

Pasco County Schools

# Hudson Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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## Hudson Academy

14540 COBRA WAY, Hudson, FL 34669

<https://hac.pasco.k12.fl.us>

### 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.**

As a cornerstone of the community, Hudson Academy is committed to creating a safe, culturally responsive, learner-centered environment where students are engaged in rigorous, relevant curricula that prepares them to be responsive, productive members of a global society.

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

Vision Statements:

Pasco: All our students achieving success in college, in career, and life.

HAC: Instilling pride through dedication to excellence.

Cambridge: A Cambridge education prepares students for life, helping them develop an informed curiosity and a lasting passion for learning.

AVID: AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

### 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
Aday, Michael	Teacher, Adult	Social Studies Dept.
Masson, Stephanie	Teacher, Adult	Math Dept
Basu, Michele	School Counselor	Student Services Dept Hear
Cadle, Kelly	Assistant Principal	Assistant Principal 6/7
Cetnor, Liz	Assistant Principal	Assistant Principal 4/5
Grim, Stacey	Teacher, ESE	ESE Dept Head
Hudak, Judy	Teacher, Adult	4/5 STEM Dept Head
Kupczyk, Phil	Assistant Principal	Assistant Principal 7/8 Cambridge
Maska, Iveta	Instructional Coach	Science/SS Coach
Muir, Kathie	School Counselor	Reading/ELA Coach
McFarlane, Kerryann	Behavior Specialist	PBIS Coordinator
White, Danielle	Principal	

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the school year, school-wide data for academics, behavior and assessments are monitored monthly by the school leadership team, administration and academic coaches. Feedback given and gathered to create quarterly action plans for improvement where needed. Doing this throughout the year provides the data needed for the CNA at the end of the year, which then drives the SUP development. Families are surveyed at parent events, SAC, PTSA and annual surveys. Students and staff annually take the Gallup Poll.

### 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))

Weekly, school-wide data for academics, behavior and assessments are monitored monthly by the school administration and academic coaches. This data is also reviewed by the leadership team and lead literacy team to develop monthly action plans with PLCs where needed.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 4-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	32%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	80%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	41	63	61	52	46	263	
One or more suspensions	0	0	0	0	27	41	62	49	68	247	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	30	18	49	
Course failure in Math	0	0	0	0	0	1	14	21	29	65	
Level 1 on statewide ELA assessment	0	0	0	0	25	43	87	84	104	343	
Level 1 on statewide Math assessment	0	0	0	0	28	57	113	87	93	378	
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		

**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	25	57	77	69	72	300

**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	6	0	0	1	3	10
Students retained two or more times	0	0	0	1	0	0	0	2	2	5

#### **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	26	46	49	38	37	196	
One or more suspensions	0	0	0	0	3	9	8	31	32	83	
Course failure in ELA	0	0	0	0	14	54	29	24	46	167	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	50	66	79	98	106	399	
Level 1 on statewide Math assessment	0	0	0	0	67	90	86	149	66	458	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	10	36	29	35	56	166

**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	1	1
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	26	46	49	38	37	196	
One or more suspensions	0	0	0	0	3	9	8	31	32	83	
Course failure in ELA	0	0	0	0	14	54	29	24	46	167	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	50	66	79	98	106	399	
Level 1 on statewide Math assessment	0	0	0	0	67	90	86	149	66	458	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	10	36	29	35	56	166	

**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	1	1
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*	38	58	53	29	60	55	31		
ELA Learning Gains				37			30		
ELA Lowest 25th Percentile				36			28		
Math Achievement*	44	62	55	35	40	42	36		
Math Learning Gains				45			37		
Math Lowest 25th Percentile				47			39		
Science Achievement*	39	59	52	28	60	54	40		
Social Studies Achievement*	67	79	68	64	60	59	53		
Middle School Acceleration	46	64	70	33	49	51	46		
Graduation Rate		80	74		50	50			
College and Career Acceleration		55	53		76	70			
ELP Progress	22	53	55	46	67	70	69		

\* 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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	28	Yes	4	1
ELL	41			
AMI	32	Yes	1	
ASN	69			
BLK	36	Yes	2	
HSP	44			
MUL	55			
PAC				
WHT	47			
FRL	38	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	34	Yes	3	
ELL	34	Yes	1	
AMI				
ASN	70			
BLK	31	Yes	1	1
HSP	41			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL	37	Yes	1	
PAC				
WHT	39	Yes	1	
FRL	38	Yes	1	

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	38			44			39	67	46			22
SWD	24			31			28	28			4	
ELL	41			51			20	73			5	22
AMI	27			36							2	
ASN	55			83							2	
BLK	30			34			20	58			4	
HSP	40			44			37	65	50		6	28
MUL	39			48			65	67			4	
PAC												
WHT	37			44			37	67	51		5	
FRL	34			39			34	58	40		6	21

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	29	37	36	35	45	47	28	64	33			46
SWD	20	36	28	28	44	44	25	46				
ELL	24	42	41	35	43	28	10					46
AMI												
ASN	70			70								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	18	31	25	20	45	60	18					
HSP	27	42	44	32	50	50	17	62				46
MUL	24	29	17	42	54	45	25	60				
PAC												
WHT	29	37	37	36	43	44	31	66	30			
FRL	26	35	37	32	44	47	25	63	30			38

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	31	30	28	36	37	39	40	53	46			69
SWD	26	33	26	31	39	42	25	53				
ELL	25	35	50	42	44		8	47				69
AMI												
ASN												
BLK	26	17		33	41		30					
HSP	29	32	33	27	34	43	14	52				69
MUL	33	24		17	16							
PAC												
WHT	32	31	30	39	40	42	47	55	50			
FRL	27	27	25	32	37	40	38	48	50			71

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	51%	-22%	54%	-25%
07	2023 - Spring	42%	48%	-6%	47%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	46%	-7%	47%	-8%
04	2023 - Spring	34%	55%	-21%	58%	-24%
06	2023 - Spring	30%	46%	-16%	47%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	54%	-16%	54%	-16%
07	2023 - Spring	30%	48%	-18%	48%	-18%
04	2023 - Spring	29%	54%	-25%	61%	-32%
08	2023 - Spring	62%	67%	-5%	55%	7%
05	2023 - Spring	31%	52%	-21%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	37%	46%	-9%	44%	-7%
05	2023 - Spring	36%	49%	-13%	51%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	50%	39%	50%	39%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	70%	-6%	66%	-2%

### 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.**

According to 22-23 state assessment data, our lowest performing areas were ELA 5th grade and math 4th grade, with 29% proficient. For the 4th grade math data, the highest performing students are placed in Accelerated math, and take the 5th grade math FAST. At PM1, this group performed only at 1% proficient. For ELA 5th grade, the cohort data stayed consistent, compared to 21-22. In 21-22, we performed 49/49 out of Pasco County schools in this area. In 22-23, we performed 38/49 out of Pasco County schools.

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

ELA 6th grade declined from 34% to 30% proficient comparing 2021-22 to 2022-23. However, if you compare the cohort, they were 17% proficient in 2021-22 and are now 30% in 2022-23. Comparing the cohort, there is significant growth. Comparing the staff, there was decline. The contributing factors are poor instructional practices that responded weekly to coaching cycles.

**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.**

4th grade math had the largest gap, with the state being 61% proficient and our school at 29%. We believe that this is due to taking all previously proficient students and moving them up to accelerated 4th gr math, which takes 5th grade math FAST.

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

8th grade math showed the greatest improvement. Comparing cohorts they went from 25% to 63% proficient. This was also 8% higher than the state this year. This year, our school focused heavily on standard-based instruction and materials.

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

Attendance and behavior are two areas of concern. These are areas that impact all of our subgroups. We are continuing to refine behavior expectations and consequence processes to reduce suspensions. We are continuing to put attendance interventions in place with check in, check out groups.

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

- o Continue full implementation of Tier 1-High Impact Instruction
- o Develop full implementation of Tier 2-Data Driven Decisions
- o Continue full implementation of AVID strategies school-wide-Collaborative Culture
- o Develop Cambridge implementation in 4-8 Global Perspectives, 4-8 ELA, 4-5 Math, 8th Pre-AICE Phy Sci, 8th Pre-AICE Math 1

### 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 Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

High Impact Instruction: Ensure that 100% of core content PLC's meet weekly to demonstrate evidence that they are planning, delivering, assessing standards, and monitoring standards-based instruction matched to the rigor of the standard:

**Measurable Outcome:**

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

- o Plan unit lessons and tasks that align with the rigor of the standards, include CORE Action 3 student engagement strategies in daily lessons, develop CFA's that match the rigor of standard expectations and analyze classroom, district, and state benchmark data points to determine student proficiency levels and needs for interventions.
- o Restructure and realign meeting schedule, leadership, and PLC expectations and roles through professional development and deliverable documents.
- o Implement AVID strategies for instruction school-wide.
- o Increase in Achievement Levels in ELA and Math for all Subgroups to 50% proficiency school wide across all grade levels on ELA and Math State Assessments.
- o Increase in learning gains for SWD by 10% on District and State Assessments.

**Monitoring:**

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

Through unit essential standards charts, administration and coach walkthroughs/observations based on our BSI look-fors.

**Person responsible for monitoring outcome:**

Danielle White (dmwright@pasco.k12.fl.us)

**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.)

HAC will:

Plan unit lessons that align with the rigor of the standards, include CORE Action 2/3 student engagement and AVID strategies in daily lessons, develop CFA's that match the rigor of standard expectations and analyze classroom, district, and state benchmark data points to determine student proficiency levels and needs for interventions.

Restructure and realign meeting schedule, leadership, and PLC expectations and roles through PD and deliverable documents.

Take students on standards-based fieldtrips to increase their access to real-world application and experiences.

Align funds for student consumable supplies to support students with their learning, including materials such as notebook paper, pens/pencils, notebooks, file folders, two-pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.

Allocate funds to tech supplies such as charging cords and printer ink. These will provide replacement

cords as needed for previously purchased computers from UniSIG and allow for the printing of classroom materials as needed.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Feedback from staff surveys, instructional coaches, and district support staff in conjunction with state FSA and NWEA data indicates need for restructuring of meetings, roles, and responsibilities for instructional planning and implementation.

#### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

HAC will:

1. Provide PD and coaching support to instructional staff for: planning, analyzing, reflecting and refining.
2. Realign meeting schedule, leadership, and PLC expectations and roles through professional development and deliverable documents.
3. Implement AVID strategies for instruction school-wide.
4. PD weekly, monthly on PLC process, AVID, Student progress monitoring.
5. Fund additional planning hours for 35 staff members and 4 coaches. Funds will cover 6 hours/staff member at the hourly rate of \$35 for teachers and \$37 for coaches. The hours will be used by teacher teams on a quarterly basis to support benchmark aligned instruction.
6. Provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of \$199 per semester per mentee to the teachers and coaches that provide this support. (HAC had 14 teachers on an SI plan for 22-23 school year).

**Person Responsible:** Danielle White (dmwright@pasco.k12.fl.us)

**By When:** By the start of the school year these procedures will be in place.

Teacher practices related to standards-aligned instruction need to be refined to regularly include lessons and tasks that align with the rigor of the standards, include CORE Action 2/3 student engagement, and AVID strategies. Additionally, teachers will regularly develop CFA's that match the rigor of the standard expectations and analyze classroom, district, and state benchmark data points to determine student proficiency levels and needs for interventions.

In order to build capacity in these areas we will restructure and realign meeting schedules, leadership areas, and PLC expectations and roles through PD and deliverable documents.

Improvement in these practices will be seen in lesson plans, classroom walkthroughs and observations, and student achievement.

**Person Responsible:** Danielle White (dmwright@pasco.k12.fl.us)

**By When:** Ongoing

1. Continue 7 instructional assistants from 22/23 UniSIG plan to support the facilitation of daily interventions.
2. Support smaller class sizes by adding a classroom teacher in 4th grade.
3. Support intensive math level 1 and 2 students by purchasing access to Dreambox licenses for

intervention support.

4. Provide access to intervention materials (Lexia and Dreambox) through the purchase of additional student computers and tech supplies to support the devices.
5. Provide experiential learning that cannot be replicated in a classroom through academic field trips.

**Person Responsible:** Danielle White (dmwright@pasco.k12.fl.us)

**By When:** Ongoing

## #2. Instructional Practice specifically relating to Differentiation

### 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.

- Data Driven Decisions- Develop enrichment and intervention plans for all tiers in targeted content areas to increase student standard mastery.

### Measurable Outcome:

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

- o Restructure bell schedule and master schedule to ensure additional instructional time is clearly defined for intervention, daily, class by class.
- o Ensure 85% of our students will pass core content classes each quarter through the use of TIER 1 instructional practices and TIER 2 remediation as needed.
- o 100% of students will be on track academically prior to the next school year through the use of TIER 3 after school and summer programs.
- o Grading practices will align with standard-mastery.
- o PLC's and SIT will monitor and respond to student academic data weekly.

### Monitoring:

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

Weekly, monthly and quarterly, academic grades will be pulled and reviewed by administration, SSAP members, and academic coaches to determine instructional support needs for staff and students. Monthly, staff will review academic grading practices and alignment with standard proficiency and respond in PLC Notebooks.

### Person responsible for monitoring outcome:

Danielle White (dmwright@pasco.k12.fl.us)

### 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.)

PLC's and SIT will monitor and respond to student academic data weekly.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To ensure that students are receiving timely interventions using the MTSS process.

HAC will:

Continue the 7 instructional assistant positions from their 22/23 UniSIG plan. IA's support teachers with facilitation of daily interventions. These positions will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately \$15/hour.

Add a Grade 4 teacher to reduce class size and support catch up learning for these students. Keeping class sizes small allows teachers to ensure high levels of instruction and plan effectively for intervention groups. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately \$35/hour.

Purchase 300 Deambox licenses at \$21.25 each for math classes as we support our level 1 and 2 students. These licenses will also be used to support other mathematics Tier 2 and Tier 3 interventions.

**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.

1. Summer staff review instructional best practices with AVID/KAGAN cooperative learning strategies, Cambridge curriculum alignment with BEST, PD to define for school terms: Mission, Vision, Goal, Action Plan
2. Monitor grading practices through PLC's monthly with response to reflection questions on benchmark analysis protocol
3. Weekly monitored by SIT team and academic coached.
4. Purchase 3 computer carts and 63 student computers estimated at \$1000 each to safely store and charge computers in classroom areas. This will allow quicker access to devices as needed and provide more on task time. The computers will be used for interventions in mathematics and reading (Lexia and Dreambox) as well as APEX standards-based intervention in secondary classes. Computers are budgeted at \$500/device with \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.

**Person Responsible:** Danielle White (dmwright@pasco.k12.fl.us)

**By When:** These structures will be in place by the start of the school year.

**#3. 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.

- Collaborative Culture- Increase use of PBIS and AVID strategies to reduce ODR's and increase parent involvement.

**Measurable Outcome:**

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

- o 90% of students will be on track each quarter for behavior, which indicates engagement in school culture.
- o Increase use of PBIS systems (Cobra Coupons, school store, on-track coupons, Cobra Congrats, Student of the Month, on track events and prizes) to promote a Culture of Caring with all stakeholders.
- o Use daily and weekly announcements, social media, and community events to welcome stakeholders and keep them informed.
- o Provide TIER 1 expectations behavior for all students to start the school year.
- o Provide TIER 2 support groups for students needing additional supports with behavior and engagement goals.
- o Incorporate Cambridge and AVID programs schoolwide

**Monitoring:**

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

Monthly, the discipline committee, PBIS committee and leadership team will review discipline data to determine trends in offenses and effectiveness of interventions/consequences.

**Person responsible for monitoring outcome:**

Kelly Cadle (kcadle@pasco.k12.fl.us)

**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.)

Review, correction and alignment of student behavior expectations, consequences, and positive reinforcements  
 PBIS training, trauma informed training for staff and administration  
 Increase participation in parent involvement activities, proactively support parents with concerns for academics and community resources, social skills

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

HAC has been a recognized PBIS school in the past. Utilizing the strategies effectively has proven successful at the school in the past.

**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.

1. Review, correct, and realign discipline procedures, and documents during summer planning, and provide professional development during planning week and on Early Release Days
2. Provide staff, parents, and students training on expectations, resources, and expected outcomes at Cobra Connection Camp, Meet the Teacher, and through weekly email and voice messages.
3. Review progress monthly for trends and adjust interventions at TIER 1, 2, 3, as needed.
4. Hire a parent involvement assistant to provide support to staff and families in making connections and increasing family engagement.

**Person Responsible:** Kelly Cadle (kcadle@pasco.k12.fl.us)

**By When:** These structures will be in place by the start of 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).

As a system, the Pasco district is engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. During the year, each school reflects and responds to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). During this time, each school enters a needs assessment process that sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. Subsequently, this analysis from each school drives the district planning process and the annual approach to Planning Forward to respond our schools, as well as the allocation of resources in an intentional manner based on the needs identified for each school.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida BEST assessments, Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district use the Cognia Standards for systems accreditation and each school and the district reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in individual site visits with school leadership at each school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward. Schools analyze their plans and basic allocations that will be provided based on district formulas to determine needs for



additional allocations, resources and supports. With the school assistant superintendent and the school support team, each school then carefully aligns the additional available funds through Title 1 and/or UniSIG to specific strategies for improvement aimed at reducing barriers to achievement and closing learning gaps for underperforming student groups. This plan for use of additional funding is regularly monitored by the district support team, and is adjusted based on data, including student progress monitoring results, as applicable through the year, with the support of the state BSI team and the Department.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

.

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

.Based on overall proficiency data for reading in 4th and 5th grade (4th 34%; 5th 36% ), it has been determined that we need to strengthen instructional practices and intervention response through the PLC process. Special attention will be paid to instructional routines, planning interventions based on CFAs, grouping strategies, and differentiating instruction. To support struggling learners, District approved Curriculum will be utilized with new meaning and purpose. DIBLES, Lexia, and FAST PM data will be used to align Lexia instruction for interventions. The focus will be on building student knowledge and skills by strengthening instructional best practices aligned with Florida's BEST standards. Building content knowledge will improve vocabulary and foundational knowledge allowing students to access complex text necessary to improve overall reading/ writing comprehension. AVID learning and organizational strategies will be used with Cambridge strategies across grade levels.



**Measurable Outcomes**

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

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**Grades 3-5 Measurable Outcomes**

.50% of students in 4th and 5th grade will be proficient (3 or higher) in ELA/Reading.

**Monitoring****Monitoring**

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

.Administration/coaches will conduct regular classroom walk-throughs using the district aligned Instructional Practice Guide (IPG) and BSI Look-fors. The IPG is designed to focus on three Core Actions based on instructional best practices. The IPG measures teacher's use of high-quality texts, specifically, whether the texts exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge and requires teachers to provide students with text-dependent questions and tasks designed for building knowledge. Additionally, the IPG measures student engagement in the lesson. Administration/coaches/teachers will participate in weekly PLCs that focus on intervention planning based on BEST standards and data analysis of CFAs (HMH module assessment, DIBELS, FAST, etc.). Administration/ coaches will support PLCs with data analysis to identify actionable steps for Tier 2/3 interventions and opportunities for extension/enrichment. Monthly/quarterly data chats completed by district/school-based staff. This data is provided to Assistant Superintendents and the Chief Academic Officer for additional progress monitoring

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Cetnor, Liz, [ecetnor@pasco.k12.fl.us](mailto:ecetnor@pasco.k12.fl.us)

**Evidence-based Practices/Programs**

**Description:**

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**

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

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

.Teachers will: Follow the district Literacy Framework, detailing how many instructional minutes are allotted for Foundational Skills/Comprehension/Vocabulary, including instructional materials to be utilized during each component of the Reading Block, suggested teacher and student actions, and differentiated instruction. Use district-approved instructional materials aligned with B.E.S.T ELA standards. HMH Into Reading is the adopted reading program, using texts that are high quality/engaging/appropriately rigorous/organized to support scaffolding. Materials include question/tasks/lessons/practice that support scaffolding and development of reading/writing/speaking/listening/critical thinking skills. Be provided with a grade-level MTSS decision guide for Tier 2/3 instruction/intervention. PLCs analyze student performance data on CFAs such as FAST/DIBELS/HMH Module Assessments. Tier 2 instructional materials are included with HMH. Tier 3 students who need support with phonemic awareness will use Heggerty Bridge the Gap Phonics/SIPPS (Systematic Instruction in Phonological Awareness/ Phonics/ Sight Words). Use Lexia Core 5 as a learning center during 90 minute reading block and additional intervention time.

**Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>.Literacy Leadership:</p> <ul style="list-style-type: none"> <li>• A Lead Literacy Committee that includes teachers, coaches, and admin will be formed for additional support for teachers and for community outreach.</li> <li>• Literacy Coaching Analyze current reality based on data and walkthrough observations</li> <li>• Support PLCs with data-based student growth goals</li> <li>• Provide coaching to content departments on IPG/CORE Actions for effective instructional strategies</li> <li>• Ensure CFA's are CFA's</li> <li>• Provide coaching for Cambridge, AVID</li> <li>• Walkthroughs for Priority Data Collection</li> <li>• Complete Quarterly Priority Data Reviews Assessment FAST, DIBELS, Lexia Core 5, and HMH module assessments</li> </ul> <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• Teachers will be trained in PLC process, AVID learning and organizational strategies, and Cambridge active learning strategies.</li> <li>• Monthly ½ days have been allocated for completing this work.</li> <li>• Teachers will be trained in administration of FAST.</li> <li>• Teachers will also be trained in making instructional decisions based on current data.</li> </ul>	<p>Cetnor, Liz, ecetnor@pasco.k12.fl.us</p>

## 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.

This information was provided to families through the summer newsletter, parent information emails, and parent meetings during student orientations. It is also posted on the website at HAC.pasco.k12.fl.us

**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))

We invite all parents to attend our Meet the Teacher/Orientation days and provide them information about the school and the school year events. We have quarterly curriculum nights for families. We have monthly dine-out nights and skate nights to include our families with community events. We are hosting the opening of the community wellness center. We host monthly all pro dad events for all family types to encourage family interaction. Posted at hac.pasco.k12.fl.us

**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))**

- o Continue full implementation of Tier 1-High Impact Instruction
- o Develop full implementation of Tier 2-Data Driven Decisions
- o Continue full implementation of AVID strategies school-wide-Collaborative Culture
- o Develop Cambridge implementation for acceleration in 4-8 Global Perspectives, 4-8 ELA, 4-5 Math, 8th Pre-AICE Phy Sci, 8th Pre-AICE Math 1

**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))**

- o Federal program directors meet quarterly in collaboration meetings to discuss programs across the various funding sources to reduce duplication of efforts and increase efficiency of federal funds.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Weekly counseling for identified students through Baycare, small group counseling by school counselors, individual crisis prevention plans, youth mental health training for staff, staff-student mentoring program, student check in/check out program for attendance and counseling supports.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Naviance for career planning is required for all 6th-8th graders. We have agriscience program for our 6-8 grade which is connected to the high school veterinary program. We also advertise our Cambridge program at all family and community events.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

We have a classroom vs office managed behavior flowchart. We provide training to staff for de-escalation techniques. We will be training staff at the beginning of the year on building classroom culture and behavior intervention strategies for restorative practices. They will also be trained formally on the TBIT process.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

We will be implementing weekly social activities for staff collaboration. New staff will receive mentors and monthly new teacher meetings. Monthly, we will be providing all staff with professional development on collaborative instructional practices, standards-based instruction and interventions.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

NA

## 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: Benchmark-aligned Instruction				\$386,579.33
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0951 - Hudson Academy	UniSIG	0.02	\$400.00
			Notes: HAC will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of \$199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (HAC had 21 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left HAC, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	130	0951 - Hudson Academy	UniSIG	0.17	\$8,400.00
			Notes: HAC will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of \$199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (HAC had 21 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left HAC, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	210	0951 - Hudson Academy	UniSIG		\$1,195.00
			Notes: Mentor Supplements - Retirement 13.57%			
	6400	220	0951 - Hudson Academy	UniSIG		\$674.00
			Notes: Mentor Supplements - FICA 7.65%			
	6400	240	0951 - Hudson Academy	UniSIG		\$110.00
			Notes: Mentor Supplements - Worker's Compensation 1.25%			
	6400	250	0951 - Hudson Academy	UniSIG		\$9.00
			Notes: Mentor Supplements -Unemployment Compensation 0.10%			
	5100	510	0951 - Hudson Academy	UniSIG		\$5,997.33
			Notes: HAC will align funds for student consumable supplies to support students with their learning. The school will purchase materials such as notebook paper, pens, pencils, notebooks, file folders, two-pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	330	0951 - Hudson Academy	UniSIG		\$7,000.00

			<p><i>Notes: HAC will take their 50 fourth-grade students to Zoo Tampa. The students will explore and observe the animals at Zoo Tampa to support understanding of the life science standards SC.4.L.16.3 and SC.4.L.17.4. Students will learn from the zookeepers how some animals, like the Florida Panther, the manatee, and the Bornean Orangutan are impacted by human changes to their environment. Furthermore, students will learn that some animals like the Sandhill Crane, the manatee, and the White Rhino have behaviors that are shaped by heredity and learning. Admission is \$14 per student. HAC will take their 50 fifth-grade students to the FL Aquarium. The students will explore the aquarium to gain a better understanding of the life science standards FL SC.5.L.17.1. Aquarium Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycle variations, animal behaviors, and physical characteristics. Students will review adaptations in different environments in the aquarium. They will spend time reviewing shark adaptations and then create their own shark identifying the adaptations that would enable it to survive in a chosen habitat. Admission is \$6 per student. Zoo Tampa - HAC will take their 100 sixth-grade students to the Zoo Tampa. The students will explore the zoo to gain a better understanding of the life science standards FL SC.5.L.17.1SC.6.L.15.1, MS-LS2-5, MS-ESS3-3. While at the zoo students will utilize the habitats and animals observed to draw 5 food choices with 6 animals each, a 25 organize food web, and locate and describe 3 examples of symbiotic relationships (predation, parasitism, competition, commensalism, mutualism) around the zoo. Admission is \$14 per student. HAC will take 50 sixth and seventh-grade students to the Kennedy Space Center. While there, students will be exposed to real-life applications of earth, space science investigation, and history supporting the following standards - 1SC.6.E.6, SC.6.E.7, SC.6.N.3, SC.7.E.6, SC.7.N.3. Admission is \$35 per student. HAC's Physical Science Students will participate in Physics Day at Busch Gardens. Students will complete the interactive physics stations located around the park including the use of accelerometers mounted on roller coasters and make physics calculations using their collected data at the Interactive Activity and Demonstrations Stations. Students will measure bite force, take a closer look at 'super' abilities, and estimate the speed of a variety of animals. The cost is \$110 per student and 50 students will attend. The field trip will support multiple physical science standards including SC.912.P.10, SC.912.P.12, SC.912.N.1.1, SC.912.P.10.1, SC.912.P.12.2, SC.912.P.12.3, SC.912.P.12.6.</i></p>			
	5100	150	0951 - Hudson Academy	UniSIG	7.0	\$145,961.00
			<p><i>Notes: Pre-approved – Emma Davis 4/28/2023 HAC will continue the 7 instructional assistant positions from their 22/23 UniSIG plan. The instructional assistants will support teachers with facilitation of daily interventions. These positions will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately \$15 per hour.</i></p>			
	5100	210	0951 - Hudson Academy	UniSIG		\$19,807.00
			<p><i>Notes: Instructional Assistants - Retirement 13.57%</i></p>			
	5100	220	0951 - Hudson Academy	UniSIG		\$11,167.00
			<p><i>Notes: Instructional Assistants - FICA 7.65%</i></p>			
	5100	230	0951 - Hudson Academy	UniSIG		\$56,875.00
			<p><i>Notes: Instructional Assistants - Group Insurance</i></p>			
	5100	240	0951 - Hudson Academy	UniSIG		\$1,825.00
			<p><i>Notes: Instructional Assistants - Worker's Compensation 1.25%</i></p>			
	5100	250	0951 - Hudson Academy	UniSIG		\$146.00
			<p><i>Notes: Instructional Assistants - Unemployment Compensation 0.10%</i></p>			
	6300	120	0951 - Hudson Academy	UniSIG	0.15	\$7,644.00
			<p><i>Notes: HAC will fund additional planning hours for 35 staff members and 4 coaches. Funds allocated will cover 6 hours per staff member above at the hourly rate of approximately \$35 for teachers and \$37 for coaches. The hours will be used by teacher teams on a quarterly basis to support benchmark aligned instruction.</i></p>			
	6300	130	0951 - Hudson Academy	UniSIG	0.02	\$949.00
			<p><i>Notes: HAC will fund additional planning hours for 35 staff members and 4 coaches. Funds allocated will cover 6 hours per staff member above at the hourly rate of approximately \$35 for teachers and \$37 for coaches. The hours will be used by teacher teams on a quarterly basis to support benchmark aligned instruction.</i></p>			

	6300	210	0951 - Hudson Academy	UniSIG		\$1,167.00
			Notes: Planning Hours - Retirement 13.57%			
	6300	220	0951 - Hudson Academy	UniSIG		\$658.00
			Notes: Planning Hours - FICA 7.65%			
	6300	240	0951 - Hudson Academy	UniSIG		\$108.00
			Notes: Planning Hours - Worker's Compensation 1.25%			
	6300	250	0951 - Hudson Academy	UniSIG		\$9.00
			Notes: Planning Hours - Unemployment Compensation 0.10%			
	5100	120	0951 - Hudson Academy	UniSIG	1.0	\$51,111.00
			Notes: Pre-approved – Emma Davis 4/28/2023 HAC will add a Grade 4 to reduce class size and support catch up learning for these students. Keeping class sizes small allows teachers to ensure high levels of instruction and plan effectively for intervention groups. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately \$35 per hour.			
	5100	210	0951 - Hudson Academy	UniSIG		\$6,936.00
			Notes: Classroom Teacher - Retirement 13.57%			
	5100	220	0951 - Hudson Academy	UniSIG		\$3,910.00
			Notes: Classroom Teacher - FICA 7.65%			
	5100	230	0951 - Hudson Academy	UniSIG		\$8,125.00
			Notes: Classroom Teacher - Group Insurance			
	5100	240	0951 - Hudson Academy	UniSIG		\$639.00
			Notes: Classroom Teacher - Worker's Compensation 1.25%			
	5100	250	0951 - Hudson Academy	UniSIG		\$52.00
			Notes: Classroom Teacher - Unemployment Compensation 0.10%			
	5100	510	0951 - Hudson Academy	UniSIG		\$300.00
			Notes: Classroom Teacher - Classroom Supply Funds			
	5100	310	0951 - Hudson Academy	UniSIG		\$1,070.00
			Notes: The classroom teacher earns 10 days of paid sick leave each year. These funds will cover this leave if used. It does not represent planned time out of the classroom.			
	5100	519	0951 - Hudson Academy	UniSIG		\$1,000.00
			Notes: HAC will allocate funds to tech supplies such as charging cords and printer ink. These will provide replacement cords as needed for previously purchased computers from UniSIG and allow for printing of classroom materials as needed.			
	5100	644	0951 - Hudson Academy	UniSIG		\$32,300.00
			Notes: HAC will purchase 63 student computers. The computers will be used for interventions in mathematics and reading (Lexia and Dreambox) as well as APEX standards-based intervention in secondary classes. Computers are budgeted at \$500 per device with \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.			
	5100	644	0951 - Hudson Academy	UniSIG		\$770.00
			Notes: Pre-approved – BSI 7/27/2023 Classroom Teacher - HAC will purchase 2 computers, one each for classroom teacher and parent involvement assistant funded out of UniSIG funds. Since these employee salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.			



	6150	644	0951 - Hudson Academy	UniSIG		\$770.00
			Notes: Pre-approved – BSI 7/27/2023 PIA- HAC will purchase 2 computers, one each for classroom teacher and parent involvement assistant funded out of UniSIG funds. Since these employee salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.			
	6500	399	0951 - Hudson Academy	UniSIG		\$6,300.00
			Notes: A technician fee of \$90 per student and staff device. The technician fee will be used to support set-up and continued maintenance of the devices.			
	5100	649	0951 - Hudson Academy	UniSIG		\$3,195.00
			Notes: HAC will purchase 3 computer carts estimated at \$1000 each to safely store and charge computers in classroom areas. This will allow quicker access to devices as needed and provide more on task time.			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Differentiation</b>				<b>\$4,195.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0951 - Hudson Academy	UniSIG		\$4,195.00
			Notes: HAC will purchase 300 Deambox licenses at \$21.25 each for our intensive math classes as we support our level 1 and 2 students. These licenses will also be used to support other mathematics Tier 2 and Tier 3 interventions.			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$33,290.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	160	0951 - Hudson Academy	UniSIG	1.0	\$20,530.00
			Notes: Pre-approved – Emma Davis 4/28/2023 Increase participation in parent involvement activities, and proactively support parents with concerns for academics and community resources, and social skills.			
	6150	210	0951 - Hudson Academy	UniSIG		\$2,786.00
			Notes: Parent Involvement Assistant - Retirement 13.57%			
	6150	220	0951 - Hudson Academy	UniSIG		\$1,571.00
			Notes: Parent Involvement Assistant - FICA 7.65%			
	6150	230	0951 - Hudson Academy	UniSIG		\$8,125.00
			Notes: Parent Involvement Assistant - Group Insurance			
	6150	240	0951 - Hudson Academy	UniSIG		\$257.00
			Notes: Parent Involvement Assistant - Worker's Compensation 1.25%			
	6150	250	0951 - Hudson Academy	UniSIG		\$21.00
			Notes: Parent Involvement Assistant - Unemployment Compensation 0.10%			
					<b>Total:</b>	<b>\$424,064.33</b>

### Budget Approval

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

No