Idea Hope School

2023-24
Schoolwide Improvement Plan (SIP)

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Idea Hope

5050 E 10TH AVE, Tampa, FL 33619

https://ideapublicschools.org/our-schools/idea-hope/

School Board Approval

This plan was approved by the IDEA Public Schools Florida County School Board on 9/5/2023.

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.

IDEA Public Schools is a tuition-free, open enrollment K-12 public charter school district with the mission to prepare students from underserved communities for success in college and citizenship. IDEA exists to close the achievement gap and ensure students are prepared for success in citizenship and college.

Provide the school's vision statement.

IDEA's ultimate goal is to develop a diverse student body prepared for, accepted to, enrolled in and graduated from college. To date, two-thirds of IDEA graduates have been the first in their families to attend college. This fundamentally changes the trajectory of each student's life. IDEA is proving that through an evidence-based, individualized learning program and scalable school model, we can broaden our impact while continually improving student achievement.

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
Peterson, Danielle	Principal	1) Lead School Culture Systems: set the vision for school culture, and build and maintain strong schoolwide systems to ensure that vision becomes a reality. Ensure all teachers are proficient in building positive student relationships, creating effective classroom routines and procedures, reinforcing positive behaviors, and responding consistently and effectively to misbehaviors. Coach and train teachers to master these skills, and you will coach and develop other leaders to do the same so that you can drive this work through your lead team. 2) Lead Instructional Systems: Build and maintain strong schoolwide systems to ensure all teachers internalize their content, deliver high quality first instruction, and analyze data in order to implement strategic adjustments and interventions that increase student learning. Coach and develop other instructional leaders to do the same and drive this work through your instructional lead team.
Mcghee, Latoya	Principal	1) Lead School Culture Systems: set the vision for school culture, and build and maintain strong schoolwide systems to ensure that vision becomes a reality. Ensure all teachers are proficient in building positive student relationships, creating effective classroom routines and procedures, reinforcing positive behaviors, and responding consistently and effectively to misbehaviors. Coach and train teachers to master these skills, and you will coach and develop other leaders to do the same so that you can drive this work through your lead team. 2) Lead Instructional Systems: Build and maintain strong schoolwide systems to ensure all teachers internalize their content, deliver high quality first instruction, and analyze data in order to implement strategic adjustments and interventions that increase student learning. Coach and develop other instructional leaders to do the same and drive this work through your instructional lead team.
Goodwin, Jamelle	Administrative Support	The Vice President of Schools is a skilled manager and team leader with exemplary instructional and coaching acumen. The VPoS serves as the senior instructional leader in the region – supporting the technical skill building, continuous improvement, and impressive results of schools academically, culturally, and in human capital practices. The VPS is driven by goals and uses data in making decisions, providing in-depth monitoring of regional performance metrics and producing compelling plans to motivate and inspire others to act and share investment in achieving operating outcomes.

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.

Throughout the past school year, leaders met with parents, teachers, community partners and students at various times to collect information, feedback, and data. This data was used to inform decision making for this year's school improvement plan. Our initial Title I Parent Meeting for the 23-24 school year will be held in September of 2023. During this meeting, we will share data outcomes from the previous school year and details about our School Implementation Plan drafts. We will also use this meeting to gather feedback on the draft plan and make updates or edits as necessary. Student surveys for grades 3-8 will also be used to ensure that student voice is captured and used to finalize the school implementation plan.

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 monitored quarterly during our regional progress to goals (PTG) meeting with leaders and regional leaders. During this PTG meeting, all leaders will share outcomes, causes, and solutions to schoolwide goals that have a correlation to our SIP goals.

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)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D
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	63	63	50	44	0	0	45	51	0	316
One or more suspensions	0	2	0	8	0	0	7	17	0	34
Course failure in English Language Arts (ELA)	2	4	3	0	0	0	4	1	0	14
Course failure in Math	4	6	18	4	0	0	1	0	0	33
Level 1 on statewide ELA assessment	0	0	0	43	0	0	56	0	0	99
Level 1 on statewide Math assessment	0	0	0	52	0	0	49	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	0	0	0	0	0	43

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	4	9	15	7	0	0	9	12	0	56

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	7	6	11	0	0	0	0	0	0	24
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA 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	0	0	0	0	0	0	0	0	0	

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	

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*	24		53			55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	26		55			42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*			52			54			
Social Studies Achievement*			68			59			
Middle School Acceleration			70			51			
Graduation Rate			74			50			
College and Career Acceleration			53			70			
ELP Progress			55			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)	N/A
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	70
Total Components for the Federal Index	3
Percent Tested	93
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	7
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	15	Yes	1	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	20	Yes	1	1
HSP	32	Yes	1	
MUL				
PAC				
WHT	31	Yes	1	1
FRL	24	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	1	1
ELL	21	Yes	1	1
AMI				
ASN				
BLK	36	Yes	1	
HSP	29	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	37	Yes	1	

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	24			26								
SWD	11			13							3	
ELL	28			43							3	
AMI												
ASN												
BLK	21			23							3	
HSP	33			34							3	
MUL												
PAC												
WHT	25			36							2	
FRL	23			26							3	

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												
SWD	4	32	0	0	19	0	0	0	0	0	0	
ELL	10	0	0	0	0	0	0	0	0	0	0	
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	20	38	40	23	35	57	0	0	0	0	0	
HSP	17	27	0	6	43	0	0	0	0	0	0	
MUL												
PAC												
WHT												
FRL	21	35	37	21	38	56	0	0	0	0	0	

| 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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

Math achievement overall was at 20% proficiency. The contributing factors that lead to this data were low staff retention rates, absence of data tracking by staff and students, and a lack of strategic planning to ensure that we provide targeted instruction to low performing scholars. We also did not have student rewards and celebrations to motivate students to achieve academic goals. We saw an increase in 6th grade math proficiency year over year from 20% proficiency to 36% proficiency.

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

Sixth grade ELA proficiency dropped from 35% to 24%. This decline was the result of low staff retention rates, absence of data tracking by staff and students, and a lack of strategic planning to ensure that we provide targeted instruction to low performing scholars. We also did not have student rewards and celebrations to motivate students to achieve academic goals. We also discovered standard alignment gaps with our ELA curriculum which caused us to pivot using iReady during the middle of second semester. ELL students overall scored at 21% proficiency. This data tells us that we must provide more ESOL training and support to teachers to ensure that ELL scholars have equal access to learning.

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.

Third grade math was 35 points lower than the district average. This is because the result of low staff retention rates, absence of data tracking by staff and students, and a lack of strategic planning to ensure that we provide targeted instruction to low performing scholars. We also did not have student rewards and celebrations to motivate students to achieve academic goals.

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

Sixth grade math showed the greatest improvement. In this grade level, we pivoted to use the iReady Math curriculum within small group instruction during second semester. Tutoring was implemented on a weekly basis to provide targeted instruction. The manager for this grade level conducted frequent observations and provided ongoing coaching feedback to support academic achievement.

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

Attendance continues to be an area of concern. We typically average roughly 80% daily attendance week over week. One contributing factor that affects overall attendance is suspensions. Last year, we had 60 scholars who received one or more days of suspension. This barrier directly impacts student achievement because scholars must be present at school in order to learn. ESSA data revealed that our Hispanic, ELL, and ESE scholars did not meet the 41% index. Hispanic scored 29%, ELLs scored 21%, and ESE scored 14%.

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

1. ADA
2. ESE growth
3. ELL growth
4. Hispanic growth
5. math achievement

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.

There were 60 students who had recurring suspensions due to level 2 or 3 behaviors. We did not follow up on MTSS protocol to reduce the number of suspensions. We want to reduce the number of out of school suspensions by 15% and 10% of those scholars are moving from a Tier 2 to Tier 1 in the MTSS process.

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

We will reduce the number of out of school suspensions by 15% and move 10% of scholars from Tier 2 to Tier 1 in the MTSS process.

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

Suspension rates will be a standing topic at all weekly tactical meetings. In weekly check-ins with the VP of Schools, we will progress monitor students by tiers 1-3 to evaluate the effectiveness of the restorative practices intervention.

Person responsible for monitoring outcome:

Danielle Peterson (danielle.peterson@ideapublicschools.org)

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.)

IDEA Hope has created a robust RTI/MTSS process to monitor suspension rates.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This will ensure that we utilize a tiered approach to support parents and students to meet attendance and behavior expectations. As a result, we hope to see a decline in suspensions, an increase in average daily attendance and a positive increase in student achievement data. Effectively building up a restorative practice system can address the academic, behavioral, social, and emotional needs to better improve student academic outcomes.

Restorative practices clearly defines roles, responsibilities, and accountability for students and stakeholders. MTSS provides a coherent system for continuous improvement for behavior, Tier 1 teacher level, Tier 2 Dean of Culture Restorative Practices implementation, Tier 3 Individual behavior plan implementation to effective track growth within a measured time frame and pacing.

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?

Yes

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.

Hire a Dean of Students to help implement our MTSS/RTI process for student behaviors and attendance.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: September 29, 2023

Dean of Culture will train the staff on the use of Restorative Practices.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: December 1, 2023

The Dean of Culture will progress monitor student discipline data monthly to evaluate the use of restorative practices and see a decrease is student out of class time.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: January 10, 2024

#2. Instructional Practice specifically relating to Math

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.

Math achievement overall was at 31% proficiency. We scored 32 percentage points below the district average in math. 19% of our third graders scored at proficiency for math. We saw a 16% decline in 6th grade math proficiency from 2022 to 2023.

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

The school will be able to increase overall math proficiency from 31% to 40% by FAST PM3.

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

Daily data trackers will be used by students to monitor their daily exit ticket data, their unit assessments, and their quarterly diagnostic or state assessments. Teachers will track and monitor daily exit ticket data. They will have data conversation meetings with their managers, quarterly to discuss diagnostic or state testing data. During grade team meetings, teachers will discuss math student achievement data and interventions.

Person responsible for monitoring outcome:

Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

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.)

We will utilize targeted teacher support and coaching. This will include with lesson internalizations, class observations, real-time coaching, observations feedback conversations, and follow up observations. Triangulated planning meetings will occur between classroom teachers and ESE teachers. Teachers will also receive professional development on strategies for providing equitable access for ESOL scholars.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

During the last school year, our curriculum did not support state benchmarks, so coaching and support this year will center on teacher implementation of lessons that should target student mastery of state benchmarks. Also, our PM3 FAST data for special populations (ESE, ELL) trended significantly lower than the general population.

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?

Yes

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.

Hire a Math coach to support our instructional practices and improve overall math proficiency

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: September 2023

We will utilize targeted teacher support and coaching. This will include with lesson internalizations, class observations, real-time coaching, observations feedback conversations, and follow up observations.

Person Responsible: Danielle Peterson (danielle.peterson@ideapublicschools.org)

By When: August 2023

Identify which students who are in range of becoming proficient (high level 2) and those who were proficient last year (level 3+) to maintain proficient status based on Spring 2023 data. Target these students for tiered instruction.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: September 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities

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 ESE student performance on the ESSA index was 14% in ELA. We will prioritize student growth needs in ELA.

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

ESE student performance will increase by 20 percentage points on the F.A.S.T. English Language Arts progress monitoring period 3 for the 23-24 school year.

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

The ESE Specialist will be responsible for weekly instructional monitoring academic progress of students with disabilities. Additionally, the ESE Specialist will provide coaching support for the ESE staff to push in and support student academic achievement within the classroom.

Person responsible for monitoring outcome:

Jamelle Goodwin (jamelle.goodwin@ideapublicschools.org)

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 ESE teachers will use the iReady Teacher Toolkit to provide "just-in-time" remedial instruction to students with disabilities. The ESE Specialist will track student growth using iReady Growth assessments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

After students take the i-Ready Diagnostic, teachers can access an Instructional Groupings report that automatically groups students based on their domain-level placements on the i-Ready Diagnostic. The Grade-Level Scaffolding report (Reading) direct teachers to specific lesson and instructional references found on Teacher Toolbox for each instructional group.

Teacher Toolbox resources are also organized by standard. Teachers can easily pinpoint additional resources for individual, small group, or whole class instruction for a specific standard which students haven't mastered yet. This organization takes the guesswork and cognitive load out of identifying whether a resource addresses a specific standard and decreases the amount of time a teacher must spend searching for instructional resources. Again, these benefits allow teachers to focus on their students and instruction.

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?

Yes

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.

After the iReady Diagnostic, teachers will pull Instructional Groupings report that automatically groups students based on their domain-level placements and provide intervention curriculum supports.

Person Responsible: Danielle Peterson (danielle.peterson@ideapublicschools.org)

By When: September 2023

ESE Specialist will lead the coaching cycle (e.g., lesson internalization, observation, real time feedback) with ESE teachers.

Person Responsible: Danielle Peterson (danielle.peterson@ideapublicschools.org)

By When: September 2023

ESE Specialist will work with a PD provider with expetise in ELL student support to embed research-based strategies in daily instruction.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: November 2023

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

Reading proficiency has not greatly increased over the past two years for the campus and there has been a high turnover for ELA instructors with the major of the teachers this year being novice in the accountability area. The addition of an instructional coach would allow teachers to be developed in literacy and instructional best practices. Teacher would learn best practices in the gradual release process, small group targeted instruction and the process of tiering students and aligning the best resources to increase Reading gains and proficiency. Based on the current PM1 state assessment data the schools Reading Proficiency is starting at 6%, in comparison to the 2023 Spring data of 24% Reading Proficiency, with roughly 30% of students being serviced in CSI Reading Intervention program to develop the deficient skills in reading to increase comprehension and levels. .
Hope's Reading accountability is inclusive of 3rd, 4th, 6th, 7th and 8th grade for the 2024 PM3 data collection. New teachers will need not only the development of instructional practice, but also the understanding of how to teach in alignment with the state standards through analysis and understanding of the achievement level matrix.

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

As the instructional coach will also be responsible for monitoring school wide data through various platforms, the growth in student Reading gains will be measured by the I-ready monthly assessments as data will be tracked to monitor the increase of grade levels through student performance. AS Exit Ticket data is tracked weekly, the priority of the coaches and teachers will be to determine gaps in learning and instruction measured by students demonstrating of standards applications on the exit tickets. The outcome is for the school to increase Literacy data by at least 5%, with a target of 29% Reading proficiency, 50% Learning gains, and 60% LPQ gains.

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

Students exit ticket data will be monitored weekly by leadership including instructional based coaches, and feedback will be provided to teachers within their lessons plans for how they will address students who are still approaching the standard mastery. I-Ready assessments will be tracked monthly to determine the progression of growth. While Unit Assessments will be monitored at least twice within the quarter, as instructional units are completed. All unit assessments will monitor the understanding of the standards addressed during that unit and will be summative data for that particular unit.
Teachers wo have been supported by the Instructional coach will have bi-weekly monitoring of their exit ticket data to determine if the support and modeling provided has been effective. Teachers receive weekly feed back in the TeachBoost evaluation portal weekly rating their performance with the expectation of becoming proficient in all categories ranging from culture to instructional delivery and ownership.

Person responsible for monitoring outcome:
Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

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.)

Evidence based intervention will include lesson clinics for teachers after school to practice the internalization of the curriculum, plan authentic lessons and receive lesson plan feedback from the instructional coach or Assistant Principal. The Principal will conduct weekly observations of the tiered teacher groups receiving support on a weekly basis. And will measure the progress and development of

the teachers academic learning using the organization's evaluation rubric. In addition, the Principal will also track the progression of student performance using the CSI data, as students move forward in lessons and master levels.
Professional Development clinics will also be offered for teachers to review student work analysis to practice assessing the gaps in student learning and demonstrating understanding.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If teachers are provided an opportunity for academic learning in a professional learning environment they are able to ask the appropriate questions and receive direct support from an instructional leader, without the distractions of the school day with targeted support given, When most professional development sessions are offered, they are directed to a general audience. With strategically planned PD for tiered teachers the professional learning is more strategic and purposeful where teachers can receive what they actually need.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

A Professional Development Schedule will be created based on tiered teachers selected from TeachBoost Evaluation data and content taught, and level of ability. Schedule will be planned weekly and align with the process of strong instruction.

Person Responsible: Latoya Mcghee (latoya.mcghee@ideapublicschools.org)

By When: Schedule will be created by November 1, 2023 and implemented through out March 2024.

Coaches will facilitate and Implement the professional development with identified teachers weekly after school, and observe the task in transfer or action in class within one week of the provided training to identify any additional gaps or modeling needed in real time.

Person Responsible: Danielle Peterson (danielle.peterson@ideapublicschools.org)

By When: Peterson will oversee the implementation of the professional content in classes through instructional coaches observations, the instructional leadership team will meet weekly to assess the feedback of implementation.

Teachers will receive the feedback and evaluation through the TeachBoost portal, increasing the initial rating.

Person Responsible: Jamelle Goodwin (jamelle.goodwin@ideapublicschools.org)

By When: monitor the teachboost ratings weekly to ensure data and performance are increasing.

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).

After reviewing the academic and cultural data of Hope Campus, a plan was devised to implement the following actions: the implementation of early release days to increase time for teacher professional development with a specific focus. Each month the school will target a specific strategy/intervention for instruction. Starting with the analysis of the accountability grading, unpacking the standards, lesson planning and alignment of instructional resources, and student work analysis for progress monitoring.

These components will allow teachers to fully develop an understanding of the measures that impact the increase in student achievement data.

Monthly the school will also conduct a school wide culture data review to assess the extreme behaviors that are impacting the campus and learning environment. The school was to develop a campus management plan to provide progressive discipline for scholar's actions, and positive behavior incentives to motivate more students to make better choices.

Parents will be updated monthly on scholar's progress through the school's communication portal and family events, while also explaining the progress monitoring assessments that are being implemented and how to read their student's data. This will give parents a better understanding of how to support their scholars at home, and continue academic encouragement.

The school will implement two parent nights within the school year to explain state accountability regarding FAST, and how the school receives a grade. In addition, families will also learning how to review their student scale scores and levels to understating the state scoring requirements. Parents will also be given strategies to use at home to help increase student progress.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

IDEA Hope will utilize direct instruction as an instructional model to support students at Tier 2. Direct instruction is an evidence-based proven effective model to provide basic skills (phonics, fluency, and basic comprehension) to students achieving below grade level.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

IDEA Hope will utilize direct instruction as an instructional model to support students at Tier 2. Direct instruction is an evidence-based proven effective model to provide basic skills (phonics, fluency, and basic comprehension) to students achieving below grade level.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By PM2, 60% of students will read on grade level and 100% will read on grade level by PM3.

Grades 3-5 Measurable Outcomes

By PM2, 50% of students will read on grade level and 100% will read on grade level by PM3.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lesson progression data will be monitored by teacher managers. Mastery test data will be monitored and shared during weekly problem solving calls.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Peterson, Danielle, danielle.peterson@ideapublicschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

IDEA Hope will incorporate resources from the University of Florida Literacy Institute to support learners who are performing significantly below grade level and not responding to Tier 2 interventions in grades K-2. IDEA Hope will incorporate iReady resources such as Tools for Instruction for students who are performing significantly below grade level and not responding to Tier 2 interventions in grades 3-5.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Students engaged in Tier 3 intervention services need support in developing proficiency in the foundations of reading. Therefore the Direct Instruction program, coupled with UFLI resources will close the gap. These practices are aligned with the BEST standards for ELA and foundational skills attainment.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will receive training from the literacy coach on how to integrate the UFLI resources into their instructional sequence.	Peterson, Danielle, danielle.peterson@ideapublicschools.org

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 school wide Meet the Teacher night will serve as our annual Title 1 meeting. During this meeting the SIP will be publicly shared with the school community. We will provide an opportunity for the community

to give input and feedback on the plan as presented. The data gathered from this meeting will be incorporated into the plan. Additionally, the SIP will be available for the review in the main office.

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))

Proactive parent communication
1. Use of REMIND to make at least 5 positive phone calls every week
2. weekly updates to families
3. campus sends a weekly parent newsletter
4. proactive use of social media to give parents a look inside the school day
5. school events where families are invited to be in the building with their student and the staff
6. every campus has a school communication flow chart to inform parents of who to call for any issue they are facing
7. expectations to have a 24 hour response rate from every staff member at the campus

Community Engagement:
1. social media also gives the community a look inside of our schools
2. specific community partners who provide additional services to parents and students to enhance their experience

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 plans to adjust our academic schedule to provide an accelerated instruction option for scholars whose data shows that they are ready to learn more rigorous content. iReady reading and math Tools for Instruction is being leveraged to ensure that scholars receive targeted small group instruction based on their data.

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))

N/A

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).

N/A

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))

N/A

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))

N/A

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: Positive Culture and Environment: Early Warning System				$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	7840 - Idea Hope	UniSIG	1.0	$85,000.00
			Notes: We will hire a Dean of Culture to support the implementation of the MTSS system.			
2	III.B.	Area of Focus: Instructional Practice: Math				$95,242.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	7840 - Idea Hope	UniSIG	1.0	$85,000.00
			Notes: We will hire a mathematics coach to support the implementation of the coaching cycle with teachers.			
	5100	310	7840 - Idea Hope	UniSIG		$10,242.50
			Notes: Professional Development: provide strategies to support ELL students.			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	7840 - Idea Hope	UniSIG	1.0	$75,000.00
			Notes: Add an ESE Specialist to support ESE teachers to provide intensive interventions for students with special needs.			

4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	7840 - Idea Hope	UniSIG	1.0	$85,000.00
			Notes: We will hire a Reading Coach to support teacher development.			
					Total:	$340,242.50

Budget Approval

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

No