

Hillsborough County Public Schools

# Advantage Academy Of Hillsborough School



2023-24

Schoolwide Improvement Plan (SIP)

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## Advantage Academy Of Hillsborough

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### 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.

The mission of Advantage Academy of Hillsborough is to provide students with a well-rounded elementary and middle school education through a challenging program using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

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

The vision for Advantage Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared in life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

### 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
Miller, Keith	Principal	Duties and responsibilities include overseeing a K-8 schio
	Assistant 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.

Mr. Miller, the school leadership team, and Charter School Associates reviewed student data in Reading, Math, and Science. The school reached out to parents and the community for input. Input was used by discussing and dissecting the data schoolwide and by each sub group. This brought our focus to revamping how our teacher will utilize interventions. We project that these interventions will skill deficiency gaps.

#### 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 School Improvement Plan will be monitored monthly through school weekly administrative leadership meetings, CSA, and the AAH, Inc. board. The SIP will be reviewed after Progress Monitoring

1 and 2 to discuss trends and students with the greatest achievement gaps. We will utilize intervention supports to assist in closing gaps through practice and remediation where needed.

### 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)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	83%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	86%
<b>Charter School</b>	Yes
<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) 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: C 2018-19: C 2017-18: C
<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	15	16	13	13	12	6	11	7	9	102
One or more suspensions	2	3	0	7	2	1	1	1	1	18
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	1	0	2
Course failure in Math	0	0	0	0	0	1	0	1	0	2
Level 1 on statewide ELA assessment	0	0	0	7	17	10	12	8	16	70
Level 1 on statewide Math assessment	0	0	0	6	9	12	19	4	2	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	3	0	0	0	0	10
7	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	2	1	0	0	0	0	0	1	4

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	1	7	0	1	0	0	0	9
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	20	15	20	12	11	12	11	18	23	142	
One or more suspensions	2	1	0	0	2	7	4	2	4	22	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	11	0	0	0	0	0	11	
Level 1 on statewide Math assessment	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		

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	2	0	0	0	2	4	0	0	0	8

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	1	0	0	0	1	0	4
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	20	15	20	12	11	12	11	18	23	142	
One or more suspensions	2	1	0	0	2	7	4	2	4	22	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	11	0	0	0	0	0	11	
Level 1 on statewide Math assessment	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		

**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	2	0	0	0	2	4	0	0	0	8

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	1	0	0	0	1	0	4
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*	52	51	53	49	51	55	49		
ELA Learning Gains				58			50		
ELA Lowest 25th Percentile				47			22		
Math Achievement*	56	50	55	53	41	42	41		
Math Learning Gains				68			34		
Math Lowest 25th Percentile				70			21		
Science Achievement*	39	48	52	38	48	54	37		
Social Studies Achievement*	75	65	68	74	57	59	66		
Middle School Acceleration	74	70	70	44	51	51	40		
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	71	52	55	68	73	70	70		

*\* 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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	7

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	10
Percent Tested	100
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	29	Yes	4	1
ELL	43			
AMI				
ASN				
BLK	50			
HSP	58			
MUL				
PAC				
WHT	62			
FRL	57			

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	38	Yes	3	
ELL	50			
AMI				
ASN				
BLK	66			
HSP	54			
MUL				
PAC				
WHT	67			
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	52			56			39	75	74			71
SWD	19			38							2	
ELL	32			48			19	63			6	71
AMI												
ASN												
BLK	48			52							2	
HSP	48			55			40	74	84		7	70
MUL												
PAC												
WHT	68			63			32	85			4	
FRL	50			55			42	69	76		7	70

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	49	58	47	53	68	70	38	74	44			68
SWD	24	43	38	48	43	33						
ELL	43	49	32	43	64	76	26	46				68
AMI												
ASN												
BLK	36	57	70	64	88	80						
HSP	48	55	37	48	64	67	34	74	41			67
MUL												
PAC												
WHT	60	65		65	75		71					
FRL	47	57	42	52	67	71	35	78	41			64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	49	50	22	41	34	21	37	66	40			70
SWD	21	18	9	29	12	0						
ELL	43	39	15	34	31	22	12	67				70
AMI												
ASN												
BLK	35	31		22	13							
HSP	47	48	18	41	34	24	30	69	43			69
MUL												
PAC												
WHT	58	62		52	41		69		40			
FRL	46	49	19	41	35	20	30	65	31			69

### 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
05	2023 - Spring	44%	53%	-9%	54%	-10%
07	2023 - Spring	59%	47%	12%	47%	12%
08	2023 - Spring	71%	44%	27%	47%	24%
04	2023 - Spring	59%	54%	5%	58%	1%
06	2023 - Spring	50%	47%	3%	47%	3%
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	53%	16%	54%	15%
07	2023 - Spring	58%	36%	22%	48%	10%
03	2023 - Spring	39%	55%	-16%	59%	-20%
04	2023 - Spring	56%	59%	-3%	61%	-5%
08	2023 - Spring	88%	57%	31%	55%	33%
05	2023 - Spring	40%	53%	-13%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	41%	14%	44%	11%
05	2023 - Spring	26%	47%	-21%	51%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	55%	28%	50%	33%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	64%	11%	66%	9%

### 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 lowest component shown last year was students with learning disabilities. Our ESE teacher took a leave of absence half way through the school year. Students were supported with a substitute. This teacher has since resigned and a new ESE teacher was hired in the summer. She has taught ESE students for 5 years.

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

The lowest data component shown from last year was, again, students with disabilities. Our ESE teacher took a leave of absence half way through the school year. Students were supported with a substitute. This teacher has since resigned and a new ESE teacher was hired in the summer. She has taught ESE students for 5 years.

**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 data component with the greatest gap compared to the state average is students with learning disabilities. Our ESE teacher took a leave of absence half way through the school year. Students were supported with a substitute. This teacher has since resigned and a new ESE teacher was hired in the summer. She has taught ESE students for 5 years.

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

The area that showed most improvement was mathematics. The action we put in place was hiring interventionists and an instructional coach. We used the data to determine who needed additional help outside the MTSS and core block time. This data was reviewed bi-monthly to determine

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

The two potential areas of concern are Students with Learning Disabilities and English Language Learners.

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

The highest priorities for Advantage Academy of Hillsborough this year are:

1. Continue working with SLD students and meeting bi-weekly with the ESE teacher to insure fidelity in working with these students.
2. Working with ELL students and meeting bi-weekly with the ELL teacher to insure fidelity in working with 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. Instructional Practice specifically relating to Small Group 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.

After reviewing the data, one focus will be on small group instruction. Small group instruction will include equipping the teachers on how to properly and effectively implement small groups in reading, math, and interventions. Teachers will receive professional development from instructional coaches and Kagan strategies.

**Measurable Outcome:**

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

In May 2024, ELA will increase from from 53% to 56%, math 60% to 62%, and science 39% to 50%.

**Monitoring:**

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

The area of focus will be monitored bi-weekly during data chats with teachers, instructional coaches, and administration, and classroom walkthroughs. Formative assessments will be used to indicate effectiveness of small group strategy.

**Person responsible for monitoring outcome:**

Keith Miller (keith.miller@charter.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 formative assessments will include higher level questions that include summarizing new learning through mind maps, flow charts, Venn Diagrams. Teachers will write lessons plans with clear lesson goals and time flexibility based off of student mastery.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We noticed through classroom walkthroughs, students would benefit from a more structured small group implementation.

**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.

One area of focus that Advantage Academy of Hillsborough will work on is the number of tardies and absences with SWD and ELL students.

**Measurable Outcome:**

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

The goal is to reduce the number of 18 or more tardies from 13% to 10 %and the number of absences from 11% to 9%

**Monitoring:**

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

This will be monitored monthly by the Attendance Committee. The committee consists of 2 administrators, one teacher in K-2, one teacher in 3-5, one teacher in middle school and meet monthly.

**Person responsible for monitoring outcome:**

Keith Miller (keith.miller@charter.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 school will create an attendance committee in which they will develop relationships with students who are consistently tardy or absent. The main purpose is to monitor student attendance. Within the committee, students will be assigned a mentor. The mentor will follow up each week on the child's weekly attendance. If necessary, transportation can be provided based on student address.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for these strategies will build trust in the attendance committee. When children feel like they have someone looking out for them and build that relationship, they are less likely to let them down and want to not be tardy and want to come to school.

**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)).

From assessing the Florida FSA data in the year prior, we found that hiring an instructional coach and three interventionists offered us the extra capacity to support the classroom teachers. Having this support allowed us to dissect the data and pinpoint skill deficiency gaps.

This now allowed us to focus the interventionists' support on tiered groups in closing those gaps. The data was reviewed on a regular basis to determine which students required more support. Based on our data in 2023, having these resources showed large gains in student learning.

## 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.

The methods Advantage Academy will dissemination of the School Improvement Plan is through as follows:

1. At our Open House on September 7, 2023, through our Annual Title I Meeting.
2. School Improvement Plans will be reviewed during the year at our monthly PTSO meeting.
3. Parents be updated on the School Improvement Plan during Parent Academies.
4. The School Improvement Plan will be on our website.
5. In the spring, we will review our School Improvement Plan to discuss how the monies were spent and where we are with data and begin the process for the 2024/2025 school year.

**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))

Advantage Academy of Hillsborough will provide the parents, families, and community these methods to fulfill our school's mission and support the students to keep parent's informed:

1. Community involvement with National Elementary/Junior Honor Society.
2. Invite the community to Parent Communities.
3. Provide parent conferences twice a year.
3. Allow flexible conference times and dates with parents.

4. Provide an on-line calendar on our website of all school events
5. Invite communities for Career Day

**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 goal to continue to strengthening our academic program at Advantage Academy of Hillsborough is to continue having two instructional coaches and three interventionists. These positions work together with the classroom teachers and the instructional coaches. The instructional coaches works with the school administration using the data to determine intervention groups and instructional materials. Administration, coaches, and interventionists will meet bi-monthly to insure fidelity and data updates in between progress monitoring.

**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))**

Advantage Academy of Hillsborough has a Mental Health Counselor on campus twice a week. She meets with the administration to review any student who may be having personal issues either at school or at home. The counselor's job is to build trust with the student so the student has someone to discuss any personal issues. The counselor checks in with the student throughout the year, regardless of needing services.

**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))**

N/A

**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).**

Advantage Academy of Hillsborough has implemented Incidents + as a data tracker for student discipline. This program allows teachers to view and track previous behaviors. The information is then taken to the discipline committee, and if necessary, begin a behavior chart.

**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))**

Instructional coaches will provide professional development in small group instruction and centers. Teachers will also learn Kagan strategies in October to incorporate in small group instruction and centers. Teachers will use PM, DRA, and easyCBM data results to drive the implementation of MTSS in their classrooms.

**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))**

In the spring, Advantage Academy of Hillsborough reaches out to its 7 daycares and invites them to visit our school. The pre-k students join the kindergarten students during their specials time while the pre-k and kindergarten teachers meet to discuss what the pre-k students know and what is necessary for kindergarten. Afterwards, the students spend an hour during the reading block to observe what they will be learning. In the summer, we invite all incoming kindergarten students to our This allows our teachers to interact with the students, learn what the students knows, and their placement in kindergarten.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes