

Pinellas County Schools

OAK GROVE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide an equitable learning experience for all students and prepare all students for high school, college, career, and life.

Provide the school's vision statement

100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Kristy Therrien

therrienk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

Leadership Team Member #2

Employee's Name

Chris Alford

alfordch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, create and monitor SIP.

Leadership Team Member #3

Employee's Name

Mariah Oleksy

oleksym@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, write and edit SIP.

Leadership Team Member #4

Employee's Name

Brittany Malone

maloneb@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, write and edit SIP.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Our SIP is developed based on our ongoing monitoring of our progress toward meeting our goals. The Leadership team has met with our instructional coaches and AVID coordinators to establish our focus for this school year. We have gathered feedback from parents throughout the year via surveys

and utilized this input to create our schoolwide goals.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We meet weekly with our leadership team (Instructional coaches, administration and behavior specialist) to monitor our progress toward established goals. Our goals and strategies will guide conversations and observations. Data will be analyzed on an ongoing basis to monitor progress toward achieving our goals.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							290	233	238	761
Absent 10% or more school days							70	52	67	189
One or more suspensions							11	17	32	60
Course failure in English Language Arts (ELA)								3	6	9
Course failure in Math							4	1	2	7
Level 1 on statewide ELA assessment							69	63	57	189
Level 1 on statewide Math assessment							58	45	43	146
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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							25	51	56	132

Current Year 2025-26

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

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

Prior Year (2024-25) 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							65	63	100	228
One or more suspensions							3	19	30	52
Course failure in English Language Arts (ELA)							3	7	13	23
Course failure in Math								5	3	8
Level 1 on statewide ELA assessment							59	53	80	192
Level 1 on statewide Math assessment							48	50	71	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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							36	40	82	158

Prior Year (2024-25) 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	3	4
Students retained two or more times								1	4	5

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	60	58	46	55	53	36	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	59	59	60	58	56			
ELA Lowest 25th Percentile	60	52	52	60	53	50			
Math Achievement*	59	65	63	51	61	60	38	58	56
Math Learning Gains	62	60	62	62	61	62			
Math Lowest 25th Percentile	64	59	57	70	59	60			
Science Achievement	55	59	54	38	52	51	30	48	49
Social Studies Achievement*	81	79	73	71	75	70	54	69	68
Graduation Rate									
Middle School Acceleration	82	84	77	78	80	74	71	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	45	49	53	40	44	49	33	38	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	616
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	58%	44%	41%	45%		46%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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		
English Language Learners	54%	No		
Asian Students	71%	No		
Black/African American Students	57%	No		
Hispanic Students	61%	No		
Multiracial Students	69%	No		
White Students	62%	No		
Economically Disadvantaged Students	60%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		58%	60%	59%	62%	64%	55%	81%	82%			45%
Students With Disabilities	18%		44%	51%	35%	55%	56%	42%	58%				40%
English Language Learners	32%		52%	59%	51%	59%	61%	18%	72%	88%			45%
Asian Students	77%		57%		85%	64%							
Black/African American Students	41%		58%	59%	50%	61%	64%	42%	72%	67%			
Hispanic Students	47%		56%	58%	61%	63%	64%	49%	80%	85%			48%
Multiracial Students	55%		66%		61%	81%	85%	64%					
White Students	55%		59%	70%	60%	59%	57%	64%	85%	85%			29%
Economically Disadvantaged Students	45%		56%	59%	55%	62%	63%	49%	80%	80%			46%
07/2025													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		60%	60%	51%	62%	70%	38%	71%	78%			40%
Students With Disabilities	12%		40%	42%	25%	58%	62%	6%	43%				33%
English Language Learners	26%		53%	61%	37%	59%	69%	18%	52%	71%			40%
Asian Students	93%		93%		93%	71%							
Black/African American Students	31%		59%	53%	41%	55%	66%	20%	57%	70%			
Hispanic Students	40%		56%	60%	48%	61%	70%	31%	69%	80%			35%
Multiracial Students	50%		72%		48%	58%							
White Students	57%		63%	66%	57%	67%	74%	50%	80%	75%			73%
Economically Disadvantaged Students	43%		58%	58%	49%	63%	71%	33%	67%	77%			41%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	36%				38%			30%	54%	71%			33%
Students With Disabilities	7%				12%			3%	16%				15%
English Language Learners	20%				27%			13%	40%	65%			35%
Asian Students	75%				88%								
Black/African American Students	20%				27%			20%	35%	83%			
Hispanic Students	32%				34%			21%	50%	60%			34%
Multiracial Students	42%				50%			39%	73%	100%			
White Students	43%				43%			41%	62%	73%			45%
Economically Disadvantaged Students	31%				34%			28%	49%	72%			33%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	46%	61%	-15%	60%	-14%
ELA	7	51%	59%	-8%	57%	-6%
ELA	8	48%	59%	-11%	55%	-7%
Math	6	58%	63%	-5%	60%	-2%
Math	7	34%	33%	1%	50%	-16%
Math	8	61%	64%	-3%	57%	4%
Science	8	54%	58%	-4%	49%	5%
Civics		80%	78%	2%	71%	9%
Algebra		82%	59%	23%	54%	28%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Our science data showed the largest improvement moving from 37% to 54% proficiency. We maintained stability by retaining both 8th grade science teachers for the entire school year. The entire science department provided science interventions for targeted 8th grade students during the 1st period intervention period. Two science teachers provided push-in and pull-out supports for an entire class period every day throughout the school year. The assistant principal generated model lesson plans for the 8th grade science teachers to implement daily in their classrooms. The assistant principal also taught science lessons and supported students with small group lessons daily.

Lowest Performance

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

ELA had the lowest performance moving from 46% to 50% proficiency. There were teacher vacancies in two of the ELA classrooms, so additional supports were placed in these areas to help yield an overall gain in ELA proficiency.

Greatest Decline

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

Math L25 learning gains dropped from 70% to 64%. We had an inexperienced math teacher teaching many of the L25 students, which led to a disruption of the learning environment and a change in teachers.

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.

Our ELA data showed the greatest gap when compared to the state average. Our changes in instructors and schedules led to the gap.

EWS Areas of Concern

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

Our highest priority is moving our level 1 and 2 scholars in math and ELA, our SWD and EL scholars in science.

Highest Priorities

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

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects.

Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars. Our highest priorities are the literacy instruction in science, the spiraling of standards in 6-8 science classes and the support of our ELL and SWD scholars in all content areas.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars. Our current level of performance is 54%, as evidenced in SSA proficiency (level 3 and above). Although we increased from 37% proficient, the gap is occurring because scholars are not able to identify critical vocabulary and interpret, graphs, diagrams and text all together.

Measurable Outcome

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

The percent of 8th grade students achieving science proficiency will increase from 54% to 55%, as measured by 8th grade Science State-Wide Science Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Detailed weekly lesson plans created during weekly PLC's with the utilization of data from cycle and formative assessments. Classroom walkthroughs, data chats, and daily administrative presence and teaching. SSA-aligned bellringers and "word Wednesday" for implementation of critical content vocabulary.

Person responsible for monitoring outcome

Mariah Oleksy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Science teachers will engage in structured, collaborative lesson planning focused on aligning instruction with state standards while embedding evidence-based literacy and vocabulary strategies. Lessons will be designed to include reading comprehension activities, explicit vocabulary instruction, and opportunities for students to engage in scientific thinking through writing and discussion. This intervention is aimed at improving science achievement by enhancing the quality and consistency of daily instruction.

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data would occur, proficiency would increase by 1%.

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

Action Step #1

Professional Development in literacy/vocabulary

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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

Training teachers during preschool on how to implement reading and writing instruction during daily lessons. Specific vocabulary strategies to be taught and implemented. (semantic mapping, vocabulary notebooks, Frayer model, etc.) Anchor charts and word walls will be visible and referenced in all classrooms to support the understanding and application of academic vocabulary.

Action Step #2

Benchmark-based instruction

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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

Science AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources, with an emphasis on

the green/red doc, course outline, roadmaps, unit cards and test specs). Coaching cycles will be done by science AP to support the execution of instruction. This will be done by modeling lesson plans, modeling instruction, co-teaching and providing immediate feedback on instructional practices.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars. Our current level of performance is 80% of our students are proficient on the 2025 Civics EOC. The 9% increase occurred because data was utilized, and students were expected to read and write daily in a structured learning environment.

Measurable Outcome

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

The percent of students achieving proficiency on the Civics EOC will be 80%, as measured by the spring administration of the Civics EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, daily administrative presence and teaching.

Person responsible for monitoring outcome

Brittany Malone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will support staff to utilize data to organize students to interact with content in manner which scholars are required to read and write in response to text in a highly organized and engaging classroom setting

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data, continues to occur, our proficiency will maintain 80%.

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

Action Step #1

Professional Development on teaching literacy

Person Monitoring:

Brittany Malone

By When/Frequency:

Ongoing, daily

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

Training teachers during preschool on how to implement vocabulary strategies and writing in response to daily lessons. Engage students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to scholars to read and write appropriate grade-level Civics content (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Word walls and anchor charts will be visible and referenced in all classrooms to support the understanding and application of academic vocabulary.

Action Step #2

Execution of benchmark-based instruction

Person Monitoring:

Brittany Malone

By When/Frequency:

Ongoing, daily

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

Social studies AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources in addition to ongoing formative assessment data. AP will support the execution of benchmark-based instruction by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks. AP and civics teachers will work with intentional small groups of scholars based on targeted areas of need as dictated by formative data, with an emphasis on core academic vocabulary, reading comprehension and test-taking strategies.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars. Our current level of performance is 59% of our students are proficient on the 2025 FAST PM 3. The 8% increase was due to the use of data and exposure to rigorous instruction with scaffolds. We will continue to focus on standards-based instruction with the understanding of what the standard is mastering.

Measurable Outcome

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

The percent of students achieving math proficiency will increase from 59% to 65%, as measured by the F.A.S.T mathematics assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, daily administrative presence/teaching.

Person responsible for monitoring outcome

Chris Alford

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Scholars will track their own individual data as a way to monitor progress towards mastery of each specific benchmark. Teachers will also track individual, benchmark-based data and develop collaborative data-driven instructional decisions. Targeted interventions will occur based on the data.

Rationale:

If students and teachers have ownership of their data and make data-driven decisions, proficiency would increase by 6%.

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

Action Step #1

Data Monitoring

Person Monitoring:

Chris Alford

By When/Frequency:

Ongoing, daily

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

Weekly planning sessions and bi-weekly PLCs inclusive of planning benchmark-aligned lessons and tasks based on an analysis of formative assessment data. Data will come from the FAST PM assessments, IXL, McGraw-Hill and/or teacher/district-created assessments. Scholars will track their own individual data as a way to monitor progress towards mastery of each specific benchmark and take ownership of their learning. Teachers will also track individual, benchmark-based data and develop collaborative data-driven instructional decisions.

Action Step #2

Using data to drive benchmark-based instruction

Person Monitoring:

Chris Alford

By When/Frequency:

Ongoing, daily

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

Spiral review will be developed and implemented by teachers, math coach and math AP throughout the school year based on data evidence to meet the needs of scholars. All classrooms will incorporate a "do now" activity to begin the class period and a summarizing task at the end of the period to spiral review benchmark-based items. Math coach and math AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources. Lessons will have a focus on achievement level 3 tasks & questions. Coaching cycles will be done by math coach and math AP to support the execution of instruction. This will be done by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks.

Area of Focus #4

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Our current level of performance is 50% of our students are proficient on the 2025 FAST PM 3. The gap is occurring because data is not being utilized and students are struggling to read and comprehend the content, and unstructured classroom environments.

Measurable Outcome

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

We expect our performance level to increase from 50% to 55% of our scholar's meeting proficiency by Spring 2026 Progress Monitoring assessment F.A.S.T.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bimonthly PLC's, Weekly Tier 2 planning, Cycle assessments, formative assessments, walkthroughs, data chats.

Person responsible for monitoring outcome

Kristy Therrien

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will plan effective lessons based on the rigor of the standards utilizing the gold doc, anchor charts, scaffolding activities and data analysis.

Rationale:

If scholars are provided opportunities to work on rigorous activities with high level text, it will lead to mastery of expectations and therefore increased proficiency and learning gains.

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

Action Step #1

Utilize state and district provided resources

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark. Use state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes. We will use Anchor charts for visual supports. Teachers will do the work prior to instruction to sharpen teacher clarity and ensure planning for differentiation is effective and meaningful.

Action Step #2

Benchmark-based planning and execution

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Administrator and literacy coach will be present in every weekly PLC to support teachers with engaging in data/student work analysis to drive instruction. The team will also engage in lesson preparation by completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal such as planning for scaffolds that address gaps, or potential misconceptions, in student learning. Lesson execution will be supported with the modeling, co-teaching and immediate feedback provided by administration and literacy coach. Quarterly learning walks will also occur with a focus on benchmark-aligned instruction and cognitively engaging learning opportunities for scholars

Area of Focus #5

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

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 41% up from 31% of our students being proficient on the FAST Reading and 53% up from 40% proficiency on FAST Math. We showed an increase due to strategic and equitable instruction. We will continue to focus on data analysis regarding performance on specific standards. We will continue to bridge the gap with high expectations, focus groups and engaging instruction.

Measurable Outcome

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

We expect our performance level to increase from 41% to 50% of our black students meeting proficiency by Spring 2026 Progress Monitoring assessment F.A.S.T. in ELA and from 53% to 60% in Math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bimonthly PLC's, Cycle assessments, formative assessments, classroom support, data chats, and PM 1, and PM 2 comparisons.

Person responsible for monitoring outcome

Christopher Alford

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

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

Action Step #1

Bimonthly PLC common planning. implementing the data, literacy strategies, and support.

Person Monitoring:

Christopher Alford

By When/Frequency:

Ongoing daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

Area of Focus #6

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

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas

with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 18% of our SWD students being proficient on the 2025 FAST Reading. We need to increase our ESE supports with strategic scheduling and monitoring. Our math proficiency for SWD scholars is 37%.

Measurable Outcome

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

We expect our performance level to increase from 18% to 25% of our SWD students meeting proficiency on the FAST Reading.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will support the staff in utilizing data to organize students to interact with content in ways which scholars are required to read and write in response to text in a highly organized and engaging classroom setting. We will increase data monitoring in science classrooms and increase supports with vocabulary and reading. The AP and Literacy coach will schedule daily supports in the 8th grade classrooms while coaching and monitoring 6th and 7th grade lesson plans and implementation. We will utilize our targeted learning time to focus on vocabulary and literacy strategies school wide.

Person responsible for monitoring outcome

Kristy Therrien

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction. Strategic schedule with our VE Teachers for support.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategic Supports

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

Area of Focus #7

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 23% proficient on the FAST reading and 42% on the FAST math. The gap is occurring because data is not being utilized, and students are struggling to read and comprehend the content.

Measurable Outcome

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

We expect our performance level to increase to 30% of our ELL students meeting proficiency by Spring 2026 Progress Monitoring assessment F.A.S.T. in ELA and 50% in Math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur through daily walkthroughs, as well as an analysis of data, both formal and informal. Ongoing, daily presence and support of administrator.

Person responsible for monitoring outcome

Brittany Malone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students to enter a productive struggle and implement Culturally Relevant Teaching with fidelity.

Rationale:

Implement Culturally Relevant Teaching (CRT) with fidelity, which engages scholars more effectively in the learning process. It is based on the pedagogy in which every scholar brings specific cultural enhancements to the classroom. As teachers incorporate those cultural strengths into their instruction, scholars will more actively engage in this supportive environment.

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

Action Step #1

Support in classes with literacy development

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Teachers meet in PLCs at least twice per month to share ways they are incorporating collaboration into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with

engagement in collaboration around complex tasks. Strategic scheduling of bilingual associates to support in reading.

Action Step #2

Grade level Instruction

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

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

IV. Positive Learning 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.

We will continue to enforce school expectations (K.N.I.G.H.T.S). Align our teaching to positive behavior school-wide and provide clear targets for 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.

We implemented our use of positive behavior interventions for scholars effectively through monthly PBIS events and school-wide incentives. Our increase led to increased proficiency and learning gains in all core content areas on the state 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.

We have created a yearly schedule of monthly PBIS activities that will require scholars to be present in school and following the Knight Expectations in order to earn PBIS points. We will advertise and monitor the number of points given by each staff member and received by each scholar through our online PBIS platform. Teachers will be responsible for ensuring that they have a fair and equitable process for providing scholars PBIS points. We will consistently monitor the number of points given by staff members to ensure this is in fact a schoolwide practice. Staff will be recognized at our

monthly faculty meetings for their contribution to the program.

Person responsible for monitoring outcome

Brittany Malone and Allison Biloski

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will share behavioral data each month, and celebrate teachers for utilizing the PBIS program consistently.

Rationale:

The monthly focus will help to keep the strategy at the forefront of all staff's responsibilities. The recognition will encourage all staff to participate consistently.

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

Action Step #1

Share a monthly behavior strategy to increase classroom culture and relationship building

Person Monitoring:

Brittany Malone and Allison Biloski

By When/Frequency:

Ongoing, daily

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

At monthly faculty PD, the behavior specialist will lead professional development and model a behavior strategy to help increase authentic student engagement and decrease disruptive behavior.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Improvement Plan will be available on our school website at <https://www.pcsb.org/oakgrove-ms>. The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families and school staff will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Oak Grove Middle School has planned numerous family and community events to assist with building positive relationships with all stakeholders. Some of these events include: "Game on at the Grove" where the school community has the opportunity to meet all school staff members, take a tour of the campus, enjoy food, take a tour of the campus and engage with school and community organizations. We will also host a fall open house and a spring data night. There are also several academic competitions including math bowls, spelling bee and The Great History Challenge. Weekly family communication is also conducted throughout the school year to keep students and families up to date on important school-related topics and student academic progress.

<https://www.pcsb.org/oakgrove-ms>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

School-wide systems have been established to ensure all administrators, academic and behavior coaches are present in all classrooms daily to support rigorous academic instruction. There is a schoolwide focus on: Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Weekly collaboration, documentation and purchase of needed resources to support our school wide goals. Our Department Heads and instructional coaches will monitor the needs of teachers and scholars, bring the information to the supervising Assistant/ Principal for approval.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Engagement resources that allow teachers to scaffold the learning. Classroom supplies will be available by the first day of school. Training and time for preparing lesson templates, and classrooms structures will take place during preschool. Several nonnegotiable regarding the display and tracking of data, classroom expectations and PBIS systems will be planned for during preschool. Teachers will ensure they are prepared with specific organizational and planning tools/resources.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00