

Pinellas County Schools

BEAR CREEK ELEMENTARY 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)
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

Providing all children with a challenging, high-quality education for their academic and vocational success.

Provide the school's vision statement

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

Willette Houston

Position Title

Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan.

Leadership Team Member #2

Employee's Name

Christina Powers

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the execution, monitoring and implementation process of our School Improvement Plan.

Leadership Team Member #3

Employee's Name

Tarsha Lampley

Position Title

MTSS Coach

Job Duties and Responsibilities

Supports the school-wide implementatio of the MTSS process. Guides the leadership team in the facilitation and implementation of a Multi-Tiered System of Supports (MTSS)at the school and/or district leve

Leadership Team Member #4

Employee's Name

Krisitin Goodwin

Position Title

Math Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student achievement.

Leadership Team Member #5

Employee's Name

Natalie Geer

Position Title

ELA Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Leadership Team Member #6

Employee's Name

Amanda Reed

Position Title

School Psychologist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals, and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #7

Employee's Name

Sharon Johnson-Levy

Position Title

School Counselor

Job Duties and Responsibilities

Promotes student success while providing preventive services, and responding to identified student needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all students.

Leadership Team Member #8

Employee's Name

Marcia Youngerman

Position Title

LCSW

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals, and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet the unique needs of our students and families.

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.

Bear Creek's School Based Leadership Team (SBLT) will continue to operate and function as Bear Creek's governing team as it relates to "all things" involving the overall safety and well-being of our students, while meeting their individual academic, behavior and social-emotional needs. Bear Creek's SBLT consists of members representing our leadership team, student services, ESE and grade level team leaders. As a team, we use multiple sources of quantitative and qualitative data and the ECPS (equity centered problem-solving) protocol to address issues as they arise. Towards the end of each fiscal school year (typically around April) our SIP committees meet to reflect and provide feedforward using the following guiding questions.

Which instructional strategies and actions step were implemented with fidelity during the school year? What modifications/adjustments need addressing? Is the process used to determine the effectiveness of the strategy occurring? Are there any additional action steps that our ILT needs to address? Committees are then provided with an opportunity to include strategies that are occurring, yet not included in our plan. Committees are also allowed to make additional recommendations. This year we added a Family Engagement Connection where teams used the feedback from the stakeholder's survey to plan for ongoing, one a month Parent Universities/Learning Labs to educate our families. These opportunities for our families will take place each month to engage our families on how they can support the education of their child(ren).

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))

Every Monday the Instructional Leadership Team (Admin and content coach) convene to review both, quantitative and qualitative data to ensure that we are on track to meeting our EOY targeted

goals. Each member of the team highlights their walkthrough observations for week prior and make next steps recommendations for grade level teams, individual teachers and in some cases the instructional staff as a whole. Every curriculum meeting, collaborative planning session, and PLC begins with a review of our SIP goals. After each progress monitoring cycle (PM1-3), grade level teams meet with administration to analyze/ reflect on the data, while making the necessary modifications to ensure that we collectively meet our end-of-year targeted goals. Every first Monday of the month @ 7:45am is set aside for committee meetings. During this time our SIP committees work to put together a family engagement event tied to one our SIP content areas. This is just one of the ways that we engage our families, while providing them with resources and training that they can implement at home.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	74.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
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) 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: C

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	2	14	12	16	7	15	0	0	0	66
One or more suspensions	0	1	0	1	0	5	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	1	4	0	0	0	0	5
Course failure in Math	0	0	0	2	5	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	3	2	15	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	3	2	11	0	0	0	16
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					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	1	2	1	5	1	15	0	0	0	25

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	2	2	1	3	0	0	0	0	0	8
Students retained two or more times	0	0	1	0	0	1	0	0	0	2

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	1	14	18	13	19	9				74
One or more suspensions			1	5						6
Course failure in ELA				1	1	1				3
Course failure in Math				6	1					7
Level 1 on statewide ELA assessment				19	10	4				33
Level 1 on statewide Math assessment				15	7	5				27
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		1	3	3	13	5				25

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	1	1		3						5
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 *	45			41	54	53	43	55	56
ELA Grade 3 Achievement **	41			43	54	53			
ELA Learning Gains	63						47		
ELA Learning Gains Lowest 25%	63						38		
Math Achievement *	51			51	61	59	57	51	50
Math Learning Gains	68						55		
Math Learning Gains Lowest 25%	68						40		
Science Achievement *	47			61	62	54	33	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

*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)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	446
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	49%	45%	36%		41%	42%

* 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	44%	No		
Black/African American Students	50%	No		
Hispanic Students	62%	No		
Multiracial Students	55%	No		
White Students	69%	No		
Economically Disadvantaged Students	56%	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	25%	Yes	4	4
Black/African	34%	Yes	4	

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%
American Students				
Hispanic Students	61%	No		
White Students	61%	No		
Economically Disadvantaged Students	49%	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	20%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African	37%	Yes	3	

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%
American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	51%	No		

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	45%	41%	63%	63%	51%	68%	68%	47%					
Students With Disabilities	22%		63%		22%	67%							
Black/African American Students	37%	35%	57%	57%	42%	63%	73%	39%					
Hispanic Students	46%		60%		62%	80%							
Multiracial Students	40%				70%								
White Students	64%		81%		60%	69%							
Economically Disadvantaged Students	42%	38%	63%	67%	52%	70%	71%	48%					

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	41%	43%			51%			61%					
Students With Disabilities	22%				28%								
Black/African American Students	25%	20%			41%			50%					
Hispanic Students	57%				64%								
White Students	57%	64%			63%								
Economically Disadvantaged Students	39%	42%			54%			61%					

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	43%		47%	38%	57%	55%	40%	33%					
Students With Disabilities	14%		21%		14%	29%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	33%		42%	42%	48%	50%	27%	20%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	69%		64%		69%	54%							
Economically Disadvantaged Students	45%		53%	50%	57%	55%	60%	36%					

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?

Although there has been a steady increase and 4% percent gain in ELA proficiency on the 2024 F.A.S.T. ELA, ELA continues to be our lowest performance area.

As a school, we have noticed that students in grades PreK-2 have gaps in the foundational literacy areas (phonics, fluency comprehension and writing), which impedes their ability to access complex grade level text and engage in complex tasks in grades 3-5.

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 grade 3 ELA proficiency cell showed the lowest performance as related to ELA proficiency on the 2024 F.A.S.T. ELA.

As a school, we have noticed that students in grades PreK-2 have gaps in the foundational literacy areas (phonics, fluency comprehension and writing), which impedes their ability to access complex grade level text and engage in complex tasks in grades 3-5.

Greatest Decline

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

Our grade 5 science proficiency data showed the greatest decline from the prior year. With an overall decrease in proficiency from 61% to 47% (-14%), overall reading proficiency of this year's 5th graders was a major contributing factor to our 2024 science performance.

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.

When compared to the state average our grade 3-5 ELA data (with a gap of 9%) presented the greatest gap. As we continue to reflect upon our data and high-yield instructional best practices from year to year, much of the gaps that we are seeing in grades 3-5 are aligned to the significant gaps in the foundational literacy areas (phonics, fluency comprehension and writing), which is a major barrier in our grades 3-5 students' ability to access complex texts and successfully in the tasks aligned to grade level benchmarks.

EWS Areas of Concern

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

Decrease the percentage of K-2 students reading below the 50th percentile as measured by the EOY STAR Reading Assessment.

Decrease the percentage of ELA Level 1 students in grades 3-5 as measured by the EOY F.A.S.T. Assessment.

Decrease the percentage of students missing 10% or more days.

Highest Priorities

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

Increase overall ELA proficiency in grades K-2 as measured by the STAR Assessment

Increase overall ELA proficiency in grade 3-5 as measured by the F.A.S.T Assessment

Increase Math proficiency in grades K-5 as measured by the F.A.S.T Assessment.

Increase overall student attendance.

Increase family and community engagement.

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 Benchmark-aligned instruction, Differentiation, ELA, Intervention, Math, 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 on the grade 3 ELA is 41%, as evidence by our 2024 F.A.S.T data. Our current level of performance in ELA, Mathematics and Science in grades 3-5 is 45%, 51% and 47%, respectively, as evidenced by 2024 F.A.S.T. data. Although this year we demonstrated improvement across all content areas, we must continue to place a strong emphasis on overall reading proficiency in grades K-2, by closing significant gaps in the foundational literacy areas (phonics, fluency comprehension and writing) early on.

In mathematics we must ensure that our students in K-3 have a solid understanding of place value (number sense) and basic computational skills (addition, subtraction, multiplication and division), in order to engage in high-cognitive demand tasks with multiple pathways. In science we must ensure that our 5th grade students have a solid understanding of the grade level standards by accessing their prior knowledge of content to make appropriate connections to build upon new knowledge.

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 3rd grade students achieving ELA proficiency will increase from 41% to 60%, as measured by the F.A.S.T. Assessment. The percent of all 3-5 students achieving ELA proficiency will increase from 45% to 60%, as measured by the F.A.S.T Assessment. 70% of all 3-5 students will make a yearly learning gain, while 70% percent of all L25 students will make a yearly learning gain, as measured by the F.A.S.T Assessment. The percent of K-2 students achieving ELA proficiency will increase from 60% to 70%, as measured by the PK-2 STAR Assessment. Please note the individual grade level contribution to our spring 2024 K-2 data: K-52%, 1st - 69% and 2nd - 58%.

The percent of all 3-5 students achieving Math proficiency will increase from 51% to 60%, as measured by the F.A.S.T Assessment. 70% of all 3-5 students will make a yearly learning gain, while

70% percent of all L25 students will make a yearly learning gain, as measured by the F.A.S.T Assessment. The percent of K-2 students achieving math proficiency will increase from 64% to 70% as measured by the PK-2 STAR Assessment. Please note the individual grade level contribution to our spring 2023 K-2 data: K - 71%, 1st - 68% and 2nd - 54%.

The percent of 5th grade students achieving science proficiency will increase from 47% to 60% as measured by the SSA.

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.

Ongoing progress monitoring of desired EOY outcomes will occur after each formative check, F.A.S.T Progress Monitoring cycle and Unit Assessment. Other opportunities include during grade level data chats, collaborative planning sessions and monthly grade level data presentation to SBLT, facilitated by the grade level team leader. The Instructional Leadership Team will continue conduct weekly walkthroughs and track grade, classroom and student progress.

Person responsible for monitoring outcome

Principal Houston

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:

Support and strengthen staff ability to utilize data to plan for core instruction, differentiation, intervention, and scaffold core supports to increase student achievement. Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction. Support and strengthen staff ability to prioritize engaging students in immense amounts of reading, discussion, and writing across ALL content areas

Rationale:

Our quantitative and qualitative data during the 2023-24 school year reveals that utilizing data to plan for core instruction, differentiation, intervention, and providing necessary scaffolds within core instruction are areas to focus on to close our current achievement gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Support and deepen staff understanding of the B.E.S.T ELA, mathematics and FSASS Science benchmarks and standards.

Rationale:

Our quantitative and qualitative data during the 2023-24 school year reveals there is a need for teachers to have a clear and deeper understanding of the content (WHAT) they teach and researched/evidence-based technique (HOW) they teach (execute) it in an effort to meet the needs of all learners.

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

Ensure that teachers have the necessary tools and resources to develop a clear understanding of the K-5 B.E.S.T ELA, mathematic, and science standards and benchmarks.

Person Monitoring:

Principal Houston

By When/Frequency:

Preschool and ongoing

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

Instructional Leadership Team (ILT) will collaborate to restructure current planning protocol and process(es) for overall content area planning. Emphasis on planning for core instruction and differentiation within the core will be our adopted way of work school-wide. Monitor for consistent effective instruction that promotes student centered learning with rigor for all in ELA, math and Science instruction in grades K-5.

Action Step #2

Engage teachers in ongoing professional development on instructional practices, curriculum updates, resources/materials in the ELA/ Math/Science areas based on walkthrough trend data.

Person Monitoring:

Principal Houston

By When/Frequency:

Preschool and ongoing

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

Within our school-wide meeting (PD and PLC) schedule, create structures for planning/embedded coaching/PLCs/ where teachers regularly engage in data and student work analysis as well as cognitive engagement and lesson rehearsal. Provide embedded coaching support and PD centered around utilizing multiple forms of data (ISIP, F.A.S.T., Success Criteria, Formative assessments, Unit assessments, student work analysis) to drive instruction. (school-wide). ILT will monitor effectiveness of all training and PD through quantitative and qualitative data review during our Monday leadership team meeting.

Action Step #3

Create a culture of collaboration

Person Monitoring:

Principal Houston

By When/Frequency:

ongoing

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

step:

Administration will continue to cultivate a school-wide culture of collaboration for both teachers and students, using protocols developed in collaboration with Learning Sciences International. ILT will monitor the effectiveness of collaboration structures/efforts during our Monday leadership team meeting.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), 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.

Our current level of performance of our black subgroup is 50% (16% increase) as evidenced by our 2024 ELA F.A.S.T. data. Our current level of performance of our SWD subgroup is 44% (19% increase), as evidenced by our 2024 ELA F.A.S.T. data. We expect a proficiency level of 50% for both, subgroups to be by end of the 2024-25 school year.

Focusing our continued efforts on intentional planning, implementation of instructional best practices, and utilization of data to plan for differentiation and scaffold instruction to increase the achievement of SWD. Implementing inclusive structures where the Gen-ed and VE Resource teachers collaboratively work together to provide individualized supports will support continuous improvement.

We expect our black and SWD performance level to increase to 55% and 50% by end of the 2024-25 school year.

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 black students achieving ELA proficiency will increase from 50% to 55%, as measured by our 2025 ELA F.A.S.T. data.

The percent of SWD students achieving ELA proficiency will increase from 44% to 50% as measured by our 2025 ELA F.A.S.T. 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.

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader.

The Climate and Culture team will continue engage staff in PD with a focus on the use of equitable teaching strategies. The Instructional Leadership Team will continue to conduct weekly walkthroughs and track the progress of both subgroups

Person responsible for monitoring outcome

Principal Houston

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:

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners. Cultivate a school-wide mindset that ensures teachers are engaging in equitable teaching practices (equitable grading, resiliency, restorative practices, etc) through intentional planning while ensuring that all students are able to access rigorous grade level course work.

Rationale:

Based on the learning gains and trend data of schools with a similar ESE population; school leaders shared that implementing an inclusion (push-in) model with a focus on differentiation, scaffold instruction and PD on tools for modifications to instructional strategies with co-planning as a major contributing factors to increased improvement of our SWD. Last year, we received numerous resources from our ESE ISD, resources that were relevant not only for our VE teachers, but our Gen-ed teachers as well. As educators, we are obligated to ensure that all students are provided multiple pathways to engage in rigorous, grade level benchmark-based teaching and learning. Our current data illustrates that black students are under performing in all content areas (ELA, math and science) in comparison to their white counterparts and the same applies to our SWD in comparison to our non-SWD students.

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

Ensure ESE teachers have a deep understanding of the K-5 B.E.S.T ELA and Math Benchmarks.

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

ESE and Gen-ed teachers will work to restructure current overall instructional planning for our ESE students. Emphasis on planning for core instruction, differentiation and SDI within the core will be our adopted way of work. Monitor for consistent improvement of instruction and student improvement.

Action Step #2

Ensure instructional supports are in place during core instruction and independent practice to meet the needs of our SWD and black students. These supports include access to grade level text w/ appropriate modifications and scaffolds, while providing small group differentiated instruction to close foundational gaps.

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

Utilize multiple sources of tiered data for SWD and black students to design instruction and progress monitoring that aligns with students' individual goals.

Action Step #3

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services within the Gen-ed setting.

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

Our quantitative and qualitative data during the 2023-24 school year reveals there is a need for teachers to have a clear and deeper understanding of the content (WHAT) they teach and researched/evidence-based technique (HOW) they teach (execute) it in an effort to meet the needs of all learners.

Action Step #4

Using the ECPS process, our SBLT will continue to develop data-driven interventions that eliminate educational inequities and improve overall student outcomes for our black students.

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

Provide teachers with updated training on high leverage practices based on data outcomes to closes necessary gaps. Collaborate with district ESE team for additional support as needed.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

Support and strengthen K-2 staff ability to prioritize engaging students in immense amounts of reading, discussion, and writing with feedback with grade-level text.

- Provides print rich, explicit, systematic, and scaffolded instruction
- Teach students to decode words, analyze word parts, and recognize words
- Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary.
- Provide instruction in broad oral language skills
- Teach students how to use reading comprehension strategies
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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 ELA performance in grades K-2 is 60% (5% decrease), as evidenced in our 2024 EOY data. Our PM3 data reflects the following performance by grade level. Grade K - 52% Grade 1 - 69% Grade 2 - 58%. Addressing the foundations reading gap from grades K-2 to first will require an intentional focus from the Literacy Leadership Team that strategically focuses on the science of reading.

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

Our current level of performance in grades 3-5 ELA is 45% (4% increase from the year prior), as evidenced in our 2024 PM3 F.A.S.T. data. We expect an ELA proficiency 60% by end of the 2024-25 school year. The percent of all 3rd grade students achieving proficiency in ELA will increase from 41% to 60%, as measured by the 2025vPM3 F.A.S.T. Assessment Our 2024 FSA data reflects the following performance by grade level. Grade 3 - 41%, Grade 4 - 50%, Grade 5 - 46%. Our overall performance below 50% is occurring due to the increased gaps in the early literacy/ foundational skills, inconsistent use of instructional best practices to accelerate learning, inconsistent use of data (formative and summative) to plan for differentiation, intervention and scaffolded core instruction to increase student achievement

Grades K-2: Measurable Outcome(s)

The percent of K-2 students achieving ELA proficiency will increase from 60% to 70%, as measured by the PK-2 STAR Assessment. Please note the individual grade level contribution to our spring 2024 K-2 data: K-52%, 1st - 69% and 2nd - 58%.

Grades 3-5: Measurable Outcome(s)

The percent of 3rd grade students achieving ELA proficiency will increase from 41% to 60%, as measured by the F.A.S.T. Assessment. The percent of all 3-5 students achieving ELA proficiency will increase from 45% to 60%, as measured by the F.A.S.T. Assessment. 70% of all 3-5 students will make a yearly learning gain, while 70% percent of all L25 students will make a yearly learning gain, as measured by the F.A.S.T. Assessment.

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 percent of K-2 students achieving ELA proficiency will increase from 65% to 70% as measured by the EOY STAR Assessment.

The percent of all 3-5 students achieving ELA proficiency will increase from 45% to 60%, as measured by the F.A.S.T. Assessment.

The percent of all 3rd grade students achieving proficiency in ELA will increase from 41% to 60%, as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of all 3-5 students making a yearly learning gain in ELA will increase from 63% to 70%, as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of all L25 students making a yearly learning gain in ELA will increase from 63% to 70%, as measured by the 2025 PM3 F.A.S.T. Assessment.

Person responsible for monitoring outcome

Christina Powers

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:

Support and strengthen staff ability to prioritize engaging students in immense amounts of reading, discussion, and writing with feedback with grade-level text. -Provides print rich, explicit, systematic, and scaffolded instruction -Teach students to decode words, analyze word parts, and recognize words -Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary. -Provide instruction in broad oral language skills -Teach students how to use reading comprehension strategies -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Literacy Coaching

Person Monitoring:

AP Powers

By When/Frequency:

August-ongoing

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

Ensure that K-2 teachers are implementing evidence-based practices/programs which focus on the on the following: six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Literacy Coach works with Tier 2/3 teachers to identify activities that will have the greatest impact on student achievement while supporting, modeling, planning and mentoring in those classrooms daily.

Action Step #2

Literacy Leadership

Person Monitoring:

AP Powers

By When/Frequency:

August-ongoing

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

Literacy Leadership Team will provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. LLT will host ELA learning labs to support families with reading best practices in the home.

Action Step #3

Literacy Data Analysis/Monitoring

Person Monitoring:

AP Powers

By When/Frequency:

August-ongoing

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

Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction. Revisit current structure for ongoing formative assessments in place to determine where instruction should be modified to meet individual student needs.

Action Step #4

Differentiated/Scaffold ELA Supports

Person Monitoring:

Natalie Geer

By When/Frequency:

August-ongoing

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

Ensure that 3-5 teachers are implementing evidence-based practices/programs which focus on explicit, systematic and sequential approaches to reading and writing instruction including gradual release of responsibility model. Literacy Coach works with 3-5 teachers ensure instructional supports are in place for all students during core instruction and independence, including supports for students with identifiable foundational reading gaps. Implementing reading "pop-up" small group supports early on in the school year. Increase opportunities for students to engage in collaborative groups focused on deepening their knowledge and understanding with academic discourse.

Action Step #5

Literacy Data Analysis/Monitoring

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction. Revisit current structure for ongoing formative assessments in place to determine where instruction should be modified to meet individual student needs.

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.

Bear Creek staff is committed to building a bridge between what students know and what they need to learn. We are committed to knowing our students on a personal level -academically, socially, and emotionally by ensuring that their needs are known and met. Using multiple sources of data (PIC, BOQ, PBIS Walkthrough and TFI RP 1 & 2), there is a need to increase our overall Tier 1 PBIS Implementation Program as measured by our PBIS Implementation Checklist. We received an overall score of 90% on our EOY PCS Tier 1 Walkthrough with Restorative Practices Elements protocol. Ensuring that all students and staff are able to identify our Tier 1 Expectations (GFS) will be our area of focus.

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 results of our EOY PBIS rating will increase from 90% to 100%, as measured by our EOY PBIS Walkthrough tool.

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.

This area of focus will be monitored for the desired outcome year-round using the PBIS Implementation Checklist data.

Person responsible for monitoring outcome

Principal Houston

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:

Ongoing professional development, for staff and lessons for students, will be embedded during staff trainings, and classroom morning meetings.

Rationale:

It is important that we not assume that ALL staff have the same understanding of our PBIS implementation program just because of the preschool rollout. As with any curriculum program, we will need to monitor and be intentional about revisiting the implementation of our school-wide plan throughout the school year.

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

Implementation of PBIS school-wide

Person Monitoring:

Principal Houston

By When/Frequency:

August-ongoing

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

Based on the guiding principles of PBIS and tiered system of support, students will learn basic behavior expectations to ensure a safe space for learning, as our school staff will recognize and praise students for good behavior. The goal is to ensure that both, students and staff recognize PBIS as a proactive approach to improve school safety and promote positive behavior. The focus of PBIS

is prevention, not punishment.

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