

Hillsborough County Public Schools

# Progress Village Middle Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>20</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>20</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Progress Village Middle Magnet

8113 ZINNIA DR, Tampa, FL 33619

[ 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.

Our mission is "Setting the Stage for Progress with the Spotlight on You!"

#### Provide the school's vision statement.

Our Vision is to unite students, families, and communities by promoting high academic standards through an arts-integrated learning environment. The focus centers on building interpersonal relationships and achieving excellence in all areas of the curriculum.

### 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
Keyes, Ahmad	Teacher, Adult	
Hildebrand, Nicole	Assistant Principal	
Megara, Peter	Principal	

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

In developing our School Improvement Plan (SIP), we actively engaged a diverse range of stakeholders through a multifaceted approach. We initiated a series of meetings, emails, and conferences to ensure the inclusion of voices from various segments of our school community, including the school leadership team, dedicated teachers and staff, parents, families, and respected business and community leaders. These interactions were instrumental in fostering collaboration and transparency. The collected input played a pivotal role in shaping the SIP. It informed our decision-making process, helping us identify key priorities and goals that resonated with our entire school community.

#### 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))

Monitoring and continuous improvement are essential components of our School Improvement Plan (SIP) to ensure that we effectively increase student achievement, particularly for those students with the greatest achievement gap. We will regularly monitor and revise the SIP: ILT Committee Involvement, MTSS Implementation, Subject Area Leaders, Data-Driven Decision Making, stakeholder input, and

Professional Development. By involving these groups, we aim to maintain a continuous cycle of improvement. The SIP will remain a dynamic and responsive tool for achieving our goal of increasing student achievement and closing achievement gaps.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	75%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	89%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B  2019-20: A  2018-19: A  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	38	53	59	150	
One or more suspensions	0	0	0	0	0	0	13	21	23	57	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	2	0	5	
Course failure in Math	0	0	0	0	0	0	1	4	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	36	53	139	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	58	74	193	
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		

**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	3	11	7	21

**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	1	0	1
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	38	53	59	150	
One or more suspensions	0	0	0	0	0	0	13	21	23	57	
Course failure in ELA	0	0	0	0	0	0	3	2	0	5	
Course failure in Math	0	0	0	0	0	0	1	4	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	36	53	139	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	58	74	193	
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	3	11	7	21	

**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	1	0	1
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	38	53	59	150	
One or more suspensions	0	0	0	0	0	0	13	21	23	57	
Course failure in ELA	0	0	0	0	0	0	3	2	0	5	
Course failure in Math	0	0	0	0	0	0	1	4	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	36	53	139	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	58	74	193	
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	3	11	7	21

**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	1	0	1
Students retained two or more times	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*	59	49	49	59	50	50	55		
ELA Learning Gains				52			51		
ELA Lowest 25th Percentile				45			39		
Math Achievement*	58	57	56	51	36	36	53		
Math Learning Gains				55			51		
Math Lowest 25th Percentile				54			44		
Science Achievement*	47	44	49	54	52	53	44		
Social Studies Achievement*	72	66	68	81	58	58	84		
Middle School Acceleration	88	84	73	83	51	49	68		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress		39	40		86	76			

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

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

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	30	Yes	4	1
ELL	45			
AMI				
ASN				
BLK	55			
HSP	62			
MUL	75			
PAC				
WHT	80			
FRL	56			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	38	Yes	3	
ELL	50			
AMI				
ASN				
BLK	51			
HSP	60			

**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%
MUL	60			
PAC				
WHT	71			
FRL	55			

**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	59			58			47	72	88			
SWD	28			27			19	45			4	
ELL	43			46			22	67			4	
AMI												
ASN												
BLK	48			47			35	62	83		5	
HSP	53			54			39	75	87		5	
MUL	77			73			67		82		4	
PAC												
WHT	76			75			68	85	95		5	
FRL	50			47			32	65	86		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 Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	59	52	45	51	55	54	54	81	83			
SWD	28	40	33	27	49	47	19	64				
ELL	48	51	56	35	40	65	21	80				
AMI												
ASN												

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
BLK	45	48	48	40	46	48	38	70	73			
HSP	57	53	39	50	55	62	54	82	84			
MUL	55	43		50	55	45	61	77	91			
PAC												
WHT	79	59	52	67	65	62	70	95	89			
FRL	49	50	48	43	51	53	42	75	80			

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	55	51	39	53	51	44	44	84	68			
SWD	20	32	34	28	43	39	32	61				
ELL	38	46	50	38	51	55	33	64				
AMI												
ASN												
BLK	42	42	30	40	40	39	31	77	63			
HSP	54	52	44	51	54	48	50	83	72			
MUL	59	66		57	64		50	85	64			
PAC												
WHT	72	61	55	70	59	47	60	91	68			
FRL	48	48	39	43	44	40	37	76	56			

### 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	64%	47%	17%	47%	17%
08	2023 - Spring	60%	44%	16%	47%	13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	47%	47%	0%	47%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	53%	5%	54%	4%
07	2023 - Spring	36%	36%	0%	48%	-12%
08	2023 - Spring	62%	57%	5%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	41%	5%	44%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	55%	38%	50%	43%

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	73%	64%	9%	66%	7%

### 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.**

The data component that exhibited the lowest performance was Science, with only 46% of students achieving a level 3 or above. and the primary contributing factor was the schedule changes necessitated by the loss of a teacher. This disruption impacted the consistency of instruction and the student-teacher relationship, both of which are vital for academic success. Furthermore, the concerning trend of decreasing Civics performance over the last three years requires our attention and action. By addressing these challenges, implementing targeted improvements, and fostering a stable and supportive learning environment, we can work towards enhancing overall student achievement across all subjects.

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

The Civics component exhibited the greatest decline of 9% from the previous year. This decline underscores the need for targeted interventions. Regular assessment and timely collection of performance data will enable us to track progress, identify areas of improvement, and make informed decisions regarding instructional strategies. This will ensure that any emerging decline is promptly identified and addressed, preventing future setbacks. By focusing on curriculum alignment, data-driven instruction, and collaborative efforts, we are confident that we can reverse this decline and provide our students with a robust education that prepares them for academic success.

**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.**

When comparing our school data to the district, one notable aspect that emerged from this assessment was the absence of any negative gaps when compared to the district averages. This achievement can be attributed to a multifaceted approach involving targeted interventions with tutoring in math and civics. Additionally, the collaborative efforts of our Professional Learning Communities (PLCs) have played a pivotal role in utilizing data from progress monitoring assessments to inform instructional planning. This synergy of instructional support and data-driven decision-making has contributed to our exceptional performance. While we celebrate these accomplishments, it's equally essential to identify areas with room for growth. Through careful analysis, it was determined that the data components that are equal in comparison to the district average lie in 6th-grade English and 7th-grade Math. Although this gap isn't negative, it represents an opportunity for improvement and targeted interventions to ensure our students' continued progress.

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

The data component that exhibited the most progress was math, which saw an impressive 14% increase according to F.A.S.T. data. This advancement can be directly attributed to a concerted approach involving three key factors: Professional Learning Community (PLC) collaboration, targeted tutoring, and analysis of common assessments. As we progress, we will capitalize on these strategies, expanding our collaborative efforts, refining tutoring methodologies, and continuing to dissect assessment data. This collective synergy will undoubtedly sustain the positive trajectory of our math performance.

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

In reviewing the EWS data, a notable area of concern arises in relation to student attendance. Specifically, the data reveals a concerning number of students who have been absent for 10% or more of their school days. This absenteeism has been observed to have a significant impact on student's overall academic performance and well-being. Students who are consistently absent face several challenges. Firstly, they miss out on important classroom discussions, lectures, and interactive activities that form the core of their learning experience. This absence can lead to gaps in their understanding of fundamental concepts, ultimately hindering their ability to grasp more complex topics. To address this concern, our SIP plan outlines a multi-faceted approach aimed at improving student attendance and

subsequently boosting their academic success. This approach includes.

Early Intervention and support, Parent and guardian engagement, and Incentive programs. This data will be recorded and monitored by our MTSS committee and our PBIS program.

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

In the upcoming school year, our highest priorities for school improvement are centered around enhancing the quality of education, fostering collaboration among educators, and ensuring targeted support for struggling students. These priorities are strategically chosen to facilitate student learning, maximize teaching effectiveness, and promote a culture of continuous improvement within our school community. Through regular Professional Learning Communities (PLCs), teachers will engage in meaningful collaboration where they can share insights, exchange ideas, and collectively refine their instructional strategies. Recognizing the diverse learning needs of our students, we place a high priority on analyzing data from PM1 and PM2 assessments. This data analysis will be conducted within PLCs to identify students who may be facing challenges. By pinpointing these areas of struggle, we can design and implement interventions that offer targeted support to these students.

**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.

Our primary objective is to reduce the number of referrals based on classroom behaviors by 5%, reflecting our dedication to nurturing a positive learning atmosphere. Additionally, we aim to decrease out-of-school suspensions by 5% specifically for our African American student subgroup, acknowledging the importance of equitable disciplinary measures. We will also focus to minimize referrals by 5% for our Exceptional Student Education (ESE) subgroup, ensuring they receive appropriate support.

It is crucial to address the disproportionate referral rate among students with Individualized Education Programs (IEP). Currently, 41% of students with IEPs have experienced at least one referral.

**Measurable Outcome:**

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

Students discipline referrals for first and second semester will decrease by 15%. Implementation of PBIS schoolwide classroom initiative, Panaroma Data in the Area of Growth Mindset and Social Awareness will increase by 5%.

**Monitoring:**

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

MTSS and PBIS committee will collect data weekly using Microsoft forms. This data will be reviewed monthly in PLC and MTSS and PBIS meetings. The data will be presented to Staff via PLC and ILT committees.

**Person responsible for monitoring outcome:**

Ahmad Keyes (ahmad.keyes@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.)

During the 2022–2023-year behavior contracts were utilized as a form of intervention to assist with our ESE students. This intervention strategy resulted in a decline of referrals for that subgroup. During the 2022-2023 school year we made an effort soliciting parental support through grade level conferences to improve student behaviors.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The data used to determine to use PBIS framework was discipline data that indicates that 166 out of 426 6th grade students received a referral. Other data used were based off a Family Survey that indicated the areas that received percentages less than 50% were "Family Familiarity with Grade Level Curriculum" and "Trusting Relationships with Teachers."

**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.

Develop PBIS Team that serves every grade level and electives  
Attend PBIS Training  
Facilitate PBIS Leadership Team Meetings

**Person Responsible:** Peter Megara (peter.megara@hcps.net)

**By When:** May 2023 - August 2023

Schoolwide PBIS Character Education Lesson Plan and Instruction  
Monthly Character Education Recognition for students: "STARS in ACTION"  
Club Day: PBIS Ambassadors who will serve as school leaders of the PBIS Initiatives

**Person Responsible:** Peter Megara (peter.megara@hcps.net)

**By When:** September 2023 - May 2024

Quarterly PBIS Incentives  
October 2023 Student vs. Teacher Tournament  
Winter Extravaganza  
Club Day  
PBIS Block Party  
Scream the Theme  
PV Idol  
Family Engagement Nights Focusing on Arts, Culture, and Curriculum  
Progress Village Musical

**Person Responsible:** Tyler Leavitt (tyler.leavitt@sdhc.k12.fl.us)

**By When:** September 2023 - April 2024

## #2. Instructional Practice specifically relating to Social Studies

### Area of Focus Description and Rationale:

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

Civics education has emerged as a prominent area of concern in our school's strategic improvement plan due to the sustained decline in student performance over the past three years. This academic year, the data revealed a 9% reduction in civics achievement, marking the most substantial decrease observed.

A strong foundation in civics equips students with the knowledge and skills necessary to actively participate in democratic processes, make informed decisions, and contribute meaningfully to their communities. Neglecting this area not only jeopardizes our students' academic growth but also hinders their ability to become well-rounded and engaged members of society.

By pinpointing the decline in civics education as a primary concern, we acknowledge our responsibility to reverse this trend and provide our students with a comprehensive and enriching learning experience. This entails an approach that not only addresses instructional methodologies but also considers factors affecting student motivation and interest in the subject matter. Through targeted professional development, curriculum enhancements, and collaborative efforts among educators, we aim to reignite students' enthusiasm for civics while ensuring their mastery of essential concepts.

### Measurable Outcome:

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

The measurable outcome our school plans to achieve is a 3% increase in students' proficiency in civics. This outcome is not only essential for academic growth but also for fostering responsible citizenship which aligns with the districts vision, "Preparing students for life."

### Monitoring:

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

To accomplish this, we will utilize a data-driven approach, tracking student performance through regular assessments and standardized tests specifically designed to assess civics knowledge and skills. Our goal is to see a noticeable improvement in students' understanding of civic principles and their ability to engage actively in civic responsibilities.

### Person responsible for monitoring outcome:

Nicole Hildebrand (nicole.hildebrand@sdhc.k12.fl.us)

### 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.)

The interventions we will use for our area of focus include after-school tutoring sessions, offering targeted academic support to students who need additional assistance. Additionally, we are utilizing common assessments, which are research-backed tools to regularly evaluate student progress and inform instructional adjustments. These interventions have been chosen for their proven effectiveness in enhancing student achievement and data-driven decision-making.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tutoring and common assessments as our strategy because they offer targeted and data-driven support for struggling students. Tutoring provides one-on-one or small group assistance, personalized to each student's needs, fostering a deeper understanding of the material. Common assessments ensure consistency in evaluating student progress, helping us identify areas of weakness across classes. By

combining tutoring and common assessments, we aim to create a cohesive and responsive intervention system that empowers struggling students to succeed academically, ultimately promoting a more inclusive and equitable learning 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.

Teachers and school leaders will use data driven assessments to determine appropriate acceleration, enrichment and/or remediation strategies and teacher-led small group instructional practices.

Teachers will develop standard- aligned instructional activities/lessons/ assessments relevant to FCLE.

SAL and Civics Teachers will utilize ongoing progress monitoring to determine effectiveness of instructional strategies utilized within the Civics instruction for student growth and achievement.

Teachers will enrich and remediate standards with support of SAL, district- resource personnel, and Instructional Leadership Team.

Teachers will engage in professional development related to content area instructional strategies, practices, and (supplemental) resources to encourage student growth aligned to content area standards.

Teachers, school leaders, and subject area leader will participate in bi-weekly PLCs to discuss Civics progress monitoring data based on FCLE standards.

School leaders will provide feedback on standard aligned instructional and best instructional practices for student growth and achievement.

**Person Responsible:** Nicole Hildebrand (nicole.hildebrand@sdhc.k12.fl.us)

**By When:** By December 2023 and May 2024

### **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.

Our commitment to transparent communication and active engagement with parents is integral to the success of our School Improvement Plan (SIP). We have a comprehensive plan for sharing and disseminating SIP progress that is accessible and understandable for all parents. Parent Link Calls, social media as well as our school website will be part of the plan to share with our parents. The SIP plan will also be available as a hard copy during our parent-teacher conferences.  
<https://www.hillsboroughschools.org/Domain/3777>. Our SIP dissemination plan revolves around accessibility and simplicity. We recognize that parents play a crucial role in our educational community and aim to keep them well-informed.

**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))

At Progress Village our vision is to unite students and communities by promoting high academic standards through an arts-integrated learning environment. To build and strengthen these relationships, we have developed a comprehensive plan that aligns with our vision and integrates various arts-related events to engage both students and parents. By integrating arts-related events such as dance recitals, concerts, talent shows, and our annual musical into our communication and engagement strategies, we will create meaningful connections between parents, families, and the school community. Through these initiatives, we aim to not only fulfill our school's mission of promoting high academic standards but also create an inclusive, vibrant, and supportive learning environment that benefits all stakeholders.  
<https://www.hillsboroughschools.org/Page/328#calendar166/20230827/month>

**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)**

Our school is committed to enhancing the academic program and providing an enriched and accelerated curriculum to ensure the success of all students. Through a comprehensive approach and the integration of innovative strategies, we aim to foster a culture of continuous improvement and high achievement. To increase the amount and quality of learning time, we will implement various strategies such as targeted after-school programs, and weekend enrichment activities. These initiatives will provide students with additional opportunities to engage in hands-on projects, collaborative learning, and individualized instruction. Our commitment to an enriched and accelerated curriculum will involve identifying high-achieving students and providing them with the chance to advance through their curriculum self-paced. We will offer advanced classes and specialized projects to cater to students' diverse learning needs. The ILT committee will play a central role in monitoring teaching strategies and collecting necessary data to identify trends and inform decision-making. The ILT committee will conduct regular classroom observations to assess the implementation of teaching strategies aligned with our academic enhancement goals. Feedback will be provided to teachers to encourage professional growth and refine instructional techniques. To track the progress of our academic program, we will collect a range of quantitative and qualitative data. This includes student performance data from formative and summative assessments, attendance records, and feedback from student and parent surveys.

**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