

Pinellas County Schools

LARGO MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Largo Middle School strives to inspire students to be internationally minded, critical thinking responsible global citizens who have a passion for lifelong learning and service.

Provide the school's vision statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To the end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand the other people, with their differences, can also be right.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Alec Liem

Position Title

Principal

Job Duties and Responsibilities

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school. Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals

- Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Behavior Plan
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements, and evaluates the school instructional program based on student needs and

within state and district guidelines

- Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra- Curricular, Co-Curricular, Booster Clubs, if applicable
- Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel
- Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community
- Manages finances including the budget and record keeping processes, and inventory control of all school resources
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plant
- Performs other related duties as required

Leadership Team Member #2

Employee's Name

KaThia Roberts

Position Title

Assistant Principal

Job Duties and Responsibilities

7th Grade Assistant Principal

MAJOR FUNCTION:

This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel.

DUTIES AND RESPONSIBILITIES:

Oversees 7th grade discipline, Mathematics and ESE departments, and Mathematics and ESE teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #3

Employee's Name

Elizabeth Carroll

Position Title

Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.

DUTIES AND RESPONSIBILITIES:

Oversees 6th grade discipline, Science department as well as the Science Teacher Evaluations.

Responsible for bringing feedback and input from respective teachers to the leadership team.

Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #4**Employee's Name**

Heather Vidi

Position Title

Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.

DUTIES AND RESPONSIBILITIES:

Oversees 8th grade discipline, ELA/Reading/Elective departments as well as the ELA/Reading/Elective Teacher Evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

In the initial stages of our SIP Planning for the 24-25 school year, our SBLT reviewed our data and began to provide input into our goals and action steps. As data is disaggregated, our instructional leaders on campus will provide input into the goals and action steps as well. Once the plan is finalized, SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 24-25 School Year.

SIP Monitoring

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

The SIP Goals are monitored regularly throughout our SBLT, PLT and Subject Area PLCs via a PSW process. Action steps including data are reviewed, and adjustments are made to ensure continuous improvement. These PSW meetings are scheduled and will be updated as live documents as interventions are implemented and adjusted as needed based on the data reviewed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	59.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							77	73	84	234
One or more suspensions							21	31	39	91
Course failure in English Language Arts (ELA)							13	13	13	39
Course failure in Math							21	39	34	94
Level 1 on statewide ELA assessment							50	63	74	187
Level 1 on statewide Math assessment							55	67	72	194
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							47	64	79	190

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							16	17	17	50
Students retained two or more times							3	6	6	15

Prior Year (2023-24) As Last 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 school days							115	128	108	351
One or more suspensions							24	29	34	87
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment							67	71	116	254
Level 1 on statewide Math assessment							74	56	104	234
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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							99	101	130	330

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							20	21	9	50
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	46			36	49	49	36	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	54						38		
ELA Learning Gains Lowest 25%	47						30		
Math Achievement *	50			47	58	56	44	30	36
Math Learning Gains	52						47		
Math Learning Gains Lowest 25%	47						45		
Science Achievement *	43			25	48	49	38	52	53
Social Studies Achievement *	73			55	69	68	54	52	58
Graduation Rate								45	49
Middle School Acceleration	80			86	77	73	63	44	49
College and Career Readiness								66	70
ELP Progress	45			35	38	40	46	72	76

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	536
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	48%	44%	41%		53%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	28%	Yes	5	3
English Language Learners	45%	No		
Asian Students	76%	No		
Black/African American Students	45%	No		
Hispanic Students	50%	No		
Multiracial Students	66%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	14%	Yes	4	2
English Language Learners	35%	Yes	2	
Asian Students	81%	No		
Black/African American Students	41%	No		
Hispanic Students	40%	Yes	1	
Multiracial Students	64%	No		
White Students	54%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	24%	Yes	3	1
English Language Learners	38%	Yes	1	
Native American Students				
Asian Students	62%	No		
Black/African American Students	33%	Yes	3	
Hispanic Students	41%	No		
Multiracial Students	48%	No		
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	39%	Yes	1	

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		54%	47%	50%	52%	47%	43%	73%	80%			45%
Students With Disabilities	11%		37%	41%	16%	35%	32%	10%	34%				40%
English Language Learners	24%		51%	53%	35%	46%	44%	21%	55%	72%			44%
Asian Students	67%		50%		83%	84%		80%		92%			
Black/African American Students	36%		51%	39%	35%	49%	43%	29%	56%	70%			
Hispanic Students	42%		57%	52%	44%	49%	44%	32%	69%	72%			39%
Multiracial Students	51%		63%		61%	56%		67%		100%			
White Students	51%		53%	50%	58%	52%	49%	50%	82%	83%			
Economically Disadvantaged Students	40%		52%	43%	43%	49%	46%	36%	70%	76%			35%
06/2024													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	36%				47%			25%	55%	86%			35%
Students With Disabilities	6%				13%			11%	13%				27%
English Language Learners	19%				34%			9%	28%	80%			37%
Asian Students	55%				77%				91%	100%			
Black/African American Students	30%				31%			9%	53%	83%			
Hispanic Students	29%				41%			17%	32%	85%			33%
Multiracial Students	36%				62%			44%	86%	93%			
White Students	44%				57%			37%	63%	84%			36%
Economically Disadvantaged Students	32%				43%			23%	51%	85%			41%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	36%		38%	30%	44%	47%	45%	38%	54%	63%			46%
Students With Disabilities	7%		24%	29%	14%	39%	43%	7%	29%				24%
English Language Learners	22%		37%	35%	34%	38%	46%	20%	44%	54%			46%
Native American Students													
Asian Students	70%		68%		61%	50%							
Black/African American Students	22%		31%	20%	27%	42%	43%	13%	33%	67%			
Hispanic Students	31%		36%	33%	40%	43%	49%	35%	51%	49%			47%
Multiracial Students	48%		41%	36%	52%	46%	30%	42%	74%	64%			
Pacific Islander Students													
White Students	42%		41%	35%	54%	51%	43%	55%	65%	73%			38%
Economically Disadvantaged Students	29%		34%	28%	37%	43%	42%	30%	49%	58%			44%

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our Science SSA scores increased 17% from 26% proficient to 43% proficient.

Action Steps

- Standards Based Planning with Administrator present
- Small group pull outs first semester for bubble students
- Administrator pulled science groups based on lower standards

Lowest Performance

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

Our lowest data component was our Science SSA proficiency, which was our most improved cell, however, it is still the lowest cell (26% to 43%).

Contributing Factors:

- Weak core instruction in 6th and 7th grade
- Lack of prerequisite standard knowledge upon entering 8th grade

Greatest Decline

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

8th Grade Math

- 8th Grade math decreased performance from the previous year by 27%
- 2022/2023 School Year: 53%
- 2023/2024 School Year: 26% (-27%)

- In the 22-23 school year, we had a math interventionist that helped to support learners scheduled into our Pre-Algebra Class. For the 23-24 School Year, we did not have that position.

Greatest Gap

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.

The data component with the greatest gap when compared to the State was Science. As measured by the 2023, Grade 8 Statewide Science Assessment, our proficiency was 25% as compared to the State average of 49%. This gap was due to a lack of standards-based planning as well as students not receiving strong instruction in 6th and 7th grade.

EWS Areas of Concern

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

Highest Priority EWS indicator is our students that are absent 10% or more school days.

Highest Priorities

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

1. Enhance scholars' ability to tackle challenging tasks and problem-solve to achieve mastery of grade level content
2. Understand scholar's thought process via the use of Thinking Maps
3. Revisit and enhance scholar's learning using the Focused Note-Taking Process

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is that 45.4% of our students are proficient on the 2024 FAST ELA PM3. We expect our performance level to increase to 55% of our students meeting proficiency by the Spring 2025 Progress Monitoring assessment (FAST).

The problem/gap is happening because of staff changes midyear and not teaching to the appropriate rigor for the standards. If teachers teach to the appropriate level of rigor in their lessons, then the proficiency level will increase to 55% by May of 2025.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2025, ELA proficiency will increase 10%, from 45% to 55% as measured by the Spring 2025 Progress Monitoring Assessment (F.A.S.T.)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Bi-weekly formative assessments on performance matters and the PM1/PM2 assessments will be used to monitor growth and provide appropriate interventions and remediation. In the 2023-2024 school year, we used push-in interventions with the ISDs and had intervention TigerTimes based on the common low scoring standards. Students who were part of these interventions showed growth on their PM3.

Students who are in reading classes will also have their iReady and Diagnostic test data analyzed to have them placed in the appropriate remediations/interventions.

Person responsible for monitoring outcome

Heather Vidi

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilization of Thinking Maps

Rationale:

Thinking Maps® provide scaffolding for struggling learners to be able to capture their thinking and process their understanding of content, engage deeply with complex text and concepts, and organize their thoughts for writing or speaking.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

We will provide benchmark-based instruction by utilizing district-provided documents/lessons.

Person Monitoring:

Heather Vidi

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use Gold Documents and roadmaps to prepare lesson plans that implement grade-appropriate complex texts and connected tasks. This will be monitored through classroom walk-throughs and discussed during PLCs, both common planning in grade levels and entire subject PLCs. Monitoring will occur via classroom walkthroughs and PLC planning sessions.

Action Step #2

We will process complex thinking and analysis of text by utilizing Thinking Maps.

Person Monitoring:

Heather Vidi

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attend PDs to be able to incorporate Thinking Maps into daily lessons. Thinking Maps will help students organize and further comprehend what they are reading. Thinking Maps also support students in the writing process. Discuss in PLC's how Thinking Maps can be used with rigor in daily lessons and how they can build on one another to support deeper levels of understanding of the standards.

Action Step #3

Learning Walks

Person Monitoring:

Heather Vidi

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and teachers engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 43% proficiency, as evidenced on the Spring 2024 Grade 8 Statewide Science Assessment. We expect our performance level to be 63% by the 2024-2025 SSA.

The problem/gap is occurring because instructional planning and implementation for student centered learning is not explicitly focused on developing and delivering lessons that are aligned to the correct depth and scope of the standards. If collaborative planning focused on developing and delivering lessons within the depth and scope of the standard that include opportunities for students to practice higher order thinking and scientific skills would occur, student achievement would increase by 20%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of 8th grade students achieving science proficiency will increase from 43% to 63% as measured by the 8th grade Statewide Science Assessment in May of 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Mock SSA will be used to monitor student growth. In the 23-24 school year, we saw a strong correlation to our scholars' performance on the Mock SSA as compared to the State SSA. We will use this data to form intervention groups based on our low scoring standards.

Person responsible for monitoring outcome

Elizabeth Carroll

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will utilize Thinking Maps ® to support teachers and students in achieving instructional alignment of the grade level standards for classroom task and activities.

Rationale:

Thinking Maps ® provides scaffolding for struggling learners to be able to access the level of rigor for the Science Grade Level Standards. Teachers will experience the structure by utilizing a Tree Map in their planning process to ensure task and activities meet grade level expectations. Student will represent their learning with the use of Thinking Maps ® based on the cognitive demand of the standard.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Science teachers will utilize the District provided documents (Red/Green Docs, Course Outlines, Roadmaps, Unit Cards, Test Specs) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards

Person Monitoring:

Elizabeth Carroll

By When/Frequency:

Daily/Ongoing. Administrator will attend PLC's to continue to drive instruction.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator will support teachers and ensure that they have all the resources needed to plan lessons that are aligned to and within the scope of the standards. This will be monitored via walkthroughs and discussed during PLCs.

Action Step #2

Coaching/Feedback

Person Monitoring:

Elizabeth Carroll

By When/Frequency:

Ongoing; weekly walkthroughs; PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Administrators support implementation and usage of district provided resources including the red/green doc through feedback and coaching based on classroom observations and data

Action Step #3

PLC's

Person Monitoring:

Elizabeth Carroll

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Conduct regular Professional Learning Communities (PLCs) inclusive of data chats to review formative assessments and utilize the data in planning for differentiated tasks which meet the individualized needs of students. These PLCs will be focused on deficit benchmarks in 6th, 7th, and 8th grade.

Action Step #4

Learning Walks

Person Monitoring:

Elizabeth Carroll

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Administrators and teachers engage in science-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students

Action Step #5

Curriculum Spiraling/ Remediation

Person Monitoring:

Elizabeth Carroll

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Utilizing the available data, 6th, 7th and 8th grade teachers will spiral the curriculum, providing opportunities for enrichment and remediation. 6th and 7th grade teachers will be assist with remediation for 8th grade students via a push in model during designated planning periods.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is: 74% proficiency, as evidenced by the 2024 Spring EOC Civics Assessment. Our current level of performance is: 42.9% proficiency for 6th grade, 46.5% for 7th grade, and 46.6% for 8th grade on the 2024 FAST ELA PM 3 assessment.

We expect our performance to be: 80% by the 2025 Spring EOC Civics Assessment. We expect our performance level to increase by 6% by the 2025 Spring EOC Civics Assessment.

The problem/gap is occurring because of the switching of teachers mid-year due to an open position and our students struggling to read on grade level texts. If reading strategies and Thinking Maps are used, the amount of proficient students in Civics will increase by 8%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students achieving proficiency on the Civics EOC will increase from 74% to 80%, as measured by the Spring 2025 administration of the Civics EOC.

The percent of students achieving proficiency on the US History Final exam will increase by 8%.

The percent of students achieving proficiency on the World History Final Exam will increase by 8%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The mock EOCs will be used to monitor student growth throughout the year. The data from these mock EOC's will be used to place/rotate through the students into our Civics+ class and our intervention groups. Additionally, the data from the mock EOC's will be used to identify the lowest scoring standards for small group rotations/remediation in class.

Person responsible for monitoring outcome

Alec Liem

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Phases 4 and 5 of the Avid Note-Taking Process Thinking Maps ® to increase student thinking and comprehension skills

Rationale:

Thinking Maps ® will support teachers and students in achieving instructional alignment of the grade level standards for classroom engagements (DBQ's). The AVID Note Taking process will continue to support students in digging deeper into content standards/benchmarks and continue to adjust learning.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Utilize district provided documents to enhance planning and instruction

Person Monitoring:

Alec Liem

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Civics teachers will utilize systemic documents (Teachers Guide, Civics Instructional Guide, Civics Spec Book) to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. The instrument includes space for student reflection and “next steps.” History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online) to collaborate on planning and enacting lessons that build the historical timeline and regularly incorporate close reading and writing around historical documents. Teachers choose a common instrument for students to track and reflect on their growth in historical thinking/disciplinary literacy skills. US and World History teachers utilize DOE-developed and published resources for teaching the Civics and Government Benchmarks in the US and World History courses.

Action Step #2

Rotations in Classrooms

Person Monitoring:

Alec Liem

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All Social Studies teachers will use rotations in the classroom to promote hands-on, engaging learning. Rotations may include but are not limited to activities such as IXL, interaction with notes, reciprocal reading, Thinking Maps, vocabulary strategies. This will be monitored via classroom walkthroughs and discussed during PLC's. We will also utilize Teacher Led small group instruction within the rotations.

Action Step #3

Regularly Assess Scholar Progress (US, World, Civics and Pre-AP World)

Person Monitoring:

Alec Liem

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Teachers engage student with data conversations and involve them with the review/remediation process. Students in all courses will monitor and track their data using a data-tracker as they progress through the school year.

Action Step #4

Professional Development - All Courses

Person Monitoring:

Alec Liem

By When/Frequency:

Ongoing (DWT, Evening Trainings)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Civics teachers attend DaRT (Data Response Team) sessions to work district-wide on benchmark analysis, student-task development, and classroom resources that meet the content and cognitive demands of the benchmarks and benchmark clarifications. US/World History teachers will complete the PD interest survey and attend relevant PD offered by the Teaching and Learning team.

Action Step #5

Learning Walks

Person Monitoring:

Alec Liem

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and teachers engage in social studies- focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students. Timely feedback will be provided and just in time trainings will be prescribed based on the observations.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 45% Mathematics Achievement, as evidenced in the 2023-2024 spring FAST. We expect our performance level to be at least 55% Mathematics Achievement by the 2024-2025 School Grade Report. The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that engage students in problem solving, critical thinking and academic discourse. If instruction cognitively engages students in benchmark aligned learning activities where students are required to problem solve, think critically, and have academic discourse with their peers and teacher, student achievement would increase by 10%

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2025, Math proficiency will increase 10%, from 45% to 55% as measured by the 2024-2025 FAST PM3 Progress Monitoring Assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

FAST PM1 and PM2 data, IXL, parent communication logs, intervention groups and common assessments for each grade level. Ongoing monitoring provides immediate feedback and data-driven insights, allowing for timely adjustments in instructional strategies and targeted interventions, which enhances student engagement and addresses learning gaps, thereby improving overall student achievement

Person responsible for monitoring outcome

KaThia Roberts

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Thinking Maps will be used to support students thinking when processing information allowing students the ability to enhance their critical thinking and problem-solving skills across all relevant grade level content. The visual tools will support cognitive processes and help students organize their thoughts, by making complex tasks more accessible.

Rationale:

Thinking Maps® provide scaffolding for struggling learners to be able to capture their thinking and process their understanding of content, engage deeply with complex text and concepts, and organize their thoughts for writing or speaking. It has proven effectiveness in improving comprehension and retention of mathematical concepts through structured visual aids.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

By When/Frequency:

KaThia Roberts

Facilitated- Planning Sessions, Biweekly PLCs,
Ongoing Math PD Offerings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mathematics teachers participate in professional learning opportunities around implementation of the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Benchmark Achievement Level Descriptors.

Action Step #2

Engaging in Cognitively Engaging Tasks

Person Monitoring:

KaThia Roberts

By When/Frequency:

Ongoing, Each unit of instruction

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers provide students with cognitively engaging learning activities that require students to problem solve, think critically, and have academic discourse with their peers and teacher.

Action Step #3

Target Task Alignment

Person Monitoring:

KaThia Roberts

By When/Frequency:

Ongoing Each Unit of Instruction

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will design and implement weekly math assignments that align with specific benchmark tasks, ensuring each assignment includes problem-solving and critical thinking activities that directly reflect the skills and knowledge outlined on the BEST Standards.

Action Step #4

Learning Walk

Person Monitoring:

KaThia Roberts & Amy Lopez

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students

Action Step #5

Administrator Summer Work

Person Monitoring:

Alec Liem

By When/Frequency:

End of June 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School will utilize SIP funds in the summer to provide compensation for off contract Assistant Principals to support the disaggregation and analysis of mathematics data.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with disabilities are performing significantly lower than their non-ESE peers. Only 29% of students with disabilities made learning gains in math. Only 36% of students with disabilities made learning gains in ELA.

The problem is occurring because students are not receiving adequate Specially Designed Instruction with strong Gen Ed to ESE teacher collaboration and tracking. Students do not have the skills they need to fill in the gaps and not struggle academically without support. If targeted Specially Designed Instruction is planned with collaboration between the Gen Ed and ESE teachers occur, the problem will reduce the percentage of students working significantly below grade level.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2025, the percentage of students making learning gains in math will increase by 10% to 39% and 46% in ELA as reported by the FAST PM3 test.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will be progress monitored monthly during department meeting and reported to the leadership in SBLT meetings using benchmarking data for core content areas.

Person responsible for monitoring outcome

KaThia Roberts

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To better target Specially Designed Instruction teachers will use learning strategies from the Strategic Instruction Model to remediate primary math skills. To increase student literacy proficiency, ESE teachers will utilize Thinking Maps during Specially Designed Instruction targeting specific deficit skills.

Rationale:

If the ESE teacher and Gen Ed teacher have a strong working relationship with effective SDI instruction, then the ESE students performing significantly below grade level will decrease in ELA and Math.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Trackers

Person Monitoring:

KaThia Roberts

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize data trackers to monitor student accommodations. Monitoring will be done quarterly as trackers are submitted for review.

Action Step #2

Professional Development on Specially Designed Instruction

Person Monitoring:

KaThia Roberts

By When/Frequency:

Semester 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development will be scheduled during the first quarter of instruction to assist our teachers with co-planning with our SDI teachers and better define roles and responsibilities.

Action Step #3

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency is 19% proficiency in ELA and 24% in Math as measured by the 2024 FAST PM3 assessments. We expect our performance level to increase to 29% in ELA and 34% in

Math by May of 2025. The problem/gap is occurring because of gaps in vocabulary acquisition and retention. If explicit instruction of academic vocabulary words using definitions, visuals, examples and non-examples would occur, then our level of performance would increase by 10% in each subject area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May of 2025, the proficiency will be increased from 19% to 29% in ELA and 24% to 34% in Math, using FAST PM3 data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will use iReady Diagnostic testing and FAST PM testing to monitor the benchmark cluster score for vocabulary. This will occur in the Fall, Winter and Spring.

Person responsible for monitoring outcome

Heather Vidi

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit instruction of academic vocabulary words using definitions, visuals, examples and non-examples.

Rationale:

Research supports the explicit instruction of academic vocabulary words for English Language Learners— by using definitions, visuals, Supporting Research. Research supports the explicit instruction of academic vocabulary words for English Language Learners— by using definitions, visuals, examples and non-examples—as well as the explicit instruction of word learning strategies, using context clues, identifying cognates, utilizing a dictionary, etc.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify Academic Vocabulary

Person Monitoring:

Department Heads

By When/Frequency:

During PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Content in the roadmaps and course materials from the district will be analyzed and academic vocabulary will be identified. The teachers will focus on explicitly teaching this academic vocabulary in a variety of core specific strategies.

Action Step #2

Instructional supports and interventions

Person Monitoring:

All Admin over each department

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Hispanic Students (HSP)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 40% as evidence in the Federal Index. We expect our performance level to be 45% by May of 2025. The problem/gap is occurring because students do not feel represented. If mentoring groups where students are the majority occur, the problem would be reduced by 5%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May of 2025, the Federal Index for our students that are Hispanic will increase from 40% to 45% as measured by the FAST assessments.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

Monthly monitoring will occur using F.A.S.T. progress monitoring data, content area formative assessments, and attendance.

Person responsible for monitoring outcome

Chrystelle Marshall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Mentoring groups where students who are hispanic are in the majority

Rationale:

When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Develop Student Leadership Mentor Team

Person Monitoring:

Marshall

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify 7th grade students, create groups and a schedule. Create a curriculum for engagement with the group with an emphasis on problem-solving issues around learning best practices, adult student interactions and support as well as growing the students leadership skills. With the hope this group of 7th grade students next year in 8th grade will be the mentors for the 6th grade community. Recruit and Train Mentors that identify from the same community as the learners to maintain and encourage the majority environmental safety.. Monitor the progress of the learners and the community through viewing students benchmarking assessments to see if the achievement gap between hispanic and non-hispanic peers decreases.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At the end of the 2023-2024 School Year, our Attendance Rate for all students was 91.3%. We expect our attendance rate to increase to 95%. We have hypothesized that the problem is occurring because of a lack of positive reinforcements being implemented through tier-one initiatives to promote attendance. The problem will be reduced by 3.7% with the implementation of tier-one positive reinforcement initiatives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2025, our Attendance Rate for all students will increase from 91% to 95% (increased by 4%) using the Attendance Trends report in Data Analytics.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data Analytic reports are utilized during our Child Study Team Meetings which occur twice a month.

Person responsible for monitoring outcome

Huff, Maddie

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

One of the six types of necessary forms of communication to promote parental involvement according to Epstein's Framework of Six Types of Involvement is: "Communicating effective, suitable two-way contact about school events and student academic or personal development and progress, and/or insight within the home environment. Third is Volunteering-organizing and participating in activities initiated by school personnel like parent-teacher and community association or generated by community members aimed at supporting students and school programs." According to TextMagic, US smartphone users send/receive five times more frequently than they make/ receive phone calls, three out of ten users would give up phone calls to use messaging, and 78% of users say they text more than they talk on the phone. Therefore, this data indicate that texting is the most suitable two-way contact method. According to Attendance Works, incentives and contests take advantage of the

fact that students often respond better to positive recognition and peer pressure than they do to lectures from parents and teachers. Incentives don't need to be costly. Simple rewards like recognition from peers and the school through certificates, assemblies, or recreational time go a long way toward motivating students.

Rationale:

Effective 2-way communication

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1****Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00