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Madison Middle School

4444 W BAY VISTA AVE, Tampa, FL 33611

[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.

Madison Middle School will prepare students for life by ensuring an inclusive and safe learning environment where students are engaged in experiences that will equip them with 21st century skills (critical thinking and problem solving, collaboration, adaptability, initiative/entrepreneurship, communication, information and technology literacy, creativity).

Provide the school's vision statement.

Madison Middle School is committed to enhancing the academic and personal development of students by providing a community of support, opportunities, and high expectations for all students.

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
Parker, David	Principal	Responsible for all operations of the school. Serves as the instructional leader, engages stakeholders, and collaborates with others.
Snook, Trista	Instructional Coach	Responsible for providing professional development, ESOL support, and best practices for literacy education school wide.
Brown, Traci	Assistant Principal	Responsible for the master schedule, testing, discipline, instructional leadership, community engagement, and professional development.
DiGiovanni, Lena	Assistant Principal	Responsible for athletics, instructional leadership, community engagement, site behavior plan/team, coaching, professional development, and the school's climate and culture.
Kamal, Lena	SAC Member	SAC Chair, Reading Teacher, Student Success Coach, and community engagement.
Johnson, Larenz	Dropout Prevention Coordinator	Student Success Coach and Parent Liaison-monitors 100 students that are at-risk of dropping out of school based on early warning indicators for attendance, behavior, and course performance; builds community partnerships, coordinates activities with all stakeholders on campus, monitors Title I Parent Engagement compliance.

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.

The SIP Team reviews goals and data from the previous SIP to determine areas of focus and celebration. We work collaborative with members of the SAC to determine the current needs of the school then develop goals and action steps for improvement.

SAC Members: Craig Hestline, David Parker, Jamar Freeman, Lena Kamal, Monte Belote, Bryan Kelly, Robert Perez.

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 reviewed and monitored by members of the Instructional Leadership Team, Steering Committee, and SAC each Semester. We will use formative and summative assessments to monitor subgroups, and overall student achievement. If data suggest opportunities for improvement, we will meet as a group to determine the appropriate action steps for improving student achievement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	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	55	60	64	179
One or more suspensions	0	0	0	0	0	0	16	34	43	93
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	19	49	68
Course failure in Math	0	0	0	0	0	0	0	9	4	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	63	103	249
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	58	90	201
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	4	1	5

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	45	55	86	186

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	47	45	72	164
One or more suspensions	0	0	0	0	0	0	5	28	61	94
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	36	81	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	45	90	192
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	17	28	49

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	47	45	72	164
One or more suspensions	0	0	0	0	0	0	5	28	61	94
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	36	81	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	45	90	192
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	17	28	49

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*	41	49	49	36	50	50	49		
ELA Learning Gains				40			48		
ELA Lowest 25th Percentile				33			31		
Math Achievement*	45	57	56	43	36	36	45		
Math Learning Gains				59			39		
Math Lowest 25th Percentile				51			27		
Science Achievement*	34	44	49	38	52	53	39		
Social Studies Achievement*	50	66	68	58	58	58	58		
Middle School Acceleration	57	84	73	91	51	49	57		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	62	39	40	55	86	76	41		

* 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)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	3
ELL	34	Yes	1	
AMI				
ASN	88			
BLK	22	Yes	4	1
HSP	35	Yes	1	
MUL	53			
PAC				
WHT	71			

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	39	Yes	1	

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	30	Yes	3	2
ELL	43			
AMI				
ASN	69			
BLK	32	Yes	3	
HSP	44			
MUL	48			
PAC				
WHT	62			
FRL	45			

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	41			45			34	50	57			62
SWD	18			19			9	28			4	
ELL	23			27			17	29	45		6	62
AMI												
ASN	83			92							2	
BLK	24			20			8	34			4	
HSP	25			33			15	36	39		6	61
MUL	56			54			50				3	

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	67			71			72	74	73		5	
FRL	32			34			23	36	46		6	65

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	36	40	33	43	59	51	38	58	91			55
SWD	14	35	32	21	51	45	18	20				
ELL	25	37	34	28	50	40	24	38	100			55
AMI												
ASN	60	64		73	77							
BLK	15	33	41	15	46	47	6	54				
HSP	28	35	31	34	54	44	33	43	89			50
MUL	42	39		57	69		23	56				
PAC												
WHT	57	48	20	65	69	67	62	76	95			
FRL	29	38	34	34	55	48	31	51	86			48

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	48	31	45	39	27	39	58	57			41
SWD	14	34	33	17	29	30	6	29				
ELL	27	36	26	26	32	31	17	21				41
AMI												
ASN	81	73		79	56							
BLK	22	31	23	15	25	26	10	45	40			
HSP	41	43	35	33	30	28	30	47	40			39
MUL	58	50		63	48			60				
PAC												
WHT	69	61	23	71	54	29	62	75	70			
FRL	41	43	30	35	32	26	28	51	46			42

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	38%	47%	-9%	47%	-9%
08	2023 - Spring	30%	44%	-14%	47%	-17%
06	2023 - Spring	36%	47%	-11%	47%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	53%	3%	54%	2%
07	2023 - Spring	12%	36%	-24%	48%	-36%
08	2023 - Spring	34%	57%	-23%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	41%	-14%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	55%	9%	50%	14%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	64%	-20%	66%	-22%

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.

Science showed the lowest performance on last year's state assessments.

Contributing factors: personnel (both 8th grade Science teachers on maternity leave); learning decay on previous benchmarks (the 8th grade Science test assess 6th-8th grade).

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

Civics scores showed the greatest decline.

Contributing factors: new Civics teacher (new to teaching). On the 2022 Civics EOC, 7th grade students who were proficient in Reading took the Civics EOC. In 2023, proficient and non-proficient readers in 7th and 8th grade took the Civics EOC.

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.

Civics had the greatest gap compared to the state average.

Contributing factors: new Civics teacher (new to teaching)-started mid-year. On the 2022 Civics EOC, 7th grade students who were proficient in Reading took the Civics EOC. In 2023, proficient and non-proficient readers in 7th and 8th grade took the Civics EOC.

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

Although there was a slight decline in our overall math score, we showed the most improvement in our 6th grade Math achievement. Our 6th grade proficiency score in Math exceeded the state and district average. Great classroom instruction (with two highly qualified teachers), additional tutoring opportunities, and robust Professional Learning Communities impacted our 6th grade Math scores.

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

Attendance is a concern for some of our students because they live beyond five miles of the school. As a result, bus transportation and parent engagement have been a challenge. Often, some students are tardy to school or late to arrive home because of bus transportation challenges. As a result, students lose valuable instructional time in school and time to practice concepts outside of school.

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

Improve literacy.

Improve student attendance.

Improve students' sense of belonging.

Professional Development for staff.

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 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.

Improve reading comprehension and written communication skills for all subgroups.

- Historically, all subgroups with the exception of White and Multiracial students, have been under 41% proficiency at Madison Middle School.
- English Language Arts scores have declined across the state, district, and at Madison over the last three years.
- Reading and writing are essential skills for students' performance in ELA, Social Studies, Science, and elective courses.
- Reading and writing skills can be reinforced across content areas.

Measurable Outcome:

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

By the end of the 2023-2024 school year, ELA Achievement will increase by 6%.

Monitoring:

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

- Reading comprehension will be monitored using the state's Progress Monitoring Assessments.
- Written communication will be monitored using district-level Baseline and Midyear writing assessments; and the Florida Writes assessments in April.

Person responsible for monitoring outcome:

Trista Snook (trista.snook@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.)

- Phonics Instruction for Intensive Reading courses (+.70 effect size, John Hattie)
- Comprehension Programs-Study Sync/McGraw-Hill for English Language Arts (ELA) courses (+.55 effect size, John Hattie)
- Self-reported grades, goal setting, and progress monitoring (+1.33 effect size, John Hattie)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on John Hattie's research on Visible Learning, these interventions have been linked to increasing 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.

Provide professional development and structure additional collaborative opportunities to improve teaching and learning through Professional Learning Communities.

Person Responsible: David Parker (david.parker@hcps.net)

By When: July 2023-ongoing

Develop a master schedule to ensure students have access to highly qualified teachers, SWD are in their LRE, and teachers have an opportunity to provide individualized support to students.

Person Responsible: Traci Brown (traci.brown@hcps.net)

By When: August 2023

Share reading strategies with parents and students via school newsletter, and during quarterly parent meetings.

Person Responsible: Larenz Johnson (larenz.johnson@hcps.net)

By When: December 2023 & March 2024

Conduct frequent classroom walkthroughs and observations to monitor the effectiveness of classroom instruction, and to ensure students have access to grade-level benchmarks/standards, assessments, and curriculum. Provide regular feedback to teachers.

Person Responsible: David Parker (david.parker@hcps.net)

By When: August 2023-ongoing

Use computer-based learning programs to provide scaffolds and interventions to improve students' literacy skills (StudySync, Achieve3000, IXL, Progress Learning, PENDA, and Language Live).

Person Responsible: Trista Snook (trista.snook@hcps.net)

By When: August-ongoing

Develop and implement an incentive program to recognize students for making progress on Progress Monitoring Assessments, and classroom assessments.

Person Responsible: Trista Snook (trista.snook@hcps.net)

By When: September 2023-ongoing

English Language Learners (ELLs) will have a developmental reading course to support English acquisition. Our bilingual paraprofessional and ESOL Resource Teacher will provide additional tutoring opportunities for our ELLs.

Person Responsible: Trista Snook (trista.snook@hcps.net)

By When: August 2023-ongoing

Our Students with Disabilities (SWD) will have access to a General Education teacher and an Exceptional Student Education teacher in the general educational classrooms to support students in English Language Arts. In addition, we will offer resource classes for students needing intensive support in Reading.

Person Responsible: Traci Brown (traci.brown@hcps.net)

By When: August 2023

Some of our Black students will have access to a Success Coach to focus on improving attendance, behavior, and/or course performance. Specifically, our Success Coach will offer additional tutoring to support student achievement in English Language Arts.

Person Responsible: Larenz Johnson (larenz.johnson@hcps.net)

By When: August 2023-ongoing

#2. 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.

Our Positive and Environment focus is to improve student attendance; consequently, student achievement will improve for all of our subgroups if they are attending school regularly, and are exposed to quality instruction (Gottfried, 2019).

Rationale: Our students missing more than 10% of school has remain stagnant and is a significant concern each year.

2021-2022: 40% of our students missed more than 10% of school.

2022-2023: 39% of our students missed more than 10% of school.

Measurable Outcome:

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

By the end of the 2023-2024 school year, students missing 10% of school will improve by 10%.

Monitoring:

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

Review the Key Performance Indicators for Attendance on EdConnect (the student information system).

Person responsible for monitoring outcome:

Lena DiGiovanni (lena.digiovanni@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.)

Create safe learning environments-Community Building Sessions (Smink & Reimer, 2005)

Systemic Renewal-Positive Behavioral Interventions and Supports (Smink & Reimer, 2005)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating opportunities for students to learn intrapersonal and interpersonal skills increase the likelihood of students attending school.

School-wide structures, systems, and incentives will promote a safe learning environment that recognizes students' positive contributions to the school environment.

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.

Establish a school-wide attendance policy that recognizes and celebrates good attendance (attend school 90% or more). Celebrate "good attendance" quarterly.

Person Responsible: Larenz Johnson (larenz.johnson@hcps.net)

By When: Quarterly

Staff and students will engage in at least two community building sessions a month.

Person Responsible: Lena DiGiovanni (lena.digiovanni@hcps.net)

By When: August 2023-ongoing

The Student Services Team will tier attendance support and counseling for students. Furthermore, the team will check-in with tier 3 attendance students daily (severe and chronic absences). Work with families to discuss barriers with attendance patterns.

Person Responsible: Larenz Johnson (larenz.johnson@hcps.net)

By When: August 2023-ongoing

Share attendance information and data with stakeholders to encourage good attendance.

Person Responsible: Larenz Johnson (larenz.johnson@hcps.net)

By When: Quarterly

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 principal forms a committee to decide the school's needs based on student achievement data. The team decides what resources are needed to improve student achievement, and research the cost for supplemental resources. The proposed budget is shared with the Title I Team at the district office for review and approval.

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.

Our School Improvement Plan (SIP) will be available on our school's website and the location of the SIP will be shared with our stakeholders through our school's biweekly newsletter. Furthermore, our School-Wide Parent Family Engagement Plan will be shared on the school's website and translated in English and Spanish. A physical copy of the Parent Family Engagement Plan and SIP will be available in the Main Office.

School-Wide Parent Family Engagement Plan webpage: <https://www.hillsboroughschools.org/domain/5762>

School's SIP webpage: <https://www.hillsboroughschools.org/domain/3815>

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))

Our plan to build positive relationships with stakeholders to fulfill the school's mission and goals will consist of meetings and frequent communication. We will communicate school-wide and individual student progress through our school's newsletter, Canvas, progress reports, and report cards. Furthermore, the faculty will coordinate meetings with community stakeholders to determine strategies for meeting our school goals. Currently, we have four family nights, two Open House events, and two conference nights scheduled to build positive relationships with families. We will continue to share important information and progress towards our school's goals through our biweekly newsletters, school website, and PTSA.

School-Wide Parent Family Engagement Plan webpage: <https://www.hillsboroughschools.org/domain/5762>

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 strengthened our academic programs by adding acceleration opportunities and academic programming. Currently, we offer double acceleration math courses, work diligently to hire and retain highly qualified teachers, offer additional tutoring during and after the school day, create a safe learning environment through our Positive Behavioral Interventions and Support program (by establishing clear policies and procedures), and offering accelerated options through our Choice STEM Program. Also, we allow students access to advance coursework in their core subjects, and scheduling students with exceptionalities in their Least Restrictive Environment (LRE).

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 School Improvement Plan aligns with the coordination and integration of Title I. Title I requires schools to use federal dollars to provide resources and opportunities to improve student achievement for all students. Furthermore, a major component of Title I encourages schools to engage communities and families to increase student achievement.