MIDTOWN ACADEMY

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:

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 Midtown Academy is to develop the academic and social emotional skills of every scholar, every day, at every opportunity by committing to academic excellence through a rigorous instructional program and developing the leadership qualities needed for college, career, and life.

Provide the school's vision statement

Midtown Academy will provide each and every scholar with the necessary knowledge, skills, and opportunities for 100% scholar 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
Keila Victor

Position Title
principal

Job Duties and Responsibilities

Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.

Leadership Team Member #2

Employee's Name
Carlisa Mills

Position Title
Assistant Principal

Job Duties and Responsibilities

Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.

Leadership Team Member #3

Employee's Name
Catherine Dupre

Position Title
ELA Instructional Staff Develper

Job Duties and Responsibilities

Build the capacity of teachers and their understanding of instructional practices as they relate to the ELA lessons. Coaches are responsible for working with teachers to ensure high-quality instruction in classrooms through modeling, co-planning, coteaching, and providing feedback to teachers. The instructional coach position is an annual assignment.

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.

All stakeholders were invited to a TEAMS meeting to give input for the School Improvement Plan for the 24-25 school year. The input is used to help drive the plan.

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 school improvement plan is a live document. We will continuously monitor the progress of scholars through data chats using progress monitoring data. We will make necessary adjustments to improve the academic progress of scholars. Demographic Data 2023-24 Statu

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**53.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**61.5%**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **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	0	13	11	14	13	13				64
One or more suspensions	0	1	2	2	0	1				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				7	8	13				28
Level 1 on statewide Math assessment				5	7	17				29
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			4	8	4	14				30

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
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	8	4	9	14	10	13				58
One or more suspensions			1	1	3	3				8
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				5	20	12				37
Level 1 on statewide Math assessment				5	17	12				34
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		6	12	8	17	17				60

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				6						6
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	69			64	54	53	65	55	56
ELA Grade 3 Achievement **	68			61	54	53			
ELA Learning Gains	68						73		
ELA Learning Gains Lowest 25%	50				50				50
Math Achievement *	68			65	61	59	67	51	50
Math Learning Gains	60						73		
Math Learning Gains Lowest 25%	56						44		
Science Achievement *	72			73	62	54	68	62	59
Social Studies Achievement *							65	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 (FPPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	511
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**
64%	66%	63%	42%		48%	

* 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	38%	Yes	2	
Black/African American Students	42%	No		
Hispanic Students	79%	No		
Multiracial Students	74%	No		
White Students	81%	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	23%	Yes	1	1
Black/African	27%	Yes	3	1

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	75%	No		
Multiracial Students	75%	No		
White Students	90%	No		
Economically Disadvantaged Students	42%	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	45%	No		
English Language Learners				
Native American Students				

	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%**
Asian Students				
Black/African American Students	36%	Yes	2	
Hispanic Students	97%	No		
Multiracial Students	82%	No		
Pacific Islander Students				
White Students	88%	No		
Economically Disadvantaged Students	44%	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	69%	68%	68%	50%	68%	60%	56%	72%					
Students With Disabilities	24%		42%	37%	27%	50%	50%						
Black/African American Students	31%	30%	43%	44%	33%	53%	52%	47%					
Hispanic Students	79%		92%		79%	67%							
Multiracial Students	82%		75%		82%	58%							
White Students	90%	83%	79%		85%	64%		85%					
Economically Disadvantaged Students	45%	35%	51%	50%	49%	64%	60%	58%					

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	64%	61%			65%			73%					
Students With Disabilities	20%	29%			20%								
Black/African American Students	24%	19%			32%			33%					
Hispanic Students	75%				75%								
Multiracial Students	75%				75%								
White Students	89%	86%			85%			100%					
Economically Disadvantaged Students	43%	42%			43%			39%					

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	65%		73%	50%	67%	73%	44%	68%					
Students With Disabilities	24%		53%	50%	30%	67%		45%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	27%		42%	43%	32%	41%	36%	32%					
Hispanic Students	93%				100%								
Multiracial Students	79%		80%		79%	90%							
Pacific Islander Students													
White Students	86%		90%		86%	88%		88%					
Economically Disadvantaged Students	39%		51%	48%	41%	49%	38%	41%					

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?

Fifth grade students led the school in proficiency in both reading and mathematics. Midtown acquired an ELA (Reading) Instructional Coach for the 2023-2024 school year. The Reading Staff Developer provided Professional Development and supported intervention of all scholars.

Lowest Performance

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

Third grade math proficiency was the lowest among tested grade levels in any content area. There was a heavy effort in providing reading interventions to increase grade promotion of third grade scholars. As a result, math scores decreased.

Greatest Decline

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

Third grade math proficiency scores showed the greatest decline. They went from 66% to 64%. There was a heavy effort in providing reading interventions. As a result, math scores decreased.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap is 5th grade Reading. The state average is 54% and Midtown's 5th grade Reading scores is 75% proficiency. Midtown acquired a Reading Staff Developer for the 2023-2024 school year. This positively increased our overall reading scores. The Reading Staff Developer provided Professional Development and supported intervention of all scholars.

EWS Areas of Concern

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

Early Warning Data indicates a few areas of concern. The first resides in grade 3 students. Two students were retained in 3rd grade for the 2023-2024 school year. In addition, the majority of the

students who scored level 1 in ELA and Math were in 3rd grade.

Highest Priorities

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

1. Learning gains (Proficiency)
2. Schoolwide ELA and Math Teaching and Learning
3. Third grade ELA and Math Teaching and Learning
4. Schoolwide Positive Behavior Interventions and Supports
5. Attendance and Family 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

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.

Standards based data collected from the 2023-2024 school year still shows greater than 30 percent of students performing below grade level in ELA and Math due to inconsistencies of tasks aligned to grade-appropriate standards. Aim to provide opportunities for students to engage in standards-aligned tasks and implement with fidelity to support student learning across grade levels.

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.

Proficiency in Science will increase 8% (from 72% to 80%), as measured by statewide assessments. Proficiency in English Language Arts will increase 6% (from 69% to 75%), as measured by statewide assessments.
Proficiency in Mathematics will increase 7% (from 73% to 80%), as measured by statewide assessments.
Black student proficiency in English Language Arts will increase 43% (from 32% to 75%), as measured by statewide assessments.
Black student proficiency in Mathematics will increase 45% (from 35% to 80%), as measured by statewide assessments.

Monitoring

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs using our schoolwide feedback form to provide guidance to support changes in instructional practices directly related to standards aligned instruction and school improvement plan strategies.

Person responsible for monitoring outcome
Keila Victor (victork@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:
Continue to gain a deep understanding of the B.E.S.T. Standards/ NGSSS as a nonnegotiable for improving student outcomes by utilizing Flamingo, Lindamood Bell, UFLI, as well as pre-assessments for math and science.

Rationale:
For students to develop proficiency in content standards through targeted differentiated instruction using research- based programs.

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
ELA Action Steps

Person Monitoring:	**By When/Frequency:**
Catherine Dupre (duprec@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA - Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & PopUp Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. - Teachers and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks. - Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. - Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These "pop-up" small group supports include access to grade-level text and beyond as well as small group instruction based on data. - Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. - Recruit/retain a strong ELA Champion at each

grade level. - ELA Champions support others in implementing new curriculum materials to maximize impact on student learning.

Action Step #2
Math Action Steps

Person Monitoring:
Keila Victor (victork@pcsb.org), Carlisa Mills
(millsc@pcsb.org)

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math - Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task. - Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. - Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark. - Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. - Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.

Action Step #3
Science Action Steps

Person Monitoring:
Keila Victor (victork@pcsb.org), Carlisa Mills
(millsc@pcsb.org)

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science - During collaborative planning that occurs within school hours or after-school planning sessions, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not [DOCUMENT TITLE] 2024-2025 limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks. - Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. - During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning. - Ensure professional learning is content focused, teacher and student focused, instructionally relevant, and actionable.

Area of Focus #2

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.

Based on most current state assessments, 69% of all students were proficient in English Language Arts. 32% of all black students were proficient based on the same assessment. We expect the performance of black students to increase to 80% proficient by May 2025.

Measurable Outcome

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

Black student proficiency in mathematics will increase 45% (from 35% to 80%) as measured by state-wide assessments. Black student proficiency in English Language will increase 43% (from 32% to 75%) as measured by state-wide assessments.

Monitoring

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

The area of focus school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to standards aligned instruction and school improvement strategies.

Person responsible for monitoring outcome
Keila Victor (victork@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:
We will celebrate students' growth with regards to goal setting, successful use of high-yield strategies, academic progress resulting from their efforts, and continuous academic growth. Support productive struggle in learning with opportunities and supports to engage in productive struggle as they grapple with core content.

Rationale:
The interventions will be used to improve student outcomes through purposeful goal setting, monitoring of learning, providing authentic feedback, and celebrating success.

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
Instructional Support

Person Monitoring:	**By When/Frequency:**
Principal, Keila Victor and Assistant Principal Carlisa Mills	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, as well as extensions/more advanced tasks for students above benchmark.

Action Step #2
Relevant Curriculum Resources

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor and Assistant Carlisa Mills	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Intentionally identify curriculum resources relevant to meet the diverse needs of Black/African American Students.

Area of Focus #3

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.

Standards-based data collected from the 2023-2024 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.
Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited teaching methods to support learning.

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.

SWD Student Proficiency in ELA will increase from 24% to 75% or higher, as measured by State Progress Monitoring Assessment. SWD Student Proficiency in Math will increase from 29% to 80% or higher, as measured by State Progress Monitoring Assessment. SWD Student Proficiency in Science will increase from 67% proficient to 80%, as measured by State Progress Monitoring 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.

Formative Assessments for each subject area Benchmark and Diagnostic Assessments for ELA, Math and Science ISIP Dream Box Pinellas - 2381 - Midtown Academy - 2024-2025 SIP Targeted Data Chats ELFAC Running Records State Progress Monitoring Assessment Walk-through data

Person responsible for monitoring outcome

Principal Keila Victor and Assistant Principal Carlisa Mills

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:
Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:
Standards-based data (FAST, common assessments, walk-through, etc.) collected from the 2023-2024 school year showed that our SWD performing below grade level in ELA and Math with a lack of consistency in tasks SWD provided with consistent opportunities to be successful with standards aligned tasks and teachers have limited effective teaching methods to support learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Academic placement

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue to strategically cluster students with disabilities into classrooms on academic level and IEP Goals, including inclusive scheduling to the maximum extent possible when in the best interest of students.

Action Step #2
Collaboration and Cross-Articulation

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor and Assistant Principal Carlisa Mills	Aug- May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue with collaboration with cross-articulation between Gen. Ed. teacher and ESE teachers to support rigorous grade level standards-based instruction in order to close gap

Action Step #3
Higher Order Thinking

Person Monitoring:	**By When/Frequency:**
Reading Coach and Gifted Interventionist	Aug- May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan for higher order thinking questions in advance, using DOK to build them from low level to higher level questioning.

Action Step #4
Reading Intervention

Person Monitoring:	**By When/Frequency:**
Catherine Dupre, Reading Coach	Aug- May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement supplemental reading intervention program to address phonics gaps for Tier 3 students.

Action Step #5
Testing

Person Monitoring:	**By When/Frequency:**
Assistant Principal Carlisa Mills and ESE specialist	Aug- May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule testing for ESE students in order to minimize and eliminate instructional time loss.

Action Step #6
Growth and celebration

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor and Assistant Principal Carlisa Mills	Aug-May

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

Celebrate students' growth with regard to goal setting and academic progress

Area of Focus #4

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

Instructional Practice specifically relating to Differentiation

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 aims to improve all student outcomes through effective cluster grouping and differentiated instruction.

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.

Percentage of gifted students scoring above proficiency (level 4 or 5) will increase from 75% to 80% in ELA and from 69% to 75% as measured by state-wide assessments.

Percentage of non-gifted students scoring proficient will increase from 30% to 75% in ELA and from 33% to 80% in math, as measured by state-wide assessments.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback using our school-wide feedback form to provide guidance and support for changes to instruction directly related to differentiated instruction and school improvement strategies.

Person responsible for monitoring outcome
Keila Victor(victork@pcsb.org), Carlisa Mills (millsc@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:
Plan and deliver lessons that meet the needs of all learners to include our gifted & talented program as well as our Center for Literacy Innovation learners by differentiating regularly.

Rationale:
To incorporate an equitable and effective approach to providing high quality instruction and enrichment that meets the individual needs of all 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
On-going professional development.

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide monthly, on-going, professional development sessions for cultural arts, gifted education and CLI teachers that focus on depth & complexity, curriculum compacting, and high-yield questioning strategies to support differentiation.

Action Step #2
High-yield Questioning

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When questioning students, start with "the most difficult" questions first and other high-yield questioning strategies.

Action Step #3
Differentiation in all programs

Person Monitoring:	**By When/Frequency:**
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Differentiate for all learners in all programs by moving beyond just adapting content, product and process to include thinking skill. Monitor academic growth and evidence-based instructional programs like Lindamood-Bell to plan for scaffolded support or enrichment as needed.

Action Step #4
PLC Peer feedback

Person Monitoring:	By When/Frequency:
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators collaborate to ensure purposeful peer feedback and develop understanding in PLC's to support the Florida B.E.S.T Standards and promote strong alignment between standard, target and task to include differentiation strategies.

Action Step #5
Pre-assessment data

Person Monitoring:	By When/Frequency:
Principal Keila Victor	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize pre-assessment data to plan and deliver lessons that meet the needs of all learners by differentiating regularly.

Area of Focus #5

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

Instructional Practice specifically relating to Instructional Coaching

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 targeted area of focus aims to improve student outcomes through the provision of differentiated professional development, on-going collaboration, side by side instructional coaching, instructional modeling, and demonstrations.

Our highest priority is to meet the individual needs of each student by supporting and meeting the needs of individual teachers to ensure instruction is delivered with fidelity, leading to a guaranteed viable curriculum.

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.

Proficiency in Science will increase 7% (From 73% to 80%), as measured by state- wide assessments.

Proficiency in English Language Arts will increase by 6% (From 69% to 75%), as measured by

statewide assessments.

Proficiency in Mathematics will increase by 7% (From 73% to 80%), as measured by statewide assessments.

Monitoring

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

The School Based Leadership Team consisting of Administration, Reading Coach, Gifted Specialist, Psychologist, Social Worker, Guidance Counselor, and Grade level Team leaders will use EDS, Data Analytics, and Performance Matters to monitor monthly school-wide academic performance. A meeting agenda rotation will be used to review and discuss other data such as attendance and instructional walk-through results. Weekly walk-through feedback directly aligned to standards/ benchmarks, and school improvement instructional strategies. Team leads will be tasked to share the feedback with their team and within grade level PLC's celebrate where appropriate and devise a plan for next step improve. PLC minutes and meeting notes will ongoingly be submitted to administration.

Person responsible for monitoring outcome

Administrators Keila Victor (victork@pcsb.org) and Carlisa Mills (millsc@pcsb.org), Catherine Dupre (duprec@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:

Under the ESSA guidelines research-based interventions will be implemented and include but are not limited to: ELFAC, UFLI, Flamingo, WRAP tutoring. Interventions used to support instructional practices include but are not limited to Lesson studies/Fishbowl/ Watch Me's demonstrations, Instructional side by side coaching, Content specific small group pop-ups.

Rationale:

To support the fidelity of the teaching and learning process used to improve student outcomes and enhance whole class and small group instructional delivery ensuring that benchmarks and standards are covered in the most thorough manner.

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
Configuration of Small Groups

Person Monitoring:	**By When/Frequency:**
Reading Coach	August/September/December

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. To determine support for the configuration of small groups, strategy implementation, and small group instructional delivery, EIFAC data for grades K-2 and FAST Data for grades 3-5 will be reviewed.

Action Step #2
Professional Development

Person Monitoring:	**By When/Frequency:**
Reading Coach and Assistant Principal	August /Sept/Dec.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Multiple data points including walk-through data will be discussed and used to determine professional development, grade level and individual classroom support. (Support could come in the form of Lesson studies, fish bowls, side by side modeling, and specific content or grade level training.)

Action Step #3
PLC Suppor

Person Monitoring:	**By When/Frequency:**
Reading Coach/ Assistant Principal	August/ September/December

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. Weekly PLC's will be supported and used to identify grade level needs and areas of support.

Action Step #4
Goal Setting

Person Monitoring:	**By When/Frequency:**
Reading Coach/Assistant Principal	August/September/December

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
4. Timebound goals will be agreed upon and set for all instructional coaching support. The gradual release model will be used as an expected way of work.

Action Step #5
Calendared Walk-Throughs

Person Monitoring:	**By When/Frequency:**
Reading Coach/Assistant Principal	August/September/December

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

5. Walkthrough's will be calendared out for the school year and conducted weekly by members of the SBLT to monitor the frequency and effectiveness of small group instruction and daily evidence of the SIP four rocks. Team leaders will join the walk-through team at least three time within the school year.

Action Step #6
Team Leader role

Person Monitoring:	**By When/Frequency:**
Reading Coach/ Assistant Principal	August/October/December

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
6. Team leaders will be responsible for PLC follow-ups and the submission of meeting notes to communicate to leadership grade level progress towards goals.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

At the end of the 2023/24 school year, our risk ratio for Black/ African American students for office discipline referrals (ODR) was 5.19 as measured by the School Profiles Behavior Dashboard. The disproportion is occurring because there is a cultural mismatch between students and staff

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.

At the end of the 2023/24 school year, our risk ratio for Black/ African American students receiving an office discipline referral (5.19) will be reduced to 2.0 or below as measured by the School Profiles Behavior Dashboard.

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 school leadership team will monitor school-wide academic performance monthly as part of the school based leadership team meeting agenda rotation. Behavior data will be pulled and discussed monthly during PLC data chats with grade levels. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to PBIS interventions and supports.

Office discipline referrals, behavior calls, and action step implementation will be monitored evaluate progress toward our goal.

Person responsible for monitoring outcome
Carlisa Mills (millsc@pcsb.org)

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 is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well especially with culturally responsive elements, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate

Rationale:
PBIS principles align with those of safe and successful schools, making it an intervention of choice in federal legislation. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes

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
PBIS - Positive Behavior Intervention and Supports

Person Monitoring: **By When/Frequency:**
Carlisa Mills (millsc@pcsb.org)   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions

Action Step #2
Classroom Management Plans and CARES (Guidelines for Success)

Person Monitoring: **By When/Frequency:**
Carlisa Mills (millsc@pcsb.org)   Ongoing

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

step:
Connecting with families and stakeholders related to PBIS and Tier I Expectations. Communicate Tier I expectations and incentives/reinforcers with families and community stakeholders. - Post Tier I Expectation's (CARES) along fence in carline. - Add Tier I Expectations to electronic marquee - Add CARES and to SAC and PTA Agenda - Add Tier 1 Expectations and post PBIS Event dates to the school website

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.

The Leadership Team have analyzed the state data to determine the best way to allocate school improvement funding in an effort to build capacity and close learning gaps. We will continue to monitor progress towards these goals in grade level PLC's dedicated to each subject area and thorough monthly school-based leadership team meetings to monitor Tiered data. SAC will also review these funds and provide input. Progress monitoring will be ongoing.

Specifics to Address the Need

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

 Grades K-2: Instructional Practice specifically relating to Reading/ELA Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. Grades 3-5: Instructional Practice specifically related to Reading/ELA Strategically focus on 5th grade teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment; ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

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