

Hillsborough County Public Schools

West University Charter High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	21

West University Charter High

11602 N 15TH ST, Tampa, FL 33612

www.yourdiplomayourway.com

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 West University Charter High School is to help at-risk students earn a standard high school and prepare for post-secondary success.

Provide the school's vision statement.

West University Charter High School understands 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 everyone deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions. All students can be successful in high school and in life regardless of their life circumstances.

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
Smith, Bobby	Principal	<p>The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school. Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerns educational and behavioral challenges in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and other school records and reports. Takes an active role in walking the school campus to monitor safety and security. Takes the lead in planning, creating, and monitoring the school budget and finances. Plans for and directs building maintenance. Develops and coordinates the development or revision and implementation of the School Improvement Plan. Regularly collaborates with ILT to discuss classroom practices and to provide support for instruction. Acts in accordance with the shared vision and mission of the district and school; care s about the organizations' reputation and is aware of the effect his/her decisions make on the organization. uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships , from concepts, and creates hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. demonstrates readiness to initiate action and takes responsibility for leading and enabling to improve the circumstances being faced or anticipated.</p>
Nyers, Christopher	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 the principal in their absence.</p>
Luis, Michael	Administrative Support	<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>
Grimsley, Lucinda	Teacher, ESE	<p>Responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP). All for-credit courses are aligned to state</p>

Name	Position Title	Job Duties and Responsibilities
		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 that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies.
Henry, Shernet	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 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.

West University 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. Committees 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 the 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 successfully 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
- Determine how they will monitor progress toward each goal
- 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 & 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 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	80%
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: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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*	10	51	50	2	52	51	10		
ELA Learning Gains				18			26		
ELA Lowest 25th Percentile									
Math Achievement*	3	42	38	5	39	38	7		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	18	64	64	3	46	40	0		
Social Studies Achievement*	33	69	66	20	49	48	21		
Middle School Acceleration					41	44			
Graduation Rate	6	89	89	17	64	61	11		
College and Career Acceleration	7	62	65	12	72	67	11		
ELP Progress	10	39	45				13		

** 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	12
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	87
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	80
Graduation Rate	6

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	77
Total Components for the Federal Index	7
Percent Tested	65
Graduation Rate	17

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	2	Yes	4	4
ELL	10	Yes	4	4
AMI				
ASN				
BLK	6	Yes	4	4
HSP	19	Yes	4	4
MUL				
PAC				
WHT	17	Yes	4	4
FRL	11	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	6	Yes	3	3
ELL	15	Yes	3	3
AMI				
ASN				
BLK	7	Yes	3	3
HSP	11	Yes	3	3
MUL	36	Yes	1	
PAC				
WHT	19	Yes	3	3
FRL	13	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	10			3			18	33		6	7	10
SWD	0										2	
ELL	15										3	10
AMI												
ASN												
BLK	4			0				17			4	
HSP	17							40			4	13
MUL												
PAC												
WHT											1	
FRL	11			0			17	26		9	7	12

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	2	18		5			3	20		17	12	
SWD	0									11		
ELL										15		
AMI												
ASN												
BLK	0	9		0				17		9		
HSP	8			8						22	6	
MUL										36		
PAC												
WHT										19		
FRL	3	21		8			0	35		17	9	

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	10	26		7			0	21		11	11	13
SWD										0		
ELL										7		13
AMI												
ASN												
BLK	12	17		6			0			11		
HSP										11		
MUL												
PAC												
WHT										10		
FRL	10	13		7			0			9	8	18

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	17%	50%	-33%	50%	-33%
09	2023 - Spring	9%	48%	-39%	48%	-39%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	55%	-51%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	49%	-47%	48%	-46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	62%	-48%	63%	-49%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	65%	-42%	63%	-40%

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. Only 2% of students demonstrated ELA achievement, and 18% had ELA gains. Students experienced 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 pretesting.

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, with students demonstrating ELA achievement dropping from 5% to 2%, and those making ELA gains dropping from 22% to 18%. Using the Wonderlic GAIN General Assessment of Instructional Needs assessment, students pretested on average an ability to read at the third-grade level at their time of enrollment at West University. 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, with 97.8% of students testing at level one or two, though many students made significant gains within 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 a 1.31 GPA at the time they enrolled at West University. Students must have 18 or 24 credits to graduate depending on their program of study, possess a GPA of 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 of less than 90%. This is due to many reasons including employment, childcare, lack of motivation, and other external factors. Thus, placing a premium on teaching and learning when the student is present at school. This is being addressed through various methodologies 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.

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 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 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.

The percentage of students having an attendance rate of less than 90% shall improve by 3% from 65% to 68%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Shernet Henry (shernet.henry@charter.hcps.net)

Evidence-based Intervention:

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

The school shall implement a new attendance intervention system based on the PBIS (Positive Behavioral Interventions and Supports) model. Students shall be rewarded for perfect, good, and improved attendance on a monthly basis. Teachers will follow a communication plan to ensure families are notified of their student's attendance status and conferences shall be held to assist in overcoming barriers. When necessary referrals to service providers shall be used.

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, implementing a practice of using extrinsic motivation to build a foundation whereby their behavior of regular and predictable attendance is driven through intrinsic motivation. A holistic family-based importance of good attendance shall be created and maintained.

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.

The staff shall be trained on the attendance intervention system and attendance committee meetings shall be held. Data shall be collected from the school's MIS and early warning systems.

Person Responsible: Shernet Henry (shernet.henry@charter.hcps.net)

By When: Each month the attendance reports will be pulled.

Meet with teachers and review current attendance data, adjusting RTI tiers as needed.

Person Responsible: Shernet Henry (shernet.henry@charter.hcps.net)

By When: This shall occur no less than one time per month.

Organize an attendance celebration to reward students with perfect, good, or improving behavior.

Person Responsible: Shernet Henry (shernet.henry@charter.hcps.net)

By When: This shall occur no less than one time per month.

Coordinate parent/teacher meetings and ensure communication flow of attendance information.

Person Responsible: Shernet Henry (shernet.henry@charter.hcps.net)

By When: This shall occur no less than one time per week.

#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 towards 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 ELA academic achievement from 2% to 5%.

Monitoring:

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

Progress monitoring via walk throughs, data trends, student assessment data, 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 engages students to increase academic achievement. Monitoring will be handled by the assistant principal until an instructional coach is hired.

Person responsible for monitoring outcome:

Christopher Nyers (christopher.nyers@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 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 trainings 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: Christopher Nyers (christopher.nyers@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: Christopher Nyers (christopher.nyers@charter.hcps.net)

By When: Shall be conducted on during scheduled professional development days.

The instructional coach to provide support to teachers and ensure 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: Christopher Nyers (christopher.nyers@charter.hcps.net)

By When: This shall occur no less than monthly.

#3. Graduation 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.

Increase student graduation rate.

Measurable Outcome:

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

Increase student graduation rate by 2% for the year from 10% to 12%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Christopher Nyers (christopher.nyers@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 needing additional support will be provided extra academic support and extended learning opportunities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The additional support and extra opportunities will allow students to make gains through additional practice, reteaching of lessons, with small group and individual learning needs being met.

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.

Programming students into small group extended learning sessions afterschool or on Saturdays.

Person Responsible: Christopher Nyers (christopher.nyers@charter.hcps.net)

By When: Student credit earning rate of all sub-groups shall reviewed monthly for effectiveness.

Ensure student readiness for public postsecondary level through the completion of their individual success plan.

Person Responsible: Christopher Nyers (christopher.nyers@charter.hcps.net)

By When: To be reviewed monthly and during senior exit interviews.

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: Early Warning System				\$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	6659 - West University Charter High	UniSIG	1.0	\$50,000.00
			Notes: Hire an instructional coach			
3	III.B.	Area of Focus: Graduation: Graduation				\$18,648.23
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	394	6659 - West University Charter High	UniSIG		\$18,549.62
			Notes: Hire teachers to work extra duty assignments afterschool and on Saturdays providing small group and individual instruction.			
	5100	394	6659 - West University Charter High	UniSIG		\$98.61
			Notes: Purchase supplies to support planning sessions with teachers.			
Total:						\$68,648.23

Budget Approval

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

Yes