

Hillsborough County Public Schools

Mann Middle 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	15
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

Mann Middle School

409 E JERSEY AVE, Brandon, FL 33510

[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.

To foster an environment of high expectations which supports the social, emotional, and academic needs of our staff and students by promoting literacy and cross curricular instructional strategies.

Provide the school's vision statement.

Through literacy-based instruction, Mann students will have the capacity and mindset to serve as leaders in society.

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
Brooks, Brad	Principal	
Caiati, Matthew	Assistant Principal	
Evans, Faith	Instructional Coach	Literacy Coach
Johnson, Patrice	Teacher, K-12	Subject Area Leader - History
Idrobo, Stephanie	School Counselor	
Adair, Jill	Teacher, K-12	Elective SAL
Ranelle, Carmen	School Counselor	
Sparkman, Laura	School Counselor	

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.

Instructional Leadership Team was used in the development of our school wide vision: "Through literacy-based instruction, Mann students will have the capacity and mindset to serve as leaders in society." The School wide Leaders also met at the end of the 22-23 school year to discuss the year as a whole. It was in the meeting that a lot of information and data was collected in helping us to develop the 23-24 SIP.

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 Instructional Leadership team will meet monthly to review FAST and Unit assessment data. Learning Pods (job embedded professional development) will be implemented monthly based on the needs of the school with the focus on literacy as our school wide goal is to improve achievement from 30% to 35% for the 23-24 school year. The plan of action for the following subjects are as follows:

ELA - tutorials 2x weekly in the AM

- bootcamps focusing on BEST standards areas of need
- data driven PLC's on using small group analysis and instruction

Math - tutorials at least 1x weekly

- Data-driven PLC's
- Bootcamps with a streamlined focus in grades 6-8 and Algebra

Science - Incorporating reading strategies within Science with a focus on vocabulary acquisition, reading for meaning and active reading

- High focus on Nature of Science by strengthening student knowledge at all grade levels using reading and writing strategies and small group interventions.

Civics - weekly tutoring

- Civics bootcamp
- focus on scaffolding text to ensure comprehension of vocabulary terms
- Using pictures and Frayer models for vocabulary comprehension

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)* 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	73	83	121	277
One or more suspensions	0	0	0	0	0	0	15	68	106	189
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	6	7	14
Course failure in Math	0	0	0	0	0	0	1	7	21	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	126	101	115	342
Level 1 on statewide Math assessment	0	0	0	0	0	0	112	81	65	258
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	47	97	123	267

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	79	100	106	285
One or more suspensions	0	0	0	0	0	0	17	77	92	186
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	94	69	92	255
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	81	107	286
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	10	39	44	93

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	79	100	106	285
One or more suspensions	0	0	0	0	0	0	17	77	92	186
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	94	69	92	255
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	81	107	286
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	10	39	44	93

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*	33	49	49	38	50	50	35		
ELA Learning Gains				45			39		
ELA Lowest 25th Percentile				41			33		
Math Achievement*	35	57	56	37	36	36	32		
Math Learning Gains				54			33		
Math Lowest 25th Percentile				54			33		
Science Achievement*	32	44	49	37	52	53	24		
Social Studies Achievement*	53	66	68	67	58	58	48		
Middle School Acceleration	67	84	73	74	51	49	71		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	34	39	40	46	86	76	42		

* 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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	254
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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	493
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	22	Yes	4	3
ELL	33	Yes	3	
AMI				
ASN				
BLK	27	Yes	1	1
HSP	43			
MUL	37	Yes	1	
PAC				
WHT	55			

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	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	39	Yes	2	
AMI				
ASN				
BLK	44			
HSP	46			
MUL	50			
PAC				
WHT	55			
FRL	46			

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	33			35			32	53	67			34
SWD	16			25			15	30			4	
ELL	21			26			28	36	54		6	34
AMI												
ASN												
BLK	22			19			15	50	30		5	
HSP	31			35			33	44	74		6	38
MUL	47			27			20	55			4	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			46			46	65	74		5	
FRL	29			28			26	46	61		6	26

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	38	45	41	37	54	54	37	67	74			46
SWD	20	37	32	22	35	40	17	33				
ELL	25	41	38	29	51	47	21	57				46
AMI												
ASN												
BLK	29	38	43	23	49	55	33	50	80			
HSP	32	46	41	33	53	55	27	61	72			44
MUL	41	46		38	57	50		70				
PAC												
WHT	51	48	42	50	54	48	51	79	74			
FRL	33	44	44	32	50	56	30	61	67			43

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	35	39	33	32	33	33	24	48	71			42
SWD	13	27	24	16	25	30	9	18				
ELL	21	35	35	15	18	28	14	38				42
AMI												
ASN												
BLK	21	35	38	20	25	29	17	40	75			
HSP	36	38	32	31	32	35	26	39	69			47
MUL	40	45		39	35		33					
PAC												
WHT	41	41	30	38	37	39	24	61	70			
FRL	31	37	33	28	32	33	21	42	71			40

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	32%	47%	-15%	47%	-15%
08	2023 - Spring	31%	44%	-13%	47%	-16%
06	2023 - Spring	25%	47%	-22%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	53%	-24%	54%	-25%
07	2023 - Spring	24%	36%	-12%	48%	-24%
08	2023 - Spring	38%	57%	-19%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	41%	-10%	44%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	55%	18%	50%	23%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	66%	-17%

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.

ELA Achievement was the lowest at 30%. Contributing factors was a lack of teacher consistency as multiple English and Reading classes were without a teacher for the entire year. The teachers that were here daily expressed concern with classroom disruptive behaviors exhibited by the students which hindered instruction.

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

Civics had a drop from 68% to 50%. This decline was due in large part to the only students who were assessed during the 21-22 school year were levels 2-5 in ELA achievement. The Level 1 student was placed in the 7th grade US History course. Last year the level 1 student (now an 8th grader) was required to take the Civics EOC. This was what contributed to the drastic decline in achievement.

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.

The largest gap is found in Civics when compared to the state average. We believe that largest factor that contributed to this was the addition of level 1 8th graders to the Civics course.

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

Most Improvement - 7th/8th grade grade FAST Math showed the most improvement.
 Actions - Daily tutoring for bubble students and progress monitoring throughout the course of the year on FAST data.

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

1. The largest area of concern is that the number of students who have 2 or more early warning signs has increased from 93 to 267.

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

1. School culture
2. Literacy

3. Attendance

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-performing subgroup must be addressed.

2023 Spring Panorama Results

- Perception of overall social and learning climate was 25%
- Sense of belonging was 26%
- Teacher-Student relationships was 35%
- School safety was 35%

Measurable Outcome:

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

2023-23 Goals:

- Perception of overall social and learning climate was 50%
- Sense of belonging was 55%
- Teacher-Student relationships was 60%
- School safety was 60%

Monitoring:

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

The primary focus for climate and culture at Mann MS is to develop consistency in school-wide procedures, student discipline and classroom instruction. Students thrive in a structured environment that is led by strong classroom teachers that teach and reinforce expectations, procedures, and rules. Classrooms that establish a safe learning environment allow for students to develop a stronger sense of respect and belonging with their teacher and peers. Due to the success of PBIS during its initial year, PBIS coaches will continue to implement initiatives that promote students' sense of belonging and teacher-student relationships.

Person responsible for monitoring outcome:

Matthew Caiati (matthew.caiati@hcps.net1)

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.)

- PBIS coaches will open the PBIS store for students to purchase incentive items with their "dollarghs" earned
- PBIS coaches will meet bi-weekly to monitor student/staff participation data, identify behavior trends and plan incentive events
- PBIS coaches will develop, and present monthly PD related to classroom management, student engagement and classroom culture.
- Admin will facilitate "Fun Fridays" in the cafe to engage students in culture-building activities and competitions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS success during the initial year of implementation. The biggest problem was a lack of consistency amongst teachers as the school had a very high number of teacher vacancies.

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.

PBIS coaches will open the PBIS store for students to purchase incentive items with their "dollarghs" earned

Person Responsible: Matthew Caiati (matthew.caiati@hcps.net1)

By When: Each Friday of the month starting 9/1/2023

PBIS coaches will meet bi-weekly to monitor student/staff participation data, identify behavior trends and plan incentive events

Person Responsible: Matthew Caiati (matthew.caiati@hcps.net1)

By When: PBIS team starting meeting during pre-planning

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Improve literacy across all content areas. Reading proficiency will increase from 30% to 35% in 2024.

Measurable Outcome:

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

Raise literacy achievement from 30% to 35%.

Monitoring:

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

FAST PM1 and PM2 data as well unit assessments throughout the course of the year.

Person responsible for monitoring outcome:

Faith Evans (faith.evans@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.)

ELA Tutorials 2x weekly

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Targeted tutoring with students who are bubble 2 ELA students to make a gain and push them to proficient.

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.

Reading Bootcamps

Person Responsible: Faith Evans (faith.evans@hcps.net)

By When: October, 2023

Data Driven PLC's on using small group analysis and instruction.

Person Responsible: Faith Evans (faith.evans@hcps.net)

By When: September, 2023

Learning Pods (Job embedded PD) using literacy strategies.

Person Responsible: Faith Evans (faith.evans@hcps.net)

By When: September, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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

We communicated with our families via Blackboard (Parent link email) as well as our bi-weekly Newsletter sent home to our families.

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))

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

As a school we are planning to build positive relationships through our Parent orientation (6th grade), Parent Townhall (whole school), Community Townhall, Business/Church/Community Outreach (Bridging the Gap to support local businesses within the Brandon area), Boys Night/Girls Night, Hispanic Heritage Month (Fiesta Latina Community Event, Winter Holiday Angel Tree, Black History Month ("Kulture Krave"), Back to School readiness fair, and "Field of Dreams Movie Night" (Drive in movie theater for students and community on football field)

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

The school plans to strengthen the academic program through job embedded professional development with the focus on literacy. The goal is to improve literacy across all content areas. We plan to increase the amount and quality of learning time through ELP tutorials throughout the course of the day. Bootcamps in the morning prior to school will also be a strong focus.

We hope to continue to create and add more High School credit electives to the curriculum such as Spanish, Gaming and Coding, and FLVS HOPE.

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))

N/A

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))

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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))

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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).

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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))

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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))

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