

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 5
 - D. Demographic Data 6
 - E. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 34
- V. Title I Requirements (optional) 37
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

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

The mission of Seminole Middle School is to educate and prepare each student for college, career and life.

Provide the school's vision statement

The vision of Seminole Middle School is to provide a safe and positive educational environment that supports 100% student success.

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

Robert Ovalle

Position Title

Principal

Job Duties and Responsibilities

Oversees all functions and responsibilities of the school.

Leadership Team Member #2

Employee's Name

Jessica Hoag

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal - 6th Grade; Supports all functions and responsibilities of the school.

Leadership Team Member #3

Employee's Name

Lawanda Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal - 7th Grade; Supports all functions and responsibilities of the school.

Leadership Team Member #4

Employee's Name

Desrine Nation

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal - 8th Grade; Supports all functions and responsibilities of the school.

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.

The School Advisory Committee will meet to give input and discuss the approval of the SIP at their monthly meeting according to the bylaws.

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 will be monitored monthly at our curriculum meetings/PLC meetings to ensure we are on target to meet our goals. Adjustments and revisions will be made accordingly.

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	NO
2023-24 MINORITY RATE	32.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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: B 2022-23: B* 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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0
Students retained two or more times										0

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							98	76	80	254
One or more suspensions							44	32	41	117
Course failure in ELA							5		1	6
Course failure in Math							15		1	16
Level 1 on statewide ELA assessment							89	71	102	262
Level 1 on statewide Math assessment							50	38	57	145
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										414

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										0

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									2	2
Students retained two or more times							2			2

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 *	60			50	49	49	51	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	57						43		
ELA Learning Gains Lowest 25%	47						29		
Math Achievement *	68			60	58	56	55	30	36
Math Learning Gains	64						51		
Math Learning Gains Lowest 25%	60						47		
Science Achievement *	50			47	48	49	53	52	53
Social Studies Achievement *	71			68	69	68	64	52	58
Graduation Rate								45	49
Middle School Acceleration	78			73	77	73	74	44	49
College and Career Readiness								66	70
ELP Progress	47			40	38	40	50	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 (FPI) 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)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	618
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	63%	52%	51%		56%	58%

* 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	37%	Yes	5	
English Language Learners	47%	No		
Asian Students	80%	No		
Black/African American Students	39%	Yes	4	
Hispanic Students	59%	No		
Multiracial Students	64%	No		
White Students	66%	No		
Economically Disadvantaged Students	52%	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	20%	Yes	4	4
English Language Learners	40%	Yes	1	
Asian Students	75%	No		
Black/African American Students	19%	Yes	3	3
Hispanic Students	58%	No		
Multiracial Students	73%	No		
White Students	66%	No		
Economically Disadvantaged Students	52%	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	3
English Language Learners	48%	No		
Native American Students				
Asian Students	62%	No		
Black/African American Students	26%	Yes	2	2
Hispanic Students	49%	No		
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	59%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%		57%	47%	68%	64%	60%	50%	71%	78%			47%
Students With Disabilities	28%		37%	33%	33%	54%	57%	16%	38%				
English Language Learners	32%		43%	33%	40%	57%	60%						63%
Asian Students	80%		70%		90%	80%							
Black/African American Students	18%		45%	53%	27%	49%	56%	10%	34%	62%			
Hispanic Students	56%		53%	41%	60%	58%	50%	50%	67%	76%			82%
Multiracial Students	52%		55%	42%	73%	73%	64%	56%	60%	100%			
White Students	67%		60%	48%	76%	67%	64%	56%	79%	77%			
Economically Disadvantaged Students	46%		51%	47%	52%	57%	59%	30%	60%	65%			

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	50%				60%			47%	68%	73%			40%
Students With Disabilities	11%				32%			8%	29%				
English Language Learners	17%				35%				29%				80%
Asian Students	71%				79%								
Black/African American Students	14%				24%			13%	25%				
Hispanic Students	47%				52%			39%	45%	74%			90%
Multiracial Students	54%				62%			73%	92%	86%			
White Students	57%				69%			54%	77%	73%			
Economically Disadvantaged Students	34%				47%			35%	49%	73%			73%

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	51%		43%	29%	55%	51%	47%	53%	64%	74%			50%
Students With Disabilities	11%		22%	22%	17%	38%	37%	15%	30%				
English Language Learners	35%		45%	33%	34%	67%	69%						50%
Native American Students													
Asian Students	57%		58%		64%	69%							
Black/African American Students	15%		24%	24%	16%	37%	39%	12%	29%	40%			
Hispanic Students	43%		43%	34%	45%	57%	67%	41%	63%	62%			36%
Multiracial Students	55%		45%	8%	59%	45%		21%	62%				
Pacific Islander Students													
White Students	60%		46%	33%	67%	54%	51%	69%	77%	78%			
Economically Disadvantaged Students	33%		35%	27%	32%	43%	48%	31%	52%	44%			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?

Comparing our 22/23 with our 23/24 school data the area of focus that had the most improvement was English Language Arts (ELA). We had a 10% increase from the previous year.

Lowest Performance

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

Comparing our 22/23 with our 23/24 school data the area of focus that had the least improvement was Science. Our achievement was 50%, which was a 6% increase from the previous year but was our lowest area of focus.

Greatest Decline

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

We didn't have a decline in any of our areas of focus. All areas of focus had an increase.

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.

No Answer Entered

EWS Areas of Concern

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

Our priorities for the 24/25 school year are the following:

1. Science-Black Proficiency
2. ELA- Black Proficiency
3. Math-Black Proficiency

Highest Priorities

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

Our priorities for the 24/25 school year are the following:

1. Science
2. ELA (L25)
3. Math (L25)

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 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.

1. We have higher percentage of black scholars not meeting proficiency on the SSA Assessment.
2. The problem/gap is occurring because differentiated standard based instruction with the appropriate level of rigor needs to be implemented consistently at every grade level.
3. There is a need to implement standard based instruction at the appropriate level of rigor and utilize research-based strategies that promote CLRT in the classroom. We believe that if this occurs then we will see an increase in the SSA proficiency level 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.

Our current level of performance is 50% as evidenced in the 8th grade 2023-2024 SSA Assessment. We will increase the level of proficiency to 55% on the SSA Assessment by the end of the 2024-2025 school year.

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 have daily administrative walkthroughs, data reviews, PLC discussion, and feedback from district staff developers.

Person responsible for monitoring outcome

Jessica Hoag

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:

Teachers will effectively implement data driven instruction at every grade level to differentiate and scaffold instruction to meet the needs of all students and provide appropriate opportunities for remediation.

Rationale:

Data analysis will help determine what state standards need to be remediated and whether whole group or small group remediation is the most effective approach for scholars success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will identify critical content from the standards in alignment with district resources through collaboration with colleagues and engage students in research based strategies that will promote CLRT and extensive inquiry based learning opportunities at a high level of rigor.

Rationale:

The above strategies are well embedded in research and are aligned with the districts strategic plan. They have shown to be proven to increase the schools districts cycle assessments and SSA Assessment results. Additionally, by incorporating more equitable strategies, it will help close the achievement gap.

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

Teachers will utilize UDL, reading/writing and PBIS strategies within science classes to provide extensive inquiry based instruction. This includes research, scientific thinking, and writing opportunities that include claims and evidence.

Person Monitoring:

Jessica Hoag

By When/Frequency:

Weekly

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

Administrator classroom walkthroughs and PLC's to discuss data and UDL for supporting assessments.. Teach students protocols to establish goals, monitor their data and self reflection to support continuous improvement. Teachers will collaborate with PBIS Team, Equity Team and AVID site team to discuss and incorporate strategies that will promote equity and extensive inquiry.

Action Step #2

Teachers will release ownership of learning to students. Science teachers will utilize the parallel teaching approach to teach Nature of Science in context with Content. Use Project Based learning during the elaborate phase of the 5E instructional model, teachers will help students make real world

content connections to make content meaningful.

Person Monitoring:
Jessica Hoag

By When/Frequency:
Weekly

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

Administrator classroom walkthroughs; monthly PLC's will utilize data to differentiate and scaffold instruction and remediate at all grade levels to maximize student performance.

Area of Focus #2

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 67% Mathematics Achievement, as evidenced in the 23-24 School Grades Report. We expect our performance level to be 70% by May 2025. The problem/gap is occurring because more than 30% of our students, excluding Algebra and Geometry are not meeting grade level expectations. Student achievement is expected to increase when using high quality, standards-based instruction throughout all classrooms.

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 our students' math proficiency rate will increase from 67% to 70%, as measured by FAST PM3 and EOCs 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.

Monitoring will occur from frequent instructional walkthroughs, PLC discussions, data review of assessments: FAST PM1 and PM2, IXL, cycle assessment for Algebra and Geometry, and feedback/ideas shared by teachers, administrators, and district support.

Person responsible for monitoring outcome

Desrine Nation, (nationd@pcsb.org) and teachers

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:

Teachers will effectively implement data driven instruction at every grade level to differentiate and scaffold instruction to meet the needs of all students and provide appropriate opportunities for remediation.

Rationale:

Data analysis will help determine what state standards need to be remediated and whether whole group or small group remediation is the most effective approach for scholars' success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will align the learning target and tasks to the course standards and engage students in complex tasks to increase the level of instructional rigor.

Rationale:

Aligning learning targets and tasks to the standards, improving differentiated instruction, and increasing the level of instructional rigor through complex tasks will increase student achievement. These are all research-based strategies and best practices advocated by the Instructional Guide for Mathematics (Big-M).

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

Routine PLCs and check-ins

Person Monitoring:

Desrine Nation (nationd@pcsb.org)

By When/Frequency:

Ongoing/Monthly

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

Continue to conduct regular, monthly Professional Learning Communities (PLCs) inclusive of 'data chats' to review students data to identify and plan for differentiation opportunities based on the students' readiness, interest, and/or learning profile. Data can come from the FAST assessments, IXL, Instructional Materials, assessments, and/or teacher and district formal and informal assessments.

Action Step #2

Professional Development and Standard Task Alignment

Person Monitoring:

By When/Frequency:

Desrine Nation (nationd@pcsb.org)

This will occur during Facilitated- Planning Sessions, Biweekly PLCs, Ongoing

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

Teachers will receive ongoing professional development supporting the alignment of learning targets and tasks to B.E.S.T Standards, The Big M, the Mathematical Thinking and Reasoning Standards, and Differentiation in the Math Classroom. Math PD based on the professional development calendar will be created for the school year.

Action Step #3

Data Driven Instruction

Person Monitoring:

Desrine Nation (nationd@pcsb.org) and teachers

By When/Frequency:

Ongoing, Progress checks biweekly

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

Administrator and teachers use current data to engage in learning walks and focus learning groups to create and implement standard-based personalized tasks to increase student proficiency/mastery.

Area of Focus #3

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.

The area of focus centers around increasing the level of rigor of the learning targets and learning tasks to ensure the ELA standards are mastered. There will be a focus on bubble students to move as many level 2 students to level 3 and to maintain level 3 and higher students. There will be a focus on vocabulary and writing strategies that can be used schoolwide. Teachers will incorporate CLRT strategies in their classroom to ensure a positive learning environment. This area of focus was determined through data analysis, observations from administrative walkthroughs, and from PCS ISM feedback. School will incorporate small group interventions and targeted instruction for L25 and Level 1 students during their intensive reading and ELA classes to increase overall student literacy and achievement. Reading and ELA will work collaboratively with identified students to be more intentional on improve student achievement.

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 percentage of students achieving ELA proficiency of current students will increase from 61% to 65% as measured by the 2024-2025 Florida Progress Monitoring Assessment (PM3 FAST).

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.

Monitoring will consist of daily instructional walkthroughs (iObservation, ELA Gold doc and Look-Fors tools), data reviews, feedback from both school-based administrators and district staff developers, and from discussions during PLCs.

Person responsible for monitoring outcome

Lawanda Johnson, johnsonlawa@pcsb.org

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:

PLC's/Common Planning will be utilized to enhance student-centered, targeted standards-based instruction with the appropriate level of rigor and data-driven differentiated instruction to help address the needs of all students. There will be pre-planning for L25 scholars for small group interventions during intensive reading and ELA to increase overall student literacy and achievement by FAST PM3. Administrators will provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning

Rationale:

PLCs/Common Team Planning and ELA Department Planning will promote a collaborative data-driven culture to support the needs of all students. This strategy is research based and promoted by PCS as a best practice to implement.

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

Student Centered Learning

Person Monitoring:

Lawanda Johnson, johnsonlawa@pcsb.org

By When/Frequency:

Ongoing

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

To help address the diverse learning needs of students, and teachers will Create a student-centered

classroom environment that leads to deep learning by increasing relevancy, agency, and authentic engagement. When planning for increased levels of instructional rigor and relevance, various activities will be utilized in daily lessons and using ELA district provided resources.

Action Step #2

Data Monitoring

Person Monitoring:

Lawanda Johnson, johnsonlawa@pcsb.org

By When/Frequency:

Ongoing/After Progress Monitoring Assessments (PM1-3)

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

To ensure the effectiveness of PLCs/Collaborative Planning, administration will work with the team to analyze data to help plan for appropriately increasing the levels of instructional rigor to master the standards. Students will engage in frequent data chats to monitor and own their data with protocols utilized.

Action Step #3

Professional Development

Person Monitoring:

Lawanda Johnson, johnsonlawa@pcsb.org

By When/Frequency:

Ongoing

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

Teachers will be strongly encouraged to attend and/or share the information gathered at the Module Rollout(s) and other professional developments with colleagues to maintain best practice and ensure students reach proficiency. Teachers will use these trainings to help teach reading and writing across curriculums and grade levels as well as remain up to date on all curriculum updates and changes.

Action Step #4

Small Group Intervention

Person Monitoring:

Lawanda Johnson, johnsonlawa@pcsb.org

By When/Frequency:

Ongoing

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

School will incorporate small group interventions and targeted instruction for L25 and Level 1 students during targeted learning to increase overall student literacy and achievement.

Area of Focus #4

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.

1. Our current level of performance is 71% proficiency on the 2023-2024 Civics EOC.
2. We expect our performance level to be 75% proficiency on the 2024-2025 Civics EOC.

3. We will focus on providing targeted standards-based instruction with the appropriate level of rigor. Literacy strategies will be utilized along with data driven differentiated instruction to address the learning needs of all students.

4. By providing targeted professional development to support the strategies noted in #3, student achievement will increase to the goals noted in #1.

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 percentage of students achieving proficiency on the Civics EOC will increase from 71% (2023-24) to 75% in (2024-25)

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.

Frequent instructional walkthroughs by administrators providing actionable feedback.

Data reviews by teachers and administrators to chart progress of learners.

PLC discussions between teachers and administrators, and feedback provided from district staff developers.

The data used to chart progress will consist of unit assessments, cycle assessments, midterms, teacher made assessments, and year-end assessments.

Person responsible for monitoring outcome

Robert Ovalle (ovaller@pcsb.org)

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:

Utilize PLCs and collaborative planning to engage teachers in data driven discussions to design targeted aligned standards-based instruction that organizes students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Identifies critical content; provides the appropriate level of rigor; and that incorporates literacy strategies such as vocabulary and writing daily.

Rationale:

The above strategies are research-based and aligned to the district's strategic plan.

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

PLC Engagement

Person Monitoring:

Robert Ovalle (ovaller@pcsb.org)

By When/Frequency:

Ongoing/Monthly Department PLC

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

Teachers regularly engage in PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to standards.

Action Step #2

Assessments and Interventions

Person Monitoring:

Robert Ovalle (ovaller@pcsb.org)

By When/Frequency:

Ongoing/Progress checks

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

Regularly assess students (formally and informally) and utilize data during PLCs to adjust instruction, enrich, reteach and provide research-based intervention.

Action Step #3

Teaching Strategies

Person Monitoring:

Robert Ovalle (ovaller@pcsb.org)

By When/Frequency:

Ongoing during PLC

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

Teachers will implement vocabulary and writing strategies in Civics to participate in reading, analyzing text, and engaging students with text dependent questions and tasks aligned to state standards. Develop cross-curricular opportunities with other subjects, ex: ELA and reading teachers to utilize Civics text and vocabulary in their lessons.

Action Step #4

Collaboration with Teams

Person Monitoring:

Robert Ovalle (ovaller@pcsb.org)

By When/Frequency:

Ongoing/PLC

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

Teachers collaborate with the PBIS Team, Equity Team, AVID Team, and reading team to discuss and incorporate strategies to improve instruction and class culture.

Area of Focus #5

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

specifically relating to**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****Tier of Evidence-based Intervention:****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**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 Black/African American Students (BLK)

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.

The area of focus is to improve our overall school practice in the use of data to enhance the staff's effectiveness in providing enrichment opportunities for our black scholars who are not achieving compared to their peers. This goal was identified by disaggregating our school data specifically our L25.

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.

No Answer Entered

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.

Administrators and instructional staff meet twice a month to discuss, monitor data, and plan small group instruction specifically for our L25 black scholars. All non-classroom both instructional and support staff members will be assigned to a content area to support instruction three times a week.

Person responsible for monitoring outcome

Robert Ovalle

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:

Provide enrichment activities for our L25 black scholars to close the achievement gap compared to their peers.

Rationale:

After reviewing our L25 data, our scholars need additional time with the content to increase their learning.

Tier of Evidence-based Intervention:

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

Implement Learning Groups

Person Monitoring:

Robert Ovalle

By When/Frequency:

Monthly

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

All non-classroom teachers will be assigned to a content area to support the L25 scholars. The specific Learning Groups will meet twice a month with the content-level teams to plan and discuss small-group enrichment for the scholars. These planning sessions will be held during contractual time and will be mandatory for all instructional staff members. We are committed that any staff member who doesn't have a homeroom will participate in the Learning Groups. These groups could occur during their daily instruction in or out of the classroom. Planning will occur by both the classroom teacher and the content support person so all parties have a vested interest in the intervention.

Area of Focus #7

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.

The ESE team, classroom teachers, and administrators will meet monthly to review data on ESE students to identify strengths and gaps to address. The team will meet quarterly to monitor academic and behavior progress and make decisions based upon the data.

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.

No Answer Entered

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 monthly and quarterly meetings will be documented with the scholars that were discussed. Adjustments will be made to support the scholars to support their learning. Our goal will be to increase both academic and behavioral data.

Person responsible for monitoring outcome

Robert Ovalle

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:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills necessary to access grade-level content in the Least Restrictive Environment (LRE)

Rationale:

ESE scholars need core instruction at their grade level assignment.

Tier of Evidence-based Intervention:**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

Use evidence-based practices for students with disabilities to teach foundational literacy, math, and executive functioning skills as a pathway to grade-level work.

Person Monitoring:

Robert Ovalle

By When/Frequency:

Monthly

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

ESE teachers will plan with their grade-level peers to ensure that classroom instruction is at grade level and strategies and assessments are aligned to each other.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

This year across all grade levels our black students received 32-34% of the ODR's. I would like to drop this to 30% for each grade level. This will reduce the amount of class instructional time lost by our black scholars. This will provide students with more face time with teachers and more

opportunities for remediation increasing the percentage of proficiency in our black scholars.

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.

We had a PBIS goal last year to reduce the number of ODR's for our black scholars schoolwide. We were able to accomplish this goal with a decrease of 6%. We will use our MTSS processes, including PBIS rewards to provide appropriate interventions to our students in Tier 1, 2, and 3 with fidelity.

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 monitor MTSS data every two weeks to review academic and behavior concerns for each grade level. We will develop early interventions using a data based decision making to develop an appropriate goal to help the scholar be successful. We will review that data and adjust interventions as needed.

Person responsible for monitoring outcome

Jessica Hoag

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:

PBIS (Positive Behavior Intervention and Supports) and MTSS-(Multi Tiered Support Systems) will be used to identify, assess and respond to students in need of supports for academic and behavior concerns at Tier 1, 2, and 3 levels of intervention. By reinforcing the positive we can reduce the problem behavior.

Rationale:

Using PBIS and MTSS will help influence student success by allowing us to assess why the concern is occurring, develop an appropriate intervention and then review data to determine if the intervention is working or needs to be reviewed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The MTSS team will review data every two weeks to assess students needs.

Person Monitoring:

Jessica Hoag

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.

<https://www.pcsb.org/Page/193>

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))

<https://www.pcsb.org/Page/193>

We have scheduled parent/family nights throughout the year. We will also be having a 6th grade and new to SMS orientation day as well as Open Houses for our families.

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))

Daily coordinated walk-throughs will be scheduled by administrators the week prior to the visits. The data will be reviewed to look for trends and determine support.

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))

Our academic plan was created by a group of staff members representing cross-content areas.

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.

Yes

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