

Hillsborough County Public Schools

Webb Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Webb Middle School

6035 HANLEY RD, Tampa, FL 33634

[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.

Everybody, Everyday, No Excuses!

Provide the school's vision statement.

All Students Can and Will Learn.

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
Vinueza, Glenda	Principal	Instructional leader for Webb Middle School. Mrs. Vinueza facilitates leadership meetings, monitors all professional learning communities (PLCs), parent/teacher conferences, RTI/MTSS meetings, and reviews and supports high quality instructional practices, on-going progress monitoring, communication of school-wide data and problem solving.
Roberts, Anita	Assistant Principal	Develop and execute master schedule, monitor and adjust for student curriculum needs, and manage testing administration for district, state and national tests.
Barfield-Craig, Katherine	Attendance/ Social Work	Connects students and parents with social services and material aid, coordinates support with guidance, teachers and administration.
Garcia, Heylen	School Counselor	Provide academic and social guidance, support teachers, assist with scheduling and testing.
Beck, Meagan	School Counselor	Provide academic and social guidance, support teachers, assist with scheduling and testing.
Brannon, Harriet	SAC Member	Facilitator of School Advisory Council meetings; manager/monitoring of the School Improvement Plan.
Tumelty, Denise	Math Coach	Provide academic support to teachers, students and administration in the content area of mathematics.
Lum, Alyssa	Reading Coach	Provide academic support to teachers, students and administration in the content area of reading and writing.
Robitaille, Colette	Teacher, ESE	Provide academic support to teachers, students and administration for Exceptional Education students; manage/monitor all Individualized Educational Plans.

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.

During leadership meetings, input was gained from counselors, grade level team leaders, subject (content) area leaders, ESE specialist, behavior coach, success coach and administration for the School Improvement Plan (SIP). Individual discussions with community partners provided additional input for the

SIP. Input from parents was gained at Open House and 6th grade parent night. After meetings and discussions, the SIP was completed.

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 discussed at monthly SAC meetings so that plans are made that are aligned to SIP goals. Dr. Brannon, SAC chair, will monitor SAC activities to make sure they are aligned to SIP goals and will report SAC activities to leadership throughout the year at leadership meetings.

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	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) 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: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

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

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

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	63	69	98	230	
One or more suspensions	0	0	0	0	0	0	8	54	96	158	
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	80	64	108	252	
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	57	91	237	
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	2	26	46	74

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	1	2
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	63	69	98	230	
One or more suspensions	0	0	0	0	0	0	8	54	96	158	
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	80	64	108	252	
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	57	91	237	
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	2	26	46	74

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	1	2
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*	38	49	49	41	50	50	37		
ELA Learning Gains				50			43		
ELA Lowest 25th Percentile				37			37		
Math Achievement*	52	57	56	43	36	36	34		
Math Learning Gains				59			35		
Math Lowest 25th Percentile				66			48		
Science Achievement*	38	44	49	44	52	53	39		
Social Studies Achievement*	61	66	68	69	58	58	52		
Middle School Acceleration	68	84	73	71	51	49	65		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	57	39	40	38	86	76	57		

** 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	518
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	17	Yes	4	2
ELL	45			
AMI				
ASN				
BLK	31	Yes	1	1
HSP	52			
MUL	63			
PAC				
WHT	62			
FRL	51			

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	29	Yes	3	1
ELL	49			
AMI				
ASN				
BLK	41			
HSP	52			
MUL	55			
PAC				
WHT	54			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and 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	38			52			38	61	68			57
SWD	16			21			0	32			4	
ELL	30			47			24	55	59		6	57
AMI												
ASN												
BLK	29			35			26	33			4	
HSP	37			51			38	60	68		6	56
MUL	63			63							2	
PAC												
WHT	48			65			53	79	67		5	
FRL	37			50			37	58	67		6	57

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	41	50	37	43	59	66	44	69	71			38
SWD	19	36	26	14	52	57	11	15				
ELL	31	46	37	36	59	66	31	69	81			38
AMI												
ASN												
BLK	25	45	29	29	53	69	19	60				
HSP	42	51	39	43	58	65	46	68	75			37
MUL	35	44		58	82							
PAC												
WHT	46	45		45	60	62	53	70	50			
FRL	41	50	36	42	58	64	43	71	70			37

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	37	43	37	34	35	48	39	52	65			57
SWD	9	24	21	10	27	35	4	21				
ELL	25	45	46	28	41	51	26	41	60			57
AMI												
ASN												
BLK	33	34	24	18	35	45	31	43	54			
HSP	36	44	39	35	36	48	39	54	66			58
MUL	35	27		44	36							
PAC												
WHT	43	37	36	37	33	50	37	47	58			
FRL	36	41	36	33	34	48	38	51	65			55

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	30%	47%	-17%	47%	-17%
08	2023 - Spring	22%	44%	-22%	47%	-25%
06	2023 - Spring	29%	47%	-18%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	53%	-5%	54%	-6%
07	2023 - Spring	30%	36%	-6%	48%	-18%
08	2023 - Spring	46%	57%	-11%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	41%	-12%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	55%	26%	50%	31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	64%	-11%	66%	-13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA proficiency was our lowest component (28%). Contributing factors were new teachers to Webb who had inconsistent classroom structures, new ELA curriculums and new ELA standards. Last year, ELA proficiency was also our lowest component (among component proficiencies).

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

Civics proficiency showed the greatest decline of all components (16% decline). A key factor was the influx of students from other countries who were 8th graders and needed to be enrolled in Civics. Their presence in the classes (increased class sizes) and the support they needed impacted the ability of teachers to provide targeted small group support as well as adjustments needed in class lessons and structure.

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 component with the greatest gap when compared to the state is Algebra (31% gap, positive). The main contributing factor was a seasoned teacher who taught all algebra classes as well as algebra support. Tutoring by the teacher and a community partner aided students' understanding of algebra standards.

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

The component that showed the most improvement is math (3% gain). Pull outs and tutoring by the math coach and community partner supported student learning.

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

#1: level 1 students in ELA; #2: absent students; #3: suspensions.

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

#1: ELA; #2: Civics; #3: Science, 8th grade.

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase academic achievement by fostering collaboration, intentional lesson planning, sense of urgency, and consistency in the learning environment. Targeted areas for academic achievement are: ELA and ESE students.

Measurable Outcome:

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

To measure the academic achievement of all students but especially in ELA and ESE students, the following data will be collected and analyzed: academic content mid-quarter and quarter grades; district assessments in content areas; progress monitoring scores.

Monitoring:

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

Monitoring of academic achievement will be the responsibility of: administration, subject (content) area leaders; counselors; and the success coach through informal walkthroughs and various forms of data.

Person responsible for monitoring outcome:

Glenda Vinueza (glenda.vinueza@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.)

ESE "snapshots" that include the accommodations for each ESE student have been distributed to all teachers to support the knowledge of ESE students and accommodations. The ESE specialist monitors the behavior and academic progress of ESE students throughout the week so that additional support can be provided if needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Often, general education teachers struggle with the information in IEPs. To streamline the process, our ESE specialist created snapshots so that teachers could focus on the accommodations that need to be provided. By monitoring the progress of ESE students on a regular basis, our ESE specialist is able to provide additional support and strategies when needed.

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.

No action steps were entered for this area of focus

#2. 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.

We will promote a positive culture through teamwork and collaboration, by implementing teamwork strategies, recognizing and celebrating achievements, and using restorative practices. ESE students will have an extra layer of support with a points system behavior plan that encourages students to set and maintain individual goals..

Measurable Outcome:

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

Measurable outcomes are documented collaboration of teachers in PLCs and team meetings; use of Spider Dollars by teachers and students (PBIS incentive); use of the Spiders Den by teachers and students (PBIS room); commonality in lessons determined by walkthroughs (administration and academic coaches); and voluntary attendance at school/district-wide events.

Monitoring:

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

Monitoring of achievement and maintenance of a positive culture will be the responsibility of the administration and the leadership team.

Person responsible for monitoring outcome:

Glenda Vinueza (glenda.vinueza@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.)

The evidence-based intervention for our ESE students will be their attainment of their goals based on their points sheet and the use of the Spiders Den by ESE students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The point sheet is a concrete way for students and teachers to see their progress towards meeting their goals. The more ESE students are able to enjoy the Spiders Den, the more positive reinforcement they receive in managing their behavior and meeting their goals.

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.

No action steps were entered for this area of focus

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 1 funds are allocated for academic resource teachers, a behavior specialist and a success coach to address the areas of need as mentioned in previous sections. Professional development trainings and tutorial funds are also allocated to target specific groups of students. There are no additional school improvement funds allocated.

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.

Webb Middle School's website can be found on the district's website at hillsboroughschools.org. We will be sharing SIP information through our monthly SAC meetings all stakeholders to include parents, students, community members and faculty. During these meetings, we look at our data to review progress, input is welcome when reviewing goals on how to increase student achievement. Meetings are translated for spanish speakers.

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))

The school website can be found on hillsboroughschools.org. The school provides multiple opportunities for families to engage in their children's school. We have events such as Back to School Open House, Conference Night, 6th grade night, multicultural evening, student award assemblies, student band and theatre performances, positive referrals and academic shout outs. Families receive weekly calendars to remind them of all upcoming events, assessments, and school spirit opportunities. A newsletter is sent home monthly with current and upcoming events. Parents are communicated with via phone, email and through frequent one/one in person conferences. Parent Links are sent regularly for reminders and important messages.

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)

Extended Learning opportunities are provided for to students for Language Arts and Math during different times and days. The Brinks foundation makes a generous contribution toward teacher and student incentives along with tutoring for students during the school day all year round. Berkley Prep provides students to ELL students to increase English Language acquisition. Targeted groups of students are pulled for lunch and learns to extend or remediate learning. Each content area meets for PLC for lesson planning and development along with job imbedded professional development. Title I money is used to purchase resources teachers for math, language arts, behavior and success coach.

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))

Currently, the school participates in the Frameworks social emotional initiative. The school provides weekend snack bags to identified students in need every Friday to take home. The school has partnered up with the Boys and Girls Club of America for providing the students with before and after school programs at no cost. Mental Heakth providers

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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