

Hillsborough County Public Schools

Greco Middle Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	23

Greco Middle Magnet School

6925 E FOWLER AVE, Temple Terrace, FL 33617

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide each student with a rigorous and relevant curriculum that fosters excellence in academics and cultivates community-minded, global leaders.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

Preparing students for global success.

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
Butler, Jennifer	Magnet Coordinator	Implementation of IB program Collaborative planning Site based professional development SAC Chair Marketing to feeder schools Teacher coaching
PadillaGaray, Elizabeth	Assistant Principal	Academic competitions, ACP, award ceremonies, class coverage, 6th grade discipline referrals, dress code, ELP., ESOL, FTE, gifted, high school articulation, progress reports, schedule changes, subject area leaders, testing coordinator, textbooks
Okegbola, David	Assistant Principal	Master schedule, bell schedules. new teacher support, attendance, buses, child study team, 8th grade discipline referrals, PSLT, RTI/MYSS, ESE, guidance counselors, Boys and Girls club, ILT, restorative practice, Athletics, student services, success coaches, CCEIS
Scott, Eric	Assistant Principal	Articulation/Arbitration, cafeteria personnel and procedures, CEMP, clerical and custodial, 7th grade discipline referral, ELP grade and tutoring, equipment requests, facilities needs, safety drills, safety, technology.
Carleton, Brooke	Teacher, K-12	Language Arts subject area leader, textbooks, planning with Language Arts department, classroom walkthroughs, coaching
McNair, Jarem	Other	Business/Community partners, Feeding Tampa Bay food pantry, community outreach, 8th grade team leader, athletic director
Lauerman, Jennifer	Teacher, K-12	Math subject area leader, communicate district communication, lead collaborative planning, works with district coach to support teachers, classroom walkthroughs
Janssen, Taylor	Attendance/Social Work	Works to remove barriers to learning for our students by advocating and providing community resources to bridge the gap between home and school life.
Romero, Alejandro	Other	Social studies subject area leader, assisting social studies department with curriculum and classroom needs, supports students with early warning indicators with academic and SEL needs supporting students in academics and behavior.
Moragne, Dionne	Other	PBIS, supports students with early warning indicators with academic and SEL needs supporting students in academics and behavior.

Name	Position Title	Job Duties and Responsibilities
Russ, Terrance	Other	Facilitate data monitoring and analysis, including guiding the school team to gather data to create and disaggregate data. Create list of targeted SWD based on the disaggregated data profile who need support and monitoring. Gather and submit progress-monitoring data quarterly for CCEIS requirements. Facilitate problem-solving process to include root cause analysis and action planning to ensure successful outcomes for students with disabilities (SWD) utilizing school teams (administration, student services and teachers). Coordinate preventative strategies, group intervention, individual intervention, and intensive intervention for students with behavioral needs. Participate on Problem-Solving Leadership Team (PSLT). Removing barriers that hinder inclusive outcomes
Goff, James	Teacher, K-12	Science subject area leader, mentor and coach science teachers, manage science department funds, plan department PLC
Wilkinson, Jeannie	Instructional Media	Media Specialist supports teachers and students by providing resources, training, developing specific media lessons for students, manage check out check in of all materials and selecting all library materials
Gibson, Sterling	School Counselor	Attendance Committee Lead, schedules for new students, individual and group counseling, peer conflict resolution, develop 504 plans, review and provide classroom guidance for implementation
Bellamy, Nina	School Counselor	Schedules for new students, individual and group counseling, peer conflict resolution, develop 504 plans, review and provide classroom guidance for implementation

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.

School data was presented to staff and School Advisory Council (SAC) through out the 2022-23 school year. We used this data to refine goals and action steps to begin developing the School Improvement Plan for this school year. Data from the staff insight survey and student panorama survey was shared with stakeholder and used to plan for this school year.

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 monthly by the leadership team and School Advisory Council (SAC) using data from summative assessments and classroom walkthroughs to gauge the success of action steps and implementation for our chosen areas of focus. The plan will be revised if needed based on this data with input from administration, subject area leaders, instructional staff and SAC members.

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	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Asian Students (ASN)* 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: D 2019-20: C 2018-19: C 2017-18: 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	0	0	0	0	0	0	59	82	122	263
One or more suspensions	0	0	0	0	0	0	18	80	104	202
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	6	4	11
Course failure in Math	0	0	0	0	0	0	1	4	11	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	160	118	151	429
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	87	121	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	184	163	519

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	44	88	126	258

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	2	1	3
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	24	53	38	115
One or more suspensions	0	0	0	0	0	0	76	136	96	308
Course failure in ELA	0	0	0	0	0	0	9	11	4	24
Course failure in Math	0	0	0	0	0	0	3	15	14	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	96	96	124	316
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	119	111	363
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	13	6	9	28

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	15	49	83	147

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	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	24	53	38	115
One or more suspensions	0	0	0	0	0	0	76	136	96	308
Course failure in ELA	0	0	0	0	0	0	9	11	4	24
Course failure in Math	0	0	0	0	0	0	3	15	14	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	96	96	124	316
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	119	111	363
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	13	6	9	28

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	15	49	83	147

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	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*	21	49	49	25	50	50	24		
ELA Learning Gains				31			28		
ELA Lowest 25th Percentile				30			23		
Math Achievement*	27	57	56	20	36	36	24		
Math Learning Gains				35			33		
Math Lowest 25th Percentile				46			45		
Science Achievement*	17	44	49	19	52	53	16		
Social Studies Achievement*	43	66	68	38	58	58	40		
Middle School Acceleration	90	84	73	76	51	49	44		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	36	39	40	50	86	76	29		

** 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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	94
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	16	Yes	4	4
ELL	25	Yes	4	2
AMI				
ASN	31	Yes	2	2
BLK	35	Yes	4	
HSP	42			
MUL	31	Yes	4	2
PAC				
WHT	43			
FRL	38	Yes	4	

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	22	Yes	3	3
ELL	31	Yes	3	1
AMI				
ASN	28	Yes	1	1
BLK	35	Yes	3	
HSP	38	Yes	1	
MUL	27	Yes	3	1
PAC				
WHT	49			
FRL	38	Yes	3	

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	21			27			17	43	90			36
SWD	15			15			7	26			4	
ELL	15			29			8	37			5	36
AMI												
ASN	23			38							2	
BLK	16			19			9	39	91		5	
HSP	23			36			22	45	93		6	35
MUL	29			19			27	50			4	
PAC												
WHT	39			39			38	55			4	
FRL	19			24			14	39	93		6	39

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	25	31	30	20	35	46	19	38	76			50
SWD	12	28	33	11	24	32	11	22				
ELL	22	21	16	20	43	48	11	50				50
AMI												
ASN	17			17	50							
BLK	18	29	29	15	35	44	13	29	88			50
HSP	32	31	33	24	33	39	30	54	64			42
MUL	33	27		21	44		10					
PAC												
WHT	42	45	40	35	32	63	33	73	76			
FRL	25	32	30	19	35	47	20	41	78			49

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	24	28	23	24	33	45	16	40	44			29
SWD	11	20	25	17	32	37	9	13				
ELL	20	34	37	20	36	59	7	38				29
AMI												
ASN	42	60		47	62							
BLK	14	22	25	14	27	42	11	28	37			33
HSP	33	34	25	27	35	61	14	50				40
MUL	28	24		45	53							
PAC												
WHT	41	39	0	46	49		40	67	58			
FRL	21	27	24	21	32	45	13	37	38			31

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	21%	47%	-26%	47%	-26%
08	2023 - Spring	18%	44%	-26%	47%	-29%
06	2023 - Spring	18%	47%	-29%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	18%	53%	-35%	54%	-36%
07	2023 - Spring	20%	36%	-16%	48%	-28%
08	2023 - Spring	32%	57%	-25%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	41%	-26%	44%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	55%	40%	50%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	64%	-23%	66%	-25%

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.

Language Arts had the lowest performance across all grade levels. Teacher vacancies, new standards along with new curriculum leading to a lack of alignment between class lessons and state standards.

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

Sixth grade Language Arts had the greatest decline. This was due to two reading vacancies and lessons not aligned to grade level standards.

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.

Language Arts had the largest gaps. Students came into the school with reading deficits. Teacher vacancies were a factor along with lessons and tasks not aligned to grade level standards.

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

Math showed the most improvement across grade levels. Common planning where math teachers ensured lessons and tasks were aligned to grade level standards. Standard aligned bell work was created to spiral curriculum along with exit tickets for daily data collection. District assessment data was analyzed and used to inform instructional practice.

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

Students with a substantial reading deficiency.
Students absent 10%

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

1. Language Arts
2. Attendance

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 Collaborative Planning**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.

The instructional focus of collaborative planning is a critical need to plan lessons aligned to grade level standards including formative and real world summative assessments.

Measurable Outcome:

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

By December 2023, at least 80% of all 6-8 teachers and by May 2024, 90% of teachers will implement standards aligned lessons with task alignment to the benchmark, using the gradual release model developed during weekly collaborative planning sessions, as measured by Greco's walkthrough look-for document.

Monitoring:

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

The subjects area leaders will lead planning along with administration, IB coordinator and district coaches through weekly planning sessions. Teacher will utilize student work product and assessment data to progress monitor, evaluate student learning and revise future lesson plans based on the outcomes.

Person responsible for monitoring outcome:

Wendy Rauld (wendy.rauld@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.)

Collaborative planning using the IB unit planning is used to create units of inquiry for each subject area. These are created in collaboration with subject area leaders and Middle Years Program (MYP) coordinator including inquiry based questions, formative assessments, and real world summative assessments. Through planning sessions, subject groups will focus on the gradual release model for instruction delivery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In Lorraine Slater's paper, released by the Department of Education, titled Collaboration: A Framework for School Improvement Slater states, "Working collaboratively in the classroom and at the whole school level, with a continuing focus on student achievement, may result in valuable outcomes for the teachers involved and their students." (pg 13)

The gradual release model gives students the opportunity to explore new concepts through focus lessons, guided instruction, productive group work, and independent practice. Formative assessment is used through out to guide the teacher as to when to release students to work in groups and independently. "The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner. learning occurs through interactions with others, and when these interactions are intentional, specific learning occurs." (Frey and Fisher 2013).

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.

Collaborative Planning sessions by subject area and grade level using a planning tool that supports aligned of the lesson and task to the standard.

Person Responsible: Elizabeth PadillaGaray (elizabeth.padillagaray@hcps.net)

By When: August 2023

Walk-throughs of all classroom using the walkthrough observation tool.

Person Responsible: Wendy Rauld (wendy.rauld@hcps.net)

By When: August 2023

Walk through data used to guide coaching cycles and professional development.

Person Responsible: Jennifer Butler (jennifer.butler@hcps.net)

By When: September 2023

Analyze assessment data to determine effectiveness of instruction.

Person Responsible: Elizabeth PadillaGaray (elizabeth.padillagaray@hcps.net)

By When: December 2023

The Success Coach will provide support for teachers and students in all academic areas for 7th and 8th grades. The coach will work with teaches to analyze data related to selected at risk youth including attendance, behavioral, and academic progress. The coach will conduct data chats with teachers and students on a bi-weekly basis. During the data chats, the coach, teacher, and student will create a plan of success that will be progressed monitored through district assessments and classroom walkthroughs.

Person Responsible: Wendy Rauld (wendy.rauld@hcps.net)

By When: Ongoing - August - May

Assistant Teacher will support small group instruction and implementing teacher developed lesson plans, under the direct supervision of a classroom teacher for Tier 2 and Tier 3 students in grades 6-8. Assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials.

Person Responsible: Wendy Rauld (wendy.rauld@hcps.net)

By When: Ongoing - August - May

#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.

Positive culture and environment specifically related to student attendance will focus on improving student attendance in order to positively impact student achievement, focusing on students who are chronically absent which is defined as missing 10% or more of the school year.

The University of Delaware Center for Research in Education and Social Policy released a study documenting the impact chronic absenteeism has on student achievement. "Students who are chronically absent are missing critical instruction time and are at the greatest risk of falling behind and dropping out of school. Chronic absenteeism disproportionately affects low-income students and students with disabilities, as well as students of color and English language learners. Across the country, millions of students are reported chronically absent each school year.

Chronic absenteeism is most commonly defined as missing 10% or more of the school year for any reason, excused or unexcused. As districts and states begin to examine and track chronic absenteeism, comprehensive policy solutions and interventions should be locally determined and characterized by: universal prevention for all students, early intervention strategies for at-risk students, and targeted intensive support for students with the highest need. Punitive interventions should be avoided."(pg1)

The percentage of students with chronic attendance was 38% in 2022-23.

Measurable Outcome:

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

The percentage of students with chronic attendance, as measured by EdConnect, will decrease from 38% in 2022-23 to 25% in 2023-24.

Monitoring:

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

Student attendance will be documented daily in each class period. After 5 unexcused absences, the homeroom teacher will contact the parent/guardian to discuss the absences. Greco's parent liaison will continue to document further absences working with guidance counselors and success coaches to implement and document interventions before referring the student to Greco's social workers for further support and interventions. The attendance team will meet monthly to review all data and adjust the SIP's action steps. The attendance team will share data with the leadership team once a month, with the entire staff and School Advisory Council along with other stakeholders to inform them of interventions and action steps to improve student attendance.

Person responsible for monitoring outcome:

[no one identified]

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.)

Rtl will be focused on strengthening Tier 1,2, and 3 to improve student attendance, focusing on students with chronic absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using Rtl for attendance is to utilize a schoolwide process that supports students at all three tiers. The following two sources document the effectiveness of Rtl

-John Hattie's Effect Size on Response to Intervention: 1.29

-Kim and Streeter's

Strategies and Interventions for Improving School Attendance | Encyclopedia of Social Work (oxfordre.com)

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.

Attendance team formed to monitor Tier 1, 2, and 3. The team meets monthly to problem solve. The attendance team begins contacting families of formally chronically absent students to proactively identify family needs that can be addressed.

Person Responsible: Wendy Rauld (wendy.rauld@hcps.net)

By When: August 2023

Monitor attendance data with daily parent links sent out to for students with unexcused absences. Homeroom teachers call the home when a student has reaches 5 unexcused absences. The attendance team will ensure appropriate support is provided as soon as barriers are identified.

Person Responsible: Wendy Rauld (wendy.rauld@hcps.net)

By When: Through out the school year.

Recognize Good and Improved Attendance:

Attendance committee will highlight students/classes and grade levels with good/improved attendance.

Person Responsible: Sterling Gibson (sterling.gibson@hcps.net)

By When: Through out the school year

Provide Personal Support: A member of the attendance team will contact each family to identify reasons for nonattendance and needed areas of support. The attendance team will ensure appropriate support is provided as soon as barriers are identified.

A success coach will be assigned to students to touch base with the students and provide further interventions. Student with continued absences after interventions will be referred to the school Social Worker to develop a Student Attendance Improvement Plan, in partnership with the student's parents'/guardians..

Person Responsible: Sterling Gibson (sterling.gibson@hcps.net)

By When: Through out the school year

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).

The leadership team along with resource teachers will meet bi-weekly to review data. Based on the data, the team will determine if funds are allocated appropriately to increase student achievement.

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 Improvement Plan is shared with teachers 3 days before voting to accept the SIP. The plan is then shared, reviewed, and voted on by the School Advisory Council (SAC) comprised of administration, teachers, students, parents, and community members. The SIP will be revisited and revised as needed through out the school year by the members of SAC and communicated to all stakeholders through the school website and newsletters.

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

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))

Greco communicates with parents, families, and other community stakeholders through parent links, canvas, community newsletter, IB newsletter, twitter, and school marquee. Parents, families and community members are invited to attend monthly SAC meeting, Quarterly Parent Conference Nights, Canvas Parent Help Sessions, PTSA, Family Nights, and Parent Help Sessions.

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

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)

As an IB candidate school, Greco focused on developing inquiry based learning experiences through collaborative planning sessions using the IB unit planner including the IB learner profile, approaches to learning, real-world summative assessments using the GRASPS model, service learning and international mindedness. "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." ibo.org Administrators, teachers and stakeholders examine student assessment data to identify areas of strength, growth and deficits. This data is used to guide instructional decisions to ensure all students can reach their full potential at Greco.

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

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: Collaborative Planning				\$215,624.06
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	1781 - Greco Middle Magnet School	UniSIG	1.0	\$70,044.48
			<i>Notes: The Success Coach will provide support for teachers and students in all academic areas for 7th and 8th grades. The coach will work with teachers to analyze data related to selected at risk youth including attendance, behavioral, and academic progress. The coach will conduct data chats with teachers and students on a bi-weekly basis. During the data chats, the coach, teacher, and student will create a plan of success that will be progressed monitored through district assessments and classroom walkthroughs.</i>			
	6120	210	1781 - Greco Middle Magnet School	UniSIG		\$9,505.04
			<i>Notes: Retirement</i>			
	6120	220	1781 - Greco Middle Magnet School	UniSIG		\$4,342.76
			<i>Notes: FICA</i>			
	6120	220	1781 - Greco Middle Magnet School	UniSIG		\$1,015.64
			<i>Notes: Medicare</i>			
	6120	230	1781 - Greco Middle Magnet School	UniSIG		\$13,546.60
			<i>Notes: Health Insurance</i>			
	6120	230	1781 - Greco Middle Magnet School	UniSIG		\$42.03
			<i>Notes: Life Insurance</i>			
	6120	240	1781 - Greco Middle Magnet School	UniSIG		\$273.17
			<i>Notes: Workers Compensation</i>			
	5100	150	1781 - Greco Middle Magnet School	UniSIG	1.0	\$27,720.00
			<i>Notes: Assistant Teacher will support small group instruction and implementing teacher developed lesson plans, under the direct supervision of a classroom teacher for Tier 2 and Tier 3 students in grades 6-8. Assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials.</i>			

	5100	210	1781 - Greco Middle Magnet School	UniSIG		\$3,761.60
			<i>Notes: Retirement</i>			
	5100	220	1781 - Greco Middle Magnet School	UniSIG		\$1,718.64
			<i>Notes: FICA</i>			
	5100	220	1781 - Greco Middle Magnet School	UniSIG		\$401.94
			<i>Notes: Medicare</i>			
	5100	230	1781 - Greco Middle Magnet School	UniSIG		\$5,361.05
			<i>Notes: Health Insurance</i>			
	5100	230	1781 - Greco Middle Magnet School	UniSIG		\$16.63
			<i>Notes: Life Insurance</i>			
	5100	240	1781 - Greco Middle Magnet School	UniSIG		\$108.11
			<i>Notes: Workers Compensation</i>			
	5100	510	1781 - Greco Middle Magnet School	UniSIG		\$12,410.19
			<i>Notes: Purchase classroom supplies to students and teachers with their learning. The school will purchase notebooks, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
	5100	519	1781 - Greco Middle Magnet School	UniSIG		\$3,000.00
			<i>Notes: The school will purchase headphones toner, thumb drives, and adapters to support students with laptops while in small group instruction.</i>			
	5100	520	1781 - Greco Middle Magnet School	UniSIG		\$5,926.54
			<i>Notes: Purchase supplemental materials: USA Test Prep and Gateway to Civics books to support students learning and meeting standards. As well as supplemental materials to support small group instruction. The materials will be used during the day as well as afterschool tutoring.</i>			
	6300	120	1781 - Greco Middle Magnet School	UniSIG		\$46,402.14
			<i>Notes: The teachers will be provided with additional planning time to support their understanding of grade level standards and alignment. Thirty (30) teachers will work at an estimated pay rate of \$38 per hour for 4 hours a week for twelve (12) weeks.</i>			
	6300	210	1781 - Greco Middle Magnet School	UniSIG		\$6,296.77
			<i>Notes: Retirement</i>			
	6300	220	1781 - Greco Middle Magnet School	UniSIG		\$2,876.93
			<i>Notes: FICA</i>			
	6300	220	1781 - Greco Middle Magnet School	UniSIG		\$672.83

			<i>Notes: Medicare</i>			
	6300	240	1781 - Greco Middle Magnet School	UniSIG		\$180.97
			<i>Notes: Workers Compensation</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$81,325.31
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	1781 - Greco Middle Magnet School	UniSIG	1.0	\$57,673.44
			<i>Notes: The Success Coach will lead Tier 1 academic and behavior interventions for students in need (one or more retentions, one or more core course failures, or one or more discipline referral) in grades 6th and 7th. The coach will support teachers with small group instruction based on assessment data.</i>			
	6120	210	1781 - Greco Middle Magnet School	UniSIG		\$7,826.29
			<i>Notes: Retirement</i>			
	6120	220	1781 - Greco Middle Magnet School	UniSIG		\$3,575.75
			<i>Notes: FICA</i>			
	6120	220	1781 - Greco Middle Magnet School	UniSIG		\$836.26
			<i>Notes: Medicare</i>			
	6120	230	1781 - Greco Middle Magnet School	UniSIG		\$11,154.04
			<i>Notes: Health Insurance</i>			
	6120	230	1781 - Greco Middle Magnet School	UniSIG		\$34.60
			<i>Notes: Life insurance</i>			
	6120	240	1781 - Greco Middle Magnet School	UniSIG		\$224.93
			<i>Notes: Workers compensation</i>			
					Total:	\$296,949.37

Budget Approval

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

No