

Pinellas County Schools

RICHARD L. SANDERS SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 6

 D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup..... 15

 E. Grade Level Data Review 18

III. Planning for Improvement..... 19

IV. Positive Learning Environment 37

V. Title I Requirements (optional)..... 42

VI. ATSI, TSI and CSI Resource Review 47

VII. Budget to Support Areas of Focus 48

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

Richard L. Sanders School's mission is to produce college and career ready graduates by offering a positive, supportive, and growth-oriented environment, where students can develop the academic, behavioral, and affective skills necessary to be successful, regardless of setting.

Provide the school's vision statement

100% Student Success – Excellence with Equity for All.

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

Robin Mobley

Position Title

Principal

Job Duties and Responsibilities

Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student- focused, researched-based, and aligned with statutes, policies, standards and improvement plans. Establishes and maintains a culture of high expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team. Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all

aspects of the school activities. Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.

Leadership Team Member #2

Employee's Name

Miranda Scibbe

Position Title

Assistant Principal

Job Duties and Responsibilities

Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student- focused, researched-based and aligned with statutes, policies, standards and improvement plans. The assistant principal supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. Promotes that student learning is a top priority through leadership actions focused on student achievement and success. Supports and monitors the school learning environment which improves learning for a diverse student population. Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.

Leadership Team Member #3

Employee's Name

Jacqueline Anderson

Position Title

Assistant Principal

Job Duties and Responsibilities

Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the

School Improvement Plan, in alignment to the District Strategic Plan. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student- focused, researched-based and aligned with statutes, policies, standards and improvement plans. The assistant principal supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. Promotes that student learning is a top priority through leadership actions focused on student achievement and success. Supports and monitors the school learning environment which improves learning for a diverse student population. Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.

Leadership Team Member #4

Employee's Name

Frederick Bradley

Position Title

Behavior Coach/Specialist

Job Duties and Responsibilities

Serves as a member of the school-based leadership team and establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #5

Employee's Name

Megan Parker

Position Title

Social Worker

Job Duties and Responsibilities

The Social Worker provides a specialized service for helping students in an adjustment which enhances learning and participation in school. The students referred to this position are primarily

those identified as having problems in behavior, personality, achievement and/or attendance, to the extent that they are not making constructive use of school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the student and/or parent, school personnel and community resource.

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.

We engage stakeholders through our School Advisory Council (SAC), Site-Based Leadership Team (SBLT), and Principal Advisory Committee (PAC) to ensure collaborative input in the development of our School Improvement Plan (SIP). SAC provides feedback from parents, students, and community members, while the SBLT and PAC, composed of teachers, staff, and students analyze data and monitor progress toward goals. Input from each group is used to identify focus areas, set measurable goals, and align resources to support student achievement.

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)).

The SIP will be regularly monitored through ongoing review of student attendance, grades, and behavior data to assess progress toward closing achievement gaps. The leadership team and stakeholders will meet quarterly to review outcomes, identify barriers, and adjust strategies as needed. Stakeholder feedback will guide revisions to ensure continuous improvement and alignment with student needs.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE 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	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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										0

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										0

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			3	3	2	4	6	10	13	41	
One or more suspensions			5	5	5	2	7	19	18	61	
Course failure in English Language Arts (ELA)							16	10	15	41	
Course failure in Math							13	8	10	31	
Level 1 on statewide ELA assessment				2		4	5	10	12	33	
Level 1 on statewide Math assessment				2	1	4	7	10	11	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3		2						5	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3		2	2					7	

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			3	4	3	4	6	13	16	49

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				3			10	4	10	27
Students retained two or more times							7	4	3	14

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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
	9	10	11	12	
Absent 10% or more school days	11	12	10	10	43
One or more suspensions	16	12	9	11	48
Course failure in English Language Arts (ELA)	16	14	12	1	43
Course failure in Math	10	2	10		22
Level 1 on statewide ELA assessment	8	9	5		22
Level 1 on statewide Algebra assessment	7		2	10	19

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
	9	10	11	12	
Students with two or more indicators	12	13	9	11	45

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
	9	10	11	12	
Retained students: current year	1	2			3
Students retained two or more times	5	4	3	3	15

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*	8	62	61	4	59	58	24	55	53
Grade 3 ELA Achievement		68	62		64	59		63	56
ELA Learning Gains	38	59	61	15	60	59			
ELA Lowest 25th Percentile		52	55		53	54			
Math Achievement*	6	66	62	4	62	59	6	61	55
Math Learning Gains	31	63	60	33	59	61			
Math Lowest 25th Percentile		55	53		51	56			
Science Achievement	7	59	57	17	54	54	20	52	52
Social Studies Achievement*	23	72	74	30	71	72		69	68
Graduation Rate		40	72		31	71		44	74
Middle School Acceleration		83	75		74	71		69	70
College and Career Acceleration		19	56		20	54		17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		53	59		56	55

*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)	CSI
OVERALL FPPI – All Students	19%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	113
Total Components for the FPPI	6
Percent Tested	89%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
19%	17%	17%	17%	19%		28%

* 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	19%	Yes	6	6
Black/African American Students	17%	Yes	1	1
White Students	17%	Yes	5	5
Economically Disadvantaged Students	18%	Yes	6	6

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	8%		38%		6%	31%		7%	23%				
Students With Disabilities	9%		37%		7%	29%		7%	23%				
Black/African American Students	0%		38%		5%	25%							
White Students	13%		33%		4%	33%		0%					
Economically Disadvantaged Students	8%		38%		3%	26%		7%	25%				

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	4%		15%		4%	33%		17%	30%				
Students With Disabilities	4%		15%		4%	33%		17%	30%				
White Students	0%		0%		8%								
Economically Disadvantaged Students	5%		18%		5%	33%		9%					

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	24%				6%			20%					
Students With Disabilities	24%				6%			20%					
Black/African American Students	18%				8%								
White Students	24%				6%								
Economically Disadvantaged Students	23%				7%								

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	10	8%	59%	-51%	58%	-50%
ELA	6	11%	61%	-50%	60%	-49%
ELA	7	13%	59%	-46%	57%	-44%
ELA	8	8%	59%	-51%	55%	-47%
ELA	9	8%	59%	-51%	56%	-48%
Math	6	11%	63%	-52%	60%	-49%
Math	7	4%	33%	-29%	50%	-46%
Math	8	6%	64%	-58%	57%	-51%
Science	8	6%	58%	-52%	49%	-43%
Civics		16%	78%	-62%	71%	-55%
Biology		3%	69%	-66%	71%	-68%
Algebra		3%	59%	-56%	54%	-51%
Geometry		0%	53%	-53%	54%	-54%
History		8%	72%	-64%	71%	-63%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* 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?

The data component that showed the most improvement was ELA Learning Gains, which increased significantly from 15% to 38%, reflecting a 23-percentage point gain. Notably, this improvement was consistent across all student subgroups, with each subgroup demonstrating at least a 20% increase, effectively closing achievement gaps.

This growth can be attributed to several intentional actions taken by the school, including the development of a blended culture across both programs on campus through the implementation of the Ron Clark House System, which fostered unity, motivation, and a sense of belonging among students and staff. Additionally, the school prioritized the use of engaging instructional strategies, such as interactive notebooks across all core content areas, to support student ownership of learning. Professional learning was also a key driver of success, with staff participating in targeted professional development and receiving ongoing support from facilitators who provided targeted interventions aligned to student needs. These collective efforts contributed to the notable gains in ELA achievement.

Lowest Performance

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

The area of lowest performance was Mathematics, which showed only a slight increase in proficiency, from 4% to 6%. While this reflects some progress, overall performance remains significantly below expectations.

A key contributing factor to this outcome was the absence of a certified math teacher for a portion of the school year. This staffing gap limited the delivery of high-quality, standards-based instruction and the implementation of effective, differentiated strategies needed to meet diverse learner needs. Additionally, the lack of consistent instructional support may have contributed to foundational learning gaps and lower student engagement in math content.

Greatest Decline

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

The area that showed the greatest decline was Science, which experienced a 10-percentage point decrease in proficiency. This decline is attributed primarily to staffing challenges, specifically the lack of certified science teachers, which significantly impacted instructional quality and content delivery throughout the year.

Given that the Science assessment is a culminating evaluation of content taught over 6th, 7th, and 8th grade, the absence of a certified instructor, particularly in the testing grade likely limited students' ability to access rigorous, standards-aligned instruction consistently. Additionally, limited content expertise may have hindered the effective use of instructional strategies and formative assessments necessary for identifying and addressing learning gaps.

Greatest Gap

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

When compared to the state average, all tested areas demonstrated noticeable performance gaps, indicating a need for continued focus on instructional improvement across content areas. Contributing factors include inconsistent delivery of rigorous, standards-aligned instruction and challenges with staffing, including vacancies and limited content expertise in critical subject areas.

To address these gaps and increase learning gains, our school will continue to strengthen Tier 1 instruction by ensuring all students engage in rigorous, grade-level lessons that are both standards-aligned and relevant. We will also prioritize ongoing progress monitoring and provide targeted, actionable feedback to both students and teachers to support continuous improvement and close achievement gaps.

EWS Areas of Concern

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

1. Attendance
2. Students with two or more indicators

Highest Priorities

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

Strengthening Tier 1 Instructional Practices

Ensuring all students receive high-quality, standards-aligned instruction is the foundation of academic success. Priority will be placed on effective lesson planning, implementation of rigorous tasks, and ongoing formative assessment with feedback.

Increasing Scholar Engagement

Actively engaging students in their learning through relevant, cognitively demanding, and collaborative activities will be a key focus. Strategies will include the use of interactive tools, real-world connections, and student voice and choice in learning.

Continuing to Build a Campus Culture of Community and Empowerment

Fostering a positive, inclusive school culture where students, staff, and families feel valued and empowered remains essential. We will continue to promote the Ron Clark House System, celebrate achievements, and provide meaningful opportunities for leadership and collaboration.

Strengthening Systems of Support Through MTSS

Implementing a consistent Multi-Tiered System of Supports (MTSS) for academics and behavior will ensure that students receive timely, data-driven interventions tailored to their individual needs. This includes refining progress monitoring tools and ensuring fidelity of intervention delivery.

Improving Attendance and Reducing Chronic Absenteeism

Chronic absenteeism continues to be an area of concern. We will prioritize building systems to identify and address attendance issues early, while partnering with families and community stakeholders to remove barriers to daily attendance.

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.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

According to Spring 2025 Florida Standards Assessments (FSA) data, students identified as Black/African American represented 60% of our total student population, with 6% achieving proficiency in English Language Arts (ELA) and 8% in Mathematics. To better prepare our students for college, career, and life—and to address the achievement gap—we must increase proficiency rates among African American students.

In the same time frame, School Profiles data indicated that 26% of our students identified with the White subgroup, with 9% scoring proficient in ELA and 5% in Mathematics. Additionally, 100% of our students were identified as Economically Disadvantaged, with only 8% demonstrating proficiency in ELA and 3% in Mathematics. Among our Students with Disabilities, who make up 51% of our population, 9% were proficient in ELA and 7% in Mathematics on statewide assessments.

These data underscore the urgent need for targeted, data-driven interventions that support all learners and work to close persistent achievement gaps across subgroups.

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 proficiency of students in our Black/African American subgroup will increase from 6% (2024-2025) to at least 15% in ELA and from 8% (2024-2025) to at least 15% in Mathematics as measured by FAST and EOCs. The proficiency of students in the White subgroup will increase from 9% (2024-2025) in ELA to at least 20% and from 5% (2024-2025) to at least 15% in Mathematics, as measured by FAST and EOCs. The percentage of all students in our Economically Disadvantaged Subgroup achieving proficiency will increase from 8% to at least 15% in ELA (2024-2025) and from 3% to at least 10% in Mathematics as measured by FAST and EOC data. The percentage of all students in our Students with Disabilities Subgroup scoring proficient will increase from 9% (2024-2025) to at least 20% in ELA and from 7% (2024-2025) to at least 15% in Mathematics, as

measured by FAST and EOCs.

Monitoring

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

Progress toward the desired outcomes will be tracked through regular analysis of Progress Monitoring data and Cycle Assessments. The administrative and instructional support team will conduct classroom walkthroughs to monitor implementation of instructional strategies such as interactive notebooks, project-based learning, and real-world curriculum connections. Progress reports will be sent bi-weekly, and formative assessments with specific feedback will be provided weekly, with evidence of ongoing data chats between teachers and instructional leaders. The school-Based Leadership Team will meet monthly to review the effectiveness of academic and behavioral interventions and make data-driven adjustments as needed.

Person responsible for monitoring outcome

Robin Mobley - Principal

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:

Implement effective academic, behavioral, and resiliency interventions based on the close monitoring of student data and IEPs to ensure that each student's individual needs are known and met. Specific interventions include: daily social emotional lessons presented to each student during the Unique Skills/Peer Counseling period. Students who have a higher percentage of referrals will receive targeted resiliency interventions.

Rationale:

By focusing our SIP efforts on providing individualized academic, resiliency, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior thereby increasing student engagement and achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Person Monitoring:

Robin Mobley

By When/Frequency:

Quarterly

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

Ensure access to professional development focusing on equity and excellence & school leadership professional development, the use of teacher models for peer observation, as well as monitoring of learning practices in all classrooms.

Action Step #2

Data-Driven Collaborative Planning

Person Monitoring:

Robin Mobley

By When/Frequency:

Quarterly

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

Provide accessibility to real-time individualized data for each subgroup to implement monthly effective discussions (i.e., teacher to student check ins, collaborate PLC meetings, etc.) and improve overall academic achievement.

Action Step #3

Progress Monitoring

Person Monitoring:

Robin Mobley

By When/Frequency:

Quarterly

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

Regularly analyze achievement gains, and student discipline data to inform and/or modify instruction based on the needs of the identified subgroup.

Area of Focus #2

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.

During the 2024-2025 school year, two schools were merged making this year's data baseline data. 17 students (8%) of the students were at a level 3 or above and 38% of the students showed learning gains. At Richard L. Sanders, 91% of the students on campus are below proficiency in ELA. Targeting ELA will have a positive impact on proficiency across all content areas. The specific teacher practices we will be refining to enhance our standards-aligned instruction are deliberate direct instruction, teacher clarity, teacher-led dialogic instruction, student-led dialogic learning, and independent learning that promotes metacognition. Additionally, we will include intentional focus to incorporate specific literacy strategies in all subject areas across all content. We will accomplish this

by implementing the action steps below and continuously monitor through our work in PLCs in conjunction with classroom observations.

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.

Our school goal is to increase the number of students Showing learning gains as measured by Florida Assessment of Student Thinking (FAST) in ELA from 38% for the 2024-2025 year to at least 50% by May 2026.

Monitoring

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

We're committed to using high-impact strategies that keep students at the center of learning and ensure instruction is both rigorous and engaging. Teachers will plan with intention, incorporating writing-for-learning strategies and interactive notebooks to help scholars take meaningful notes, revisit them often, and use them as tools for success. We'll track progress using cycle and formative assessments, and meet monthly with teachers to reflect on student growth and how literacy strategies are being used. Our team follows a continuous improvement cycle—plan, do, check, adjust—so we can respond to student needs in real time. As we analyze data, we'll look for patterns, talk through challenges, and adjust our approach together. Throughout the year, we'll also support and monitor teacher growth through classroom visits and collaborative conversations in PLCs.

Person responsible for monitoring outcome

Jacqueline Anderson- Assistant Principal

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:

Strengthen staff knowledge regarding ways to effectively organize students to interact with content, engage in rigorous student-centered instruction, and work toward closing the achievement gap for all subgroups (via professional development and PLCs). Student achievement will be monitored through benchmark assessments, data chats, which will be discussed, reflected upon, and improved at all levels (e.g., individuals, small groups, school leadership, and district stakeholders).

Rationale:

By focusing our school improvement efforts on increasing student engagement in rigorous standards-based instruction and efficiently applying data-driven individualized supports/ resources for struggling students, we will increase student proficiency to at least 35%, thus making progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key

to quality instruction thereby improving student outcomes. Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Finally, Instructional Support Model (ISM) data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Engagement Strategies

Person Monitoring:

Jacqueline Anderson - Assistant Principal

By When/Frequency:

Weekly

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

All students/classes will be required use an interactive notebook to highlight literacy strategies allowing students to write and reflect upon learning. They will engage with the text to use text marking strategies to identify relevant content for later review.

Action Step #2

Real World Connection to Content

Person Monitoring:

Jaqueline Anderson - Assistant Principal

By When/Frequency:

Quarterly

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

Increase student learning and engagement through experiential opportunities on field trips, gamification, and small group instruction aligned to academics.

Action Step #3

Identifying Critical Content

Person Monitoring:

Jacqueline Anderson - Assistant Principal

By When/Frequency:

Daily/Ongoing

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

All teachers (reading, ELA, Math, Science, Social Studies, Electives) will create/implement standards-based lesson plans with modeled responses and anchor charts that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target.

Action Step #4

Professional Development

Person Monitoring:

Jacqueline Anderson - Assistant Principal

By When/Frequency:

Ongoing

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

step:

Avail teachers to professional develop opportunities to support and refine teacher practices, specifically how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. Use teacher models for peer observations

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.

Standardized assessment data from the 2024–2025 school year indicates that 6% of students achieved proficiency (Level 3 or higher) in mathematics, while 31% of students demonstrated learning gains. These results highlight the need for more intentional strategies to support student success in math.

To address this, we will focus on increasing student engagement through hands-on, problem-solving strategies that make rigorous math content more accessible and meaningful. Our instructional improvement work will center around strengthening the following key teacher practices:

- Deliberate Direct Instruction
- Teacher Clarity
- Teacher-Led Dialogic Instruction
- Student-Led Dialogic Learning
- Independent Learning that Promotes Metacognition

These strategies will be implemented consistently across all math classrooms and supported through ongoing PLC collaboration and focused classroom observations. Our goal is to create a learning environment where all students are actively thinking, problem-solving, and developing the confidence and skills necessary to achieve math proficiency and learning gains.

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.

Our school goal is to increase the percentage of all students achieving learning gains (as measured by FAST and EOCs) in Math from 6% (2024-2025) to at least 27% by May 2026.

Monitoring

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

Progress toward math proficiency will be documented and analyzed using IXL, common formative assessments, Cycle Assessment, and FAST data. We utilize an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. After analyzing the data, we discuss any trends and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year and involves all stakeholders. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome

Jacqueline Anderson - Assistant Principal

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:

Strengthen staff knowledge regarding ways to effectively organize students to interact with content, engage in rigorous student-centered Instruction, and work toward closing the achievement gap for all subgroups (via professional development and PLCs). Student achievement will be monitored through benchmark assessments, data chats, which will be discussed, reflected upon, and improved at all levels (e.g., individuals, small groups, school leadership, and district stakeholders).

Rationale:

By focusing our school improvement efforts on increasing student engagement in rigorous standards-based instruction and efficiently applying data-driven individualized supports/ resources for struggling students, we will increase student learning gains to at least 27%, thus making progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Finally, Instructional Support Model (ISM) data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Progress Monitoring

Person Monitoring:

By When/Frequency:

Jacqueline Anderson - Assistant Principal

Monthly

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

Implement Daily Standards-Aligned Bell Ringers, Exit Tickets, Quizzes and Projects. Incorporate quick, targeted math tasks that directly align to grade-level standards. These formative checks will allow teachers to assess student understanding in real time, address misconceptions promptly, and reinforce key concepts often.

Action Step #2

Professional Development

Person Monitoring:

Jacqueline Anderson - Assistant Principal

By When/Frequency:

On-going

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

Avail teachers to professional develop opportunities to support and refine teacher practices, specifically how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. Use teacher models for peer observations

Action Step #3

Integrate Math Journals and Problem-Solving Protocols

Person Monitoring:

Jacqueline Anderson- Assistant Principal

By When/Frequency:

Daily/On-going

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

Use interactive math journals for students to explain their reasoning, reflect on their learning, and show multiple problem-solving methods. Embed structured problem-solving protocols (e.g., UPS Check: Understand, Plan, Solve, Check) to help students approach complex tasks with confidence and clarity.

Action Step #4

Utilize Small Group Instruction and Data-Driven Intervention Blocks

Person Monitoring:

Jacqueline Anderson- Assistant Principal

By When/Frequency:

Weekly

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

Teachers will in cooperate regular small group instruction based on formative assessment data, grouping students by skill gaps and providing differentiated support. Incorporate intervention blocks into the weekly schedule using district provided programs or teacher-created tasks to provide additional practice and reteaching opportunities.

Area of Focus #4

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.

Standardized science testing data for the (2024-2025) school year shows a majority of our students scoring below proficiency when compared to their district-wide peers 4% on the NGSSS were at or above grade level. The specific teacher practices we will be refining to enhance our standards-aligned instruction are deliberate direct instruction, teacher clarity, teacher-led dialogic instruction, student-led dialogic learning, increasing writing for learning and independent learning that promotes metacognition. We will accomplish this by implementing the action steps below and continuously monitoring through our work in PLCs in conjunction with classroom observations.

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.

Our school goal is to increase the percentage of students achieving in the proficient range as measured by NGSSS in science from 4% (2024-2025) to at least 24% by May 2026.

Monitoring

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

We will monitor progress in these content areas toward the desired outcome by reviewing and analyzing Cycle Assessments. We will also meet with the science teachers during PLCs to review and analyze the cycle assessments data. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome

Miranda Scibbe - Assistant Principal

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:

Strengthen staff knowledge regarding ways to effectively organize students to interact with content, engage in rigorous student-centered Instruction, and work toward closing the achievement gap for all subgroups (via professional development and PLCs). Student achievement will be monitored through benchmark assessments, data chats, which will be discussed, reflected upon, and improved at all levels (e.g., individuals, small groups, school leadership, and district stakeholders).

Rationale:

By focusing our school improvement efforts on increasing student engagement in rigorous standards-based instruction and efficiently applying data-driven individualized supports/ resources for struggling

students, we will increase student proficiency to at least 24%. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Data chats are imperative for teachers to analyze student progress and identify areas in need of support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Action Step 1

Person Monitoring:

Miranda Scibbe - Assistant Principal

By When/Frequency:

Ongoing

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

Administrative monitoring for evidence of standards-based instruction (i.e., walkthroughs and data chats) and school-specific improvement goals as a means of providing meaningful feedback and determining future actions.

Action Step #2

Action Step 2

Person Monitoring:

Miranda Scibbe - Assistant Principal

By When/Frequency:

Ongoing

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

Increase student learning and engagement through experiential opportunities on field trips and labs aligned to academics.

Action Step #3

Action Step 3

Person Monitoring:

Miranda Scibbe - Assistant Principal

By When/Frequency:

Ongoing

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

All students/classes will be required use an interactive notebook to highlight literacy strategies allowing students to write and reflect upon learning. They will engage with the text to use text marking strategies and writing for learning to identify relevant content for later review.

Action Step #4

Action Step 4

Person Monitoring:

Miranda Scibbe - Assistant Principal

By When/Frequency:

Ongoing

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

Avail teachers to professional develop opportunities to support and refine teacher practices, specifically how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. Use teacher models for peer observations.

Area of Focus #5

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

Graduation/Acceleration specifically relating to Graduation

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.

Our current graduation rate is 71% as measured by the 2024 graduation cohort report. We expect our 2025-2026 graduation rate to be 95% as measured by the 2026 graduation cohort report

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 percentage of 2025 cohort scholars graduating will increase from 71% to 95% as measured by the cohort graduation report.

Monitoring

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

At the beginning of the 2025-2026 school year administration and school counselors will progress monitor all senior scholars to ensure they have a 2.0 grade point average, at least 18 credits, passing score on state required assessments, and successful completion of all required courses. Scholar support will be differentiate based on each scholar's individual needs.

Person responsible for monitoring outcome

Robin Mobley

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:

To ensure students stay on track for graduation, we will enhance communication, engagement, and planning among staff, students, and families when students are identified as off-track. This includes:

Increasing timely communication between teachers, support staff, and families regarding academic progress and credit recovery options. Actively involving students and families in creating individualized plans to address barriers to promotion. Expanding the role of the Graduation Committee to regularly monitor student data, identify early warning indicators, and implement targeted interventions. Holding quarterly meetings to review progress and adjust supports as needed, with a focus on early identification and prevention. These actions will create a more proactive, collaborative approach to keeping students on the path to on-time graduation.

Rationale:

Ensuring students are on track to graduate requires early identification, consistent monitoring, and timely intervention. Strengthening communication and collaboration among staff, students, and families creates a shared responsibility and allows for proactive support when challenges arise. A focused and data-driven graduation committee ensures no student falls through the cracks and that individualized plans are implemented to promote on-time graduation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Graduation Progress Checks

Person Monitoring:

Counselor

By When/Frequency:

Quarterly

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

Review each student's IEP to ensure all stakeholders understand their progress toward graduation, while also monitoring academic performance, course enrollment, and access to graduation requirements and vocational or college preparatory program options.

Action Step #2

Expand College and Career Exposure Through Field Experiences

Person Monitoring:

Jacqueline Anderson- Assistant Principal

By When/Frequency:

Quarterly

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

The school will coordinate Quarterly college and post-secondary education field trips for seniors, prioritizing visits to local universities, technical schools, apprenticeship programs, and career training centers. These experiences will expose students to a variety of pathways and provide opportunities to engage with admissions staff, current students, and program leaders. To support access and equity, the school will seek community partnerships and grant funding to cover meals, and materials for all participating students.

Action Step #3

Conduct Senior Success Planning Meetings

Person Monitoring:
Graduation Committee

By When/Frequency:
Quarterly

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

Hold individualized graduation planning meetings with each senior, their family, and a school counselor or administrator to review credit status, assessment requirements, and post-secondary goals. These meetings will identify barriers, outline next steps, and set clear timelines for meeting graduation milestones.

Area of Focus #6

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.

During the 2024–2025 school year, two schools were merged, making this year's data a new baseline for progress monitoring. Currently, only 23% of students are performing at Level 3 in Social Studies, and 91% of students at Richard L. Sanders are below proficiency in ELA. Given the strong connection between literacy and overall academic success, implementing ELA strategies across all content areas will be essential in improving student outcomes schoolwide.

To enhance standards-aligned instruction and raise proficiency levels, we will focus on refining the following teacher practices:

- Deliberate Direct Instruction
- Teacher Clarity
- Teacher-Led Dialogic Instruction
- Student-Led Dialogic Learning
- Independent Learning that Promotes Metacognition

These strategies will be implemented with fidelity and monitored through ongoing PLC collaboration and targeted classroom observations. Our goal is to ensure that all students receive rigorous, clear, and engaging instruction that supports both content mastery and academic growth.

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.

Based on prior year baseline data following the recent school merger, 23% of students demonstrated proficiency by scoring at Level 3 or above in Social Studies.

For the upcoming school year, our objective is to increase proficiency by at least 10 percentage points across all relevant grade levels. Specifically, we aim to have at least 33% of students

performing at Level 3 or higher on the Social Studies assessment by the end of the academic year. This measurable outcome reflects a data-driven, attainable goal aligned with our efforts to strengthen content instruction, implement targeted interventions, and engage students in critical thinking and inquiry within the Social Studies curriculum.

Monitoring

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

We're committed to using high-impact strategies that keep students at the center of learning and ensure instruction is both rigorous and engaging. Teachers will plan with intention, incorporating writing-for-learning strategies and interactive notebooks to help scholars take meaningful notes, revisit them often, and use them as tools for success. We'll track progress using cycle and formative assessments, and meet monthly with teachers to reflect on student growth and how literacy strategies are being used. Our team follows a continuous improvement cycle—plan, do, check, adjust—so we can respond to student needs in real time. As we analyze data, we'll look for patterns, talk through challenges, and adjust our approach together. Throughout the year, we'll also support and monitor teacher growth through classroom visits and collaborative conversations in PLCs.

Person responsible for monitoring outcome

Miranda Scibbe

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:

Strengthen staff knowledge regarding ways to effectively organize students to interact with content, engage in rigorous student-centered instruction, and work toward closing the achievement gap for all subgroups (via professional development and PLCs). Student achievement will be monitored through benchmark assessments, data chats, which will be discussed, reflected upon, and improved at all levels (e.g., individuals, small groups, school leadership, and district stakeholders).

Rationale:

By focusing our school improvement efforts on increasing student engagement in rigorous standards-based instruction and efficiently applying data-driven individualized supports/ resources for struggling students, we will increase student proficiency to at least 33%, thus making progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Finally, Instructional Support Model (ISM) data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Engagement Strategies

Person Monitoring:

Miranda Scibbe

By When/Frequency:

Weekly

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

All students and classes will be required to utilize interactive notebooks as a consistent instructional tool to support engagement and deepen understanding. These notebooks will be used to highlight key strategies, allow students to write, reflect, and take ownership of their learning. Additionally, students will implement text marking strategies to identify critical content and academic vocabulary. These annotated materials will serve as valuable resources for review and reinforcement, promoting metacognitive skills and long-term content retention. This schoolwide practice will support consistency across classrooms, strengthen standards-based instruction, and enhance students' ability to independently monitor and apply their learning.

Action Step #2

Real-World Connection to Content

Person Monitoring:

Miranda Scibbe

By When/Frequency:

Quarterly

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

Increase Student Engagement and learning through experiential opportunities of field trips, gamification and small group instruction aligned to academics.

Action Step #3

Identifying Critical Content

Person Monitoring:

Miranda Scibbe- Assistant Principal

By When/Frequency:

On-going/Daily

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

All teachers (reading, ELA, Math, Science, Social Studies, Electives) will create/implement standards-based lesson plans with modeled responses and anchor charts that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target.

Action Step #4

Professional Development

Person Monitoring:

Miranda Scibbe - Assistant Principal

By When/Frequency:

On-going

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

Avail teachers to professional develop opportunities to support and refine teacher practices,

specifically, how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. Use teacher models for peer observations

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.

It is essential that we foster a positive and supportive culture for staff, students, and families. To achieve this, we will continue implementing restorative practices through a structured MTSS framework and promote positive behavior through a house-system model inspired by the Ron Clark Academy. Additionally, we will incorporate STARR Commonwealth's Trauma-Informed Resilient School strategies to support the social-emotional well-being of all students.

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.

For the 2024-2025 school year, our level of performance according to school-wide behavior data reflects 560 In School Suspensions and 387 Out of School Suspensions, this is the baseline data from the merger of two school programs. We anticipate at least a 10% reduction in suspensions as a result of our focus in this area.

Monitoring

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

We will monitor progress monthly through MTSS meetings, where the team will review in-school and out-of-school suspension data, core course failures, and credit recovery progress.

Person responsible for monitoring outcome

Jacqueline Anderson - Assistant Principal

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:

The evidence-based intervention being implemented is PBIS and Starr Commonwealth Trauma Informed Resilient Schools. We will complete and utilize tools provided by the district and state to monitor and improve implementation of Positive Behavior Supports school wide. This includes FLPBIS, Tier 1 PBIS walkthrough with restorative practice components, benchmark of quality, tiered fidelity inventory, and self-assessment with multi-tiered systems of support. We will also continue to use all resources aligned to Starr Commonwealth Trauma Focused Resilient school via their book, web site, and trainer we acquired to train our staff as we navigate this roll out.

Rationale:

These strategies were selected as they have proven to be effective in many schools. PBIS is a system that has been adopted by the district and is used in many schools. Data has shown that when implemented correctly, it will be effective. Starr Commonwealth Trauma Informed Resilient Schools also has proven to be effective. When reflecting on the nature of our school, our students need a great deal of positive reinforcement, sensory based interventions and relationship building. These interventions target each of these areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Monthly MTSS meetings

Person Monitoring:

Jacqueline Anderson- Assistant Principal

By When/Frequency:

Monthly

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

Each month, we'll compare current data to the same timeframe from the previous school year to identify trends and make informed decisions. MTSS live data will be used to make timely adjustments that support meeting our goals.

Action Step #2

Targeted Support for At-Risk Students

Person Monitoring:

Behavior Specialists

By When/Frequency:

On-going

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

Students with frequent suspensions will receive targeted weekly support through small group or one-on-one resiliency lessons with a designated adult, such as a behavior specialist, interventionist, or social worker. For students missing more than 20% of school in a month, home visits will be conducted to reengage both the student and their family, with a focus on improving attendance and developing individualized support plans that address both behavioral and academic needs.

Action Step #3

PBIS Events

Person Monitoring:

Jacqueline Anderson- Assistant Principal

By When/Frequency:

On-going

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

PBIS rewards and events will be used to recognize and celebrate students who consistently meet academic and behavioral expectations. Students can earn points for positive behaviors, which can be redeemed at the school store for fun and useful items. To further motivate and engage students, we will host quarterly events that reward those demonstrating excellence in areas such as attendance, behavior, and academics. These incentives create a positive school climate and encourage students to stay focused and committed to their goals. Overall, the PBIS system will help increase student engagement by making success visible, achievable, and celebrated.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Our Area of Focus for each grade level is reducing chronic absenteeism, which emerged as a critical concern based on a review of prior year data showing that over 50% of students in every grade were chronically absent.

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.

During the 2024–2025 school year, over 50% of students in each grade level were identified as chronically absent, contributing to fewer than 10% of students achieving proficiency in core academic areas. To address this, our measurable outcome for the 2025–2026 school year is to reduce chronic absenteeism by at least 15% across all grade levels. Specifically, our goal is to decrease the percentage of chronically absent students in each grade lower by the end of the school year.

Monitoring

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

his improvement will be tracked monthly through attendance data and monitored by the MTSS and school leadership teams.

Person responsible for monitoring outcome

Jacqueline Anderson

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:

This intervention pairs students with trained mentors who build strong relationships and monitor attendance, behavior, and academic progress. The mentor regularly checks in with the student and connects them with resources and family support to address barriers to attendance.

Rationale:

Research shows that strong adult-student relationships positively impact attendance, engagement, and academic performance. The Check & Connect model has been proven effective in reducing dropout rates and chronic absenteeism by providing consistent monitoring and support from a trusted adult.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

For students missing more than 20% of school, school staff (e.g., social worker, behavior specialist) will conduct home visits to reengage families and identify attendance barriers. The visits focus on building trust, offering support, and creating individualized plans to improve attendance.

Rationale:

Studies indicate that direct outreach to families, especially through home visits, increases trust and communication, which leads to improved student attendance. Many chronic absenteeism issues stem from external challenges that can be better addressed through partnership with families.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Positive Behavioral Interventions and Supports (PBIS) will be used to recognize and reward consistent attendance. Students will earn points toward school store purchases and quarterly house-based celebrations for maintaining good or improved attendance.

Rationale:

PBIS creates a positive school climate and reinforces desirable behaviors, such as regular attendance. Incentivizing attendance in a structured, school-wide way can boost motivation, especially when recognition is timely and meaningful.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Check & Connect Mentoring Program

Person Monitoring:

MTSS Team

By When/Frequency:

Monthly

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

Identify and train staff members (e.g., teachers, support staff, counselors) to serve as Check & Connect mentors. Assign chronically absent students to mentors and establish a schedule for weekly or biweekly check-ins focused on attendance, academic progress, and goal setting.

Action Step #2

Home Visits and Family Engagement Outreach

Person Monitoring:

MTSS Team

By When/Frequency:

Monthly

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

Develop a home visit protocol and train a team (social worker, attendance clerk, admin) to conduct outreach. Schedule and conduct home visits for students missing more than 20% of school monthly, documenting outcomes and creating re-engagement plans.

Action Step #3

PBIS with Attendance Incentives

Person Monitoring:

MTSS/PBIS Team

By When/Frequency:

Monthly

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

Integrate attendance tracking into PBIS points system and clearly communicate incentive criteria to students and families. Plan and execute quarterly PBIS celebrations and manage a school store with items students can earn for consistent attendance.

Action Step #4

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

We disseminate information through our school website, SAC meetings, parent meetings and workshops, and emails. We will disseminate information at the beginning of the school year and provide quarterly updates to our stakeholders

<https://www.pcsb.org/sanders>

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)).

During the 2025–2026 school year, RLS will continue to build strong relationships with parents, families, and community stakeholders through the implementation of the Ron Clark House Model. This model fosters a sense of community and belonging through our PBIS framework and serves as a platform for increasing family engagement. Each of the four houses will host at least one event per semester tailored to meet the specific needs of their students and families, encouraging more frequent parent involvement on campus. Additionally, the school will host a Title I Back-to-School Night in the fall and a "Build Your Legacy" Night in the spring, both of which will include sessions to help parents monitor academic progress and access available resources to support their child's success as well as impact their own academic journey. These efforts are designed to strengthen the

home-school connection, support student needs, provide recourses to families, build impactful relationships with community partners, and align with the school's mission.

<https://www.pcsb.org/sanders>

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)).

To strengthen our academic program, we are focused on enhancing the student experience by increasing engagement, improving attendance, and cultivating a positive school culture and climate. We will partner with families and community organizations to build a strong network of stakeholders who support our scholars through mentorship, academic enrichment opportunities, and career exposure. To increase the quality of instruction, we have implemented common planning time for staff and designed a progressive professional development plan focused on standards-based instruction, real-world connections, and critical thinking. These efforts aim to increase both the amount and quality of learning time, while providing students with the tools they need for academic success and future career readiness.

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)).

Federal Programs:

Title I fund support MTSS Coach, and additional intervention support staff.

Student Services and Mental Health Supports:

We collaborate closely with the district's student services team, school counselors, and local mental health agencies to proactively support student well-being. These services help address trauma, social-emotional needs, and crisis situations that may otherwise disrupt learning.

Community Partnerships:

Partners like local churches, Duke Energy, Sherif department, Girls Inc. ect, play a vital role in removing barriers to student success by providing food, hygiene items, and school supplies. These basic necessities help our students feel secure and ready to focus on their education.

Violence Prevention and PBIS Framework:

Our Positive Behavior Intervention and Support (PBIS) system is intentionally aligned with the needs

of our students. Through behavior assemblies, consistent schoolwide expectations, and restorative practices, we promote a safe and supportive learning environment.

School Nutrition Access:

We work with the district's Food and Nutrition Department to ensure that every student receives free breakfast and lunch daily. This consistency helps meet essential needs and removes a major obstacle to attendance and focus.

Career and College Readiness Exposure:

Through targeted community outreach, we offer students early exposure to post-secondary and workforce opportunities. For students these experiences help shift mindsets, build motivation, and create a clearer pathway to future success.

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)).

Our school has five social workers and one school psychologist, along with six behavior specialists. We have provided our staff with various trauma trainings over the last several years and all of our staff are required to complete the Youth Mental Health First Aid training offered by the district. Additionally, two of our licensed social workers are STARR Commonwealth certified Trauma and Resilience Coach/Specialists. Our student services team (social workers and psychologist) work collaboratively with the behavior specialists to ensure the needs of each student are met and supported.

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)).

Our VE Specialist addresses postsecondary opportunities during IEP meetings with families and students. They also work closely with our high school and extended transition teacher to ensure our students have access to these opportunities

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)).

We utilize a Level System that is incorporated into our PBIS system to prevent and address problem behavior. We continue to utilize Restorative Practices and are also implementing a house system model based on the Ron Clark Academy, along with Starr Commonwealth Trauma-Focused and Resilient School strategies.

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)).

Staff will be provided with professional development that revolves around school guidelines for success, PBIS, classroom management, the houses system model, and Starr Commonwealth Trauma-Focused Resilient Schools. We will strengthen staff knowledge regarding ways to effectively organize students to interact with content, engage in rigorous student-centered instruction, and work toward closing the achievement gap for all subgroups (via professional development and PLCs). Student achievement will be monitored through benchmark assessments, data chats, which will be discussed, reflected upon, and improved at all levels (e.g., individuals, small groups, school leadership, and district stakeholders).

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)).

Not applicable.

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.

No Answer Entered

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).

No Answer Entered

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

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