distribute the SIP summary via ParentLink and provide additiona
events. We host an in-person Title 1 meeting at the beginning of the year to discuss the SIP with the shareholder
Please see this link: https://www.hillsboroughschools.org/site/
default.aspx?PageType=3&DomainID=118&ModuleInstanceID=4735&ViewID=6446EE88-D30C-497E-9316-3F8

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

We plan to bolster ongoing two-way communication between parents, families, and other community stakeholder
weekly calendar, home visits to 9th grade families at the beginning of the school year, ongoing one-on-one phon
as campus previews and parent universities. We host a parent meeting during the year with our vulnerable popul
services. Meetings held in both English and Spanish.
Please see this link: https://www.hillsboroughschools.org/site/
default.aspx?PageType=3&DomainID=118&ModuleInstanceID=4735&ViewID=6446EE88-D30C-497E-9316-3F8

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

By fostering collective ownership between all stakeholders, we expect to see attendance increase and student ac
are present at school and engaged in their classes, the more they will achieve. In addition, as teachers plan and
student populations, student achievement will also increase. Additionally, we provide an enriched and accelerate
enrollment courses and industry certifications.

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

Our school offers free lunch to all students regardless of free and reduced lunch status. This is to provide all stud
engagement and overall health. We also foster a partnership with our adult school on campus, which helps provi
to increase graduation rates for students. Our areas of focus on attendance and increased achievement will also
prepare more students for life after Leto.