

Hillsborough County Public Schools

Seminole Heights Charter High School



2023-24

Schoolwide Improvement Plan (SIP)

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Seminole Heights Charter High School

4006 N FLORIDA AVE, Tampa, FL 33603

[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.

The mission of Seminole Heights High School is to help at risk students earn a standard high school diploma and prepare for post-secondary success.

Provide the school's vision statement.

The vision of Seminole Heights High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school. We believe that every student deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions.

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
Mangum, Mcrae	Principal	<p>Recruit, hire, and retain highly qualified school staff.</p> <p>Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals.</p> <p>Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures.</p> <p>Comply with all company, federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff.</p> <p>Lead the school management team in developing and implementing emergency procedures.</p> <p>Develop staff training with input from Regional Director. Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support.</p> <p>Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.</p> <p>Monitor and evaluate staff performance systematically and regularly.</p> <p>Manage the school's resources and expenditures effectively to meet defined budget goals.</p> <p>Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements.</p> <p>Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model.</p> <p>Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups.</p> <p>Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.</p>
Allen, Ashley	Assistant Principal	<p>Responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring and developing instructional staff; and ensuring that the school meets its defined goals. Serves as principal in their absence.</p>
Logan, Love	Other	<p>Responsible for facilitating the Company's defined orientation curriculum with all new students and parents and ensuring a successful transition for all students resulting in early performance improvement and retention. Tracks each orientation "cohort" for ten weeks through attendance, academic performance and behavior monitoring. They obtain regular feedback from each student's teacher; meet with students weekly; communicate with parents; and ensure that students in need of personal/social service supports are connected with appropriate services through the student service department.</p>

Name	Position Title	Job Duties and Responsibilities
Garcia, Earl	Teacher, ESE	Responsible for coaching, motivating and instructing special education high school students with the company model, attention given to each student's Individual Graduation Plan (IGP) and Individual Education Plan (IEP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery based educational model, with the ESE teacher acting in a supportive and instructional role, collaborates with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met. Also works with the school's administrators to ensure all ESE paperwork and reporting requirements are in compliance with national, state and district, and company Response to Interventions (RtI).
Perez, Belmarie	Attendance/ Social Work	Responsible for overseeing and enforcing attendance policy, monitoring school wide attendance data, and working with individual students and their families regarding attendance issues. The coordinator assesses student's attendance issues. The coordinator assesses student attendance behaviors to develop and implement prevention/intervention strategies; provides case management and monitors student progress.

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.

Seminole Heights Charter High School serves at-risk students ages 16-21. We use a variety of methods to involve all stakeholders, including open houses, conference nights, informational meetings, newsletters, website, surveys individual emails and phone calls, a suggestion box, input forms, and focus groups. During these interactions, stakeholders are invited to participate in development of the SIP. Data is disaggregated and strengths and weaknesses are determined through a comprehensive needs assessment. This process develops topics and areas of interest which are assigned to existing committees or new committees are formed. Committee report out their findings and give any recommendations to the school leadership team. The school leadership team develops an action plan if needed. Outcomes are monitored by a committee and school leadership team. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they...

- > Define strategic goals and establish targets to be reached by strategically achieving the goals
- > Identify resources available to support the goals and barriers that could hinder achieving those goals
- > Design implementation and monitoring plans for strategies to resolve selected barriers
- > Identify appropriate professional development opportunities and funding sources for each activity

This process was used in developing the school's SIP

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team shall monitor the implementation and impact of the SIP on a monthly basis through a series of tools. These tools include FLDOE reports, Dashboard Data via STARS System, EIS Data via STARS, Reading Plus Reports, Curriculum and Dashboard PLC Spreadsheet, and Professional Development Data Chats. Tracking shall be conducted throughout the school year. Areas not trending in a positive manner shall be addressed, with adjustments being made to the SIP as deemed necessary.

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)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	Yes
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)* 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.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

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	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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*	2	51	50	6	52	51	6		
ELA Learning Gains							20		
ELA Lowest 25th Percentile									
Math Achievement*	15	42	38	2	39	38	5		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	0	64	64	0	46	40			
Social Studies Achievement*	29	69	66	8	49	48	8		
Middle School Acceleration					41	44			
Graduation Rate	9	89	89	10	64	61	13		
College and Career Acceleration	19	62	65	20	72	67	19		
ELP Progress	31	39	45	30					

** 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	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	105
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	76
Graduation Rate	9

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	76
Total Components for the Federal Index	7
Percent Tested	69
Graduation Rate	10

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	3	Yes	4	4
ELL	20	Yes	4	4
AMI				
ASN				
BLK	11	Yes	4	4
HSP	11	Yes	4	4
MUL				
PAC				
WHT	10	Yes	4	4
FRL	15	Yes	4	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	13	Yes	3	3
ELL	18	Yes	3	3
AMI				
ASN				
BLK	19	Yes	3	3
HSP	8	Yes	3	3
MUL	9	Yes	1	1
PAC				
WHT	19	Yes	3	3
FRL	12	Yes	3	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	2			15			0	29		9	19	31
SWD											1	
ELL											2	31
AMI												
ASN												
BLK	4									20	3	
HSP	0										3	25
MUL												
PAC												
WHT											1	
FRL	3			17				27		7	6	25

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	6			2			0	8		10	20	30
SWD										13		
ELL										6		30
AMI												
ASN												
BLK										11	27	
HSP										8		
MUL										9		
PAC												
WHT										19		
FRL	8			6				15		10	22	

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	6	20		5				8		13	19	
SWD										3		
ELL										25		
AMI												
ASN												
BLK	9									8		
HSP										22	13	
MUL												
PAC												
WHT										10		
FRL	7	20		6						12	15	

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
10	2023 - Spring	9%	50%	-41%	50%	-41%
09	2023 - Spring	5%	48%	-43%	48%	-43%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	55%	-50%	50%	-45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	1%	49%	-48%	48%	-47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	62%	-50%	63%	-51%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	65%	-47%	63%	-45%

III. Planning for Improvement

Data Analysis/Reflection

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

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

ELA is the area that needs to see the most improvement when compared to other areas. Students experience learning loss at their previous school due to lack of attendance or working remotely during the Covid-19 pandemic. This was most evident in ELA. Students at their time of enrollment possessed low literacy rates as indicated by presenting.

The school has a certified reading specialist and there was a full-time certified English teacher to provide

instructional assistance to all students. The Reading teacher pulls weekly progress reports from the internal Reading Intervention for all students and utilizes the data.

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

ELA had the greatest decline from the previous year. Students pretested on average an ability to read at the third-grade level at their time of enrollment at Seminole Heights. Since the school has an open enrollment policy and specializes in students who have dropped out of school or are at risk of such, the student population can shift dramatically from year to year, and with that changes in tested proficiency can vary significantly.

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.

ELA differed most from the state average , 97.% of students testing at level one or two, though many students made significant gains with their level, they did not test high enough to be moved to the next level.

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

Graduation Rate increased from 11 to 17. This was a significant improvement, as the average student had only 8.5 credits and 1.31 GPA at the time they enrolled at Seminole Heights. Students must have 18 or 24 credits to graduate depending on their program of study, possess a GPA pf 2.0 or higher. and pass any required state tests.

The school implemented more robust progress monitoring, increased the frequency of data chats, and provided additional opportunities for academic learning time including Saturday School sessions and tutorial/small group instruction, all of which served to increase the number of graduates.

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

Inconsistent or poor student attendance is an area of concern. 65% of students had an annual attendance rate or less than 90% This is due to many reasons including employment, childcare, lack of motivation, other external factors. Thus, placing a premium on teaching and learning when the student is present at school. This is being addressed through various ways including the use of enhanced teaching practices.

Students possessing low literacy levels at the time of enrollment must continue to be overcome. This is most significantly evidenced in ELA and Math.

The rate of attendance behavior in some students is not conducive to teaching and learning must be brought to a norm whereby they and their peers can become academically successful.

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

Increase student attendance

Increase student proficiency as rated by ELA and math exams.

Improve student-owned behavior choices through coaching and academic success.

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 Teacher Retention and Recruitment**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 is an area of focus. At-risks student may become disengaged and need more motivation to attend school and give a good measure of effort. 65% of the students had a rate less than 90%

Measurable Outcome:

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

Student attendance will improve by 3%.

Monitoring:

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

Student attendance shall be monitored at the school wide, classroom-wide and at student level using STARS data.

Person responsible for monitoring outcome:

Belmarie Perez (belmarie.perez@charter.hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students shall be rewarded for perfect, good, and improved attendance on a monthly basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students shall be motivated to attend school if rewarded for their action, implementation a practice of using extrinsic motivation to build a foundation whereby their behavior of regular and predictable attendance.

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 data will be pulled from STARS.

Person Responsible: Belmarie Perez (belmarie.perez@charter.hcps.net)

By When: Weekly

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

In order to progress toward proficiency levels, students will need to authentically engage in rigorous, student-centered instruction that is responsive to ongoing student assessment.

Positive culture and environment is an area of focus. At-risk students may become discouraged and need motivation to attend school and give a good measure of effort. 65% of students had an annual attendance rate of less than 90%.

Measurable Outcome:

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

Increase academic achievement in ELA and math from 2% to 5%

Monitoring:

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

Progress monitoring via walkthroughs, data trends, student assessments dat, and soft data. Ongoing professional development will be provided throughout the school year to support teachers implementing rigorous content standards in a way that will intellectually engage students and increase academic achievement.

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.)

Engaging students in the learning process increases their attention and focus, motivates them to practices higher-level critical thinking skills and promotes meaningful learning experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Having student to authentically engage in a rigorous curriculum allows them to take ownership of their academic and learning goals thus allowing students to be post secondary ready.

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.

PLC training of lesson planning and high-yield instructional techniques. The assistant principal shall be responsible for these tasks until the instructional coach can be hired.

Person Responsible: Ashley Allen (Ashley.Allen@charter.hcps.net)

By When: Weekly instructional PLC meetings shall be held.

Staff professional development of all teachers. The assistant principal shall be responsible for these tasks

until the instructional coach can be hired.

Person Responsible: Ashley Allen(Ashley.Allen@charter.h

Person Responsible: Ashley Allen (ashley.allen@charter.hcps.net)

By When: Shall be conducted during scheduled professional development days. The instructional coach provides support to teachers and ensures quality delivery of rigorous lessons that are aligned with Florida BEST standards. A review of teacher effectiveness using data from the school's MIS systems shall be conducted. The assistant principal shall be responsible for these tasks until the instructional coach can be hired. Person Responsible: Ashley Allen (Ashley.Allen@charter.hcps.net) By When: This shall occur no less than monthly.

#3. Instructional Practice specifically relating to Graduation**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.

In order to progress toward proficiency levels, students will need to authentically engage in rigorous, student-centered instruction that is responsive to ongoing student assessment data.

Measurable Outcome:

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

Increase the graduation rate by 2% for the year.

Monitoring:

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

Seniors will be monitored bi-weekly, and receive daily mini-data chats, and STARS data will be reviewed monthly.

Person responsible for monitoring outcome:

Ashley Allen (ashley.allen@charter.hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using high-quality lesson plans and implementing high-yield teaching techniques during the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Having students authentically engage in a rigorous curriculum allows them to take ownership of their academic and learning goals thus allowing students to be post-secondary ready.

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.

PLC training of lesson planning and high-yield instructional techniques. The assistant principal shall be responsible for these tasks until the instructional coach can be hired.

Person Responsible: Ashley Allen (ashley.allen@charter.hcps.net)

By When: This shall occur no less than monthly.

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)).

School improvement funding is determined by the school team following a review of data and information regarding student and school performance and the school wide plan. Through that review a determination of needs was developed, and the resources required to adequately meet those needs was determined. Priority was given to the programs and interventions that meet the highest priority needs and those that served the greatest number of such students. Taken into consideration was the RTI needs of individual students and the staff needed to meet those needs, staffing to meet subgroup needs, and specialized staff that is needed to meet school goals.

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: Teacher Retention and Recruitment				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	394	6646 - Seminole Heights Charter High School	UniSIG	1.0	\$50,000.00
			Notes: Hire an instructional coach			
3	III.B.	Area of Focus: Instructional Practice: Graduation				\$18,648.23
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	394	6646 - Seminole Heights Charter High School	UniSIG		\$18,549.62
			Notes: Hire teachers to work extra duty assignments afterschool and on Saturdays providing small group and individual instruction.			
	5100	394	6646 - Seminole Heights Charter High School	UniSIG		\$98.61
			Notes: Purchase supplies for planning sessions.			
Total:						\$68,648.23

Budget Approval

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

No