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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 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Flagler Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement

As a courageous, innovative leader in education, Flagler Schools will be the nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kristin Bozeman

Position Title

Principal

Job Duties and Responsibilities

Ms. Bozeman is the Instructional Leader for Matanzas High School, which includes leading all faculty and staff toward achievement of the school's mission, vision and goals for the year.

- Vision and Leadership for the School
- Evaluation of the Administrative Team
- Review of School Data
- Oversight of Professional Development Initiatives
- Management of the Annual Budget in Alignment with Educational Goals
- Recruitment of Highly Qualified Staff
- Literacy Achievement
- Programs of Choice, and Supplementary Programs

Leadership Team Member #2

Employee's Name

Sara Novak

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Novak is the Assistant Principal for Teaching & Learning, School-wide Curriculum and professional learning (In-service).

- Oversees Clerical Staff
- Oversees Department Chairs
- Master schedule
- Curriculum
- Instructional Materials (textbooks)
- Budget
- Attendance
- Create/Revise Policies and Procedures
- SAC

Leadership Team Member #3

Employee's Name

Savannah Brock

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Brock is our Assistant Principal for ESE (Exceptional Student Education) and oversees compliance and instructional leadership for our ESE teachers and all of our students with disabilities.

- Oversees Support Facilitators and Self-Contained Teachers
- Oversees Paraprofessionals
- IEP Meetings/Plans
- 504 Meetings/Plans

Leadership Team Member #4

Employee's Name

Kara Minn

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Minn is the Assistant Principal over MTSS, Assesments and Facilities. In this position she oversees the implementation of MTSS procedures and PBIS (Positive Behavior) supports in the school. She also oversees the Safety and procedures as it relates to the entire campus.

- MTSS
- PBIS
- Oversees Behavior Interventionists
- Oversees Testing Coordinator and State Testing
- Oversee AICE Coordinator and AICE Testing
- Safety Drills
- Facility Upkeep

Leadership Team Member #5

Employee's Name

Josh Scott

Position Title

Assistant Principal

Job Duties and Responsibilities

Mr. Scott is the Assistant Principal for Student Services, including guidance and Discipline. In this position he oversees the implementation of master schedule and discipline procedures. Mr. Scott works with our school counselors and graduation coach making sure students who are at-risk to graduate on academic interventions including credit recovery.

- Oversee Guidance
- Oversees Deans
- Oversee Grad Coach

- Student scheduling
- Discipline Matrix & Procedures
- Threat Assessments

Leadership Team Member #6

Employee's Name

Adam Fry

Position Title

Math/Science Instructional Coach

Job Duties and Responsibilities

As the Math/Science Instructional Coach, Mr. Fry's monitors fidelity of implementation of instruction in Math and Science Classrooms, in particular for our lowest quartile students and works with our SWD students and their support facilitators. He supports and coaches all teachers in the use of Math and Science strategies.

Leadership Team Member #7

Employee's Name

Nancy Snell

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

As Instructional Literacy Coach, Ms. Snell monitors fidelity of implementation of instruction in Reading and ELA classrooms, in particular for our lowest quartile students and works with our SWD students and their support facilitators. She supports and coaches all teachers in the use of literacy strategies.

Leadership Team Member #8

Employee's Name

Ashley Forrest

Position Title

Testing Coordinator

Job Duties and Responsibilities

Ms. Forrest is our Testing Coordinator and is responsible for all our for State Testing and Data. She comes with strong mathematical background and is on our leadership team and helps provide crucial information.

Leadership Team Member #9

Employee's Name

Jeremy Ossler

Position Title

Career and Technical Education (CTE) - Coach

Job Duties and Responsibilities

The Career and Technical Education (CTE) Coach plays a vital role in supporting CTE teachers, enhancing the quality of CTE programs, and promoting student success in career and technical education pathways. The CTE Coach works collaboratively with school administration, teachers, students, and the community to ensure the effective implementation of CTE programs aligned with industry standards and student career aspirations.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

The administration and leadership team at MHS conducted an initial analysis of school-wide data during the summer to reflect on our performance and devise strategies for improvement. Furthermore, all faculty and staff participated in data reflection processes during the pre-planning period to assist in establishing goals for the school improvement plan. The School Advisory Council (SAC) contributes valuable input through our monthly meetings. Additionally, the leadership team analyzed the results of a stakeholder survey created by the SAC committee, which informed the development of goals, particularly those pertaining to school climate and culture. Our SAC committee comprises teachers, parents, students, and community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Our Academic Support and Operational Leadership teams convene on a monthly basis to assess school data pertaining to the school improvement plan and to make necessary modifications to action steps. At the mid-year point, the school conducts a reflective analysis, incorporating feedback from the School Advisory Council (SAC) regarding our progress toward the goals outlined in the School Improvement Plan (SIP), which allows for any required adjustments to be implemented. This process will complement our Professional Learning Community framework, which entails ongoing monitoring through data discussions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	38.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	59.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
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 (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	56	55	53	51	50	52	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	59	56	57				49		
ELA Learning Gains Lowest 25%	67	59	55				39		
Math Achievement *	59	53	45	40	42	38	43	35	38
Math Learning Gains	57	50	47				38		
Math Learning Gains Lowest 25%	50	47	49				25		
Science Achievement *	73	70	68	72	72	64	72	39	40
Social Studies Achievement *	74	67	71	70	65	66	66	38	48
Graduation Rate	93	88	90	94	91	89	94	67	61
Middle School Acceleration								34	44
College and Career Readiness	49	48	67	60	50	65	59	61	67
ELP Progress	75	73	49	55	55	45	47		

*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 (FPP) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	716
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	64%	53%	50%		60%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	57%	No		
Asian Students	78%	No		
Black/African American Students	50%	No		
Hispanic Students	68%	No		
Multiracial Students	60%	No		
White Students	67%	No		
Economically Disadvantaged Students	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	4	
English Language Learners	55%	No		
Asian Students	79%	No		
Black/African American Students	49%	No		
Hispanic Students	62%	No		
Multiracial Students	60%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	3	1
English Language Learners	49%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	48%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%		59%	67%	59%	57%	50%	73%	74%		93%	49%	75%
Students With Disabilities	25%		49%	55%	32%	38%	42%	32%	48%		92%	12%	
English Language Learners	24%		67%	76%	50%	64%	69%	36%	54%		83%	27%	75%
Asian Students	73%		65%		82%				100%		93%	54%	
Black/African American Students	37%		49%	53%	41%	50%	36%	44%	54%		97%	38%	
Hispanic Students	60%		64%	78%	61%	60%	67%	72%	73%		91%	39%	80%
Multiracial Students	63%		55%	85%	51%	51%	33%	64%	63%		91%	44%	
White Students	64%		59%	66%	62%	57%	51%	79%	78%		93%	54%	69%
Economically Disadvantaged Students	53%		56%	66%	55%	55%	59%	66%	68%		93%	41%	57%

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	53%				40%			72%	70%		94%	60%	55%
Students With Disabilities	21%				13%			35%	46%		95%	12%	
English Language Learners	29%				31%			60%			100%	53%	57%
Asian Students	74%				65%			88%			100%	68%	
Black/African American Students	35%				20%			45%	56%		96%	42%	
Hispanic Students	48%				34%			68%	65%		96%	59%	
Multiracial Students	44%				35%			67%	71%		90%	53%	
White Students	57%				46%			77%	75%		94%	64%	
Economically Disadvantaged Students	44%				37%			66%	65%		91%	52%	50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		49%	39%	43%	38%	25%	72%	66%		94%	59%	47%
Students With Disabilities	15%		38%	29%	20%	28%	19%	27%	33%		80%	24%	
English Language Learners	32%		57%	42%	33%	27%					100%	53%	47%
Native American Students													
Asian Students	75%		53%		62%				85%		94%	94%	
Black/African American Students	25%		37%	31%	28%	29%	17%	52%	35%		88%	51%	
Hispanic Students	45%		41%	32%	38%	35%	17%	59%	71%		91%	55%	
Multiracial Students	48%		57%	54%	38%	43%		67%	68%		88%	52%	
Pacific Islander Students													
White Students	59%		53%	44%	47%	40%	31%	78%	69%		95%	59%	
Economically Disadvantaged Students	42%		46%	38%	34%	36%	27%	61%	58%		92%	52%	45%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	59%	55%	4%	53%	6%
Ela	9	58%	56%	2%	53%	5%
Biology		70%	68%	2%	67%	3%
Algebra		45%	61%	-16%	50%	-5%
Geometry		64%	60%	4%	52%	12%
History		72%	66%	6%	67%	5%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		47%	46%	1%	36%	11%
Algebra		18%	18%	0%	16%	2%
Geometry		32%	34%	-2%	21%	11%
History		50%	48%	2%	42%	8%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	17%	5%	17%	5%
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?

Math achievement and ELA learning gains showed the most improvement. The new actions our school took in these areas to increase achievement is implementing collaborative teaming via Professional Learning Communities. Our teams of teachers worked together to unpack standards, create common formative assessments, analyze the results of these formative assessments to create interventions for student learning. Through an increased focus on benchmark-aligned instruction and high-quality formative assessment, our collaborative teams were able to make a huge difference with our students.

Lowest Performance

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

Students with disabilities did not achieve performance levels comparable to other sub-groups or the overall school average. In statewide assessments, students with disabilities scored between 25 and 40 percentage points below the school's overall achievement in all school grade components.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was our college and career acceleration. For the 2021-2022 graduating class our acceleration rate was 60% but for the 2022-2023 school year it was 49%. The factor that contributed to this decline is that approximately 1/3 of students in this prior graduating class were never scheduled into a course which would have resulted in an acceleration point.

Greatest Gap

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

The data component with the greatest gap when compared to the state average is acceleration. The factor that contributed to this gap is student scheduling and advising, students were not enrolled into

programs which articulated to an acceleration opportunity.

EWS Areas of Concern

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

N/A

Highest Priorities

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

1. Performance of SWD
2. Math Achievement
3. ELA Achievement
4. Acceleration
5. School Climate (Student Behavior)

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 Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our data analysis indicates that our school, particularly this group of students, is making progress in closing the achievement gap. However, we remain focused on addressing the achievement disparities between this subgroup and our overall student population. A few key indicators are an ELA on-grade level rate of 25% (compared to 60% for Non-SWD), a math on-grade level rate of 32% (compared to 59% for Non-SWD), a science on-grade level rate of 32% (compared to 73% for non-SWD) and a social studies on-grade level rate of 48% (compared to 74% for non-SWD).

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.

MHS will increase the percentage of students with disabilities performing at grade level in English Language Arts, Mathematics, Science, and Social Studies by at least 3%, as measured by 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.

The academic leadership team will meet on a quarterly basis with the Professional Learning Community (PLC) teams for English, Math, Science and Social Studies to review achievement data and monitor student progress. Additionally, PLC Collaborative Teams will be visited on a quarterly basis by representatives from the administrative team to ensure that teams are collaborating on student learning. This will impact student achievement outcomes by ensuring that teams and their work remains focus on student learning, in particular the learning of the students with disabilities.

Person responsible for monitoring outcome

Savannah Brock

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

ESE and General Education teachers will utilize the Professional Learning Community (PLC) process to offer support to students who are not meeting grade level standards. ESE teachers will collaborate within the PLCs to assist General Education teachers in analyzing the results of common assessments, allowing for the identification of students requiring additional remediation. Subsequently, ESE teachers will deliver targeted remediation to these students through small group instruction.

Rationale:

Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a “focus on student learning”, “building a collaborative culture”, and a “focus on results.” These are achieved with a shared mission and vision as well as shared values and goals, collaborative teams, collective inquiry, a commitment to continuous improvement and an action and results-oriented mindset. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcomes measures.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Master Schedule Design

Person Monitoring:

Savannah Brock

By When/Frequency:

August 2024

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

Assess Needs: Identify the specific needs of ESE students through their IEPs and the support required from ESE teachers. Collect data on the number of ESE teachers, their certifications, and the number of general education teachers needing support. Ensure adherence to class size requirements and legal compliance for ESE support. Assign ESE teachers to no more than two general education teachers, considering subject areas and grade levels. Ensure that these assignments are consistent across the week to build strong collaborative relationships. ESE Support teachers will be assigned common planning with the core subject they support. Ensure that these periods are protected and not used for other meetings or duties. Communicate the final schedule to all staff members, highlighting

the importance of common planning time.

Action Step #2

Standardized Data Collection

Person Monitoring:
Savannah Brock

By When/Frequency:
Quarterly

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

Identify the types of data needed to track student progress, including academic performance, behavioral data, and IEP (Individualized Education Program) goals. We will use standardized data collection templates that include fields for all required data points. Ensure they are user-friendly and accessible. Communicate the expectations and timelines for data collection to ESE teachers, emphasizing the importance of regular and accurate data entry. We will provide comprehensive training for all ESE teachers on how to use the standardized data collection documents. Establish protocols for sharing the collected data with the PLC and school leadership team. Set up ongoing professional development opportunities and support systems for ESE teachers to ensure effective use of the documents.

Action Step #3

ESE and General Education Collaboration

Person Monitoring:
Savannah Brock

By When/Frequency:
Quarterly

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

We will ensure ESE teachers share a planning period with at least one of the general education teachers they assist. Our master schedule will reflect this to ensure collaboration. Schedule regular weekly meetings for ESE teachers to join the subject-area PLCs. Ensure these times are convenient for all participants. Encourage active participation from both ESE and general education teachers. Share insights and expertise to develop effective strategies. Clearly outline the purpose and goals of the weekly meetings, focusing on developing remediation strategies for students based on common evaluations. Mhs will offer continuous professional development opportunities to address emerging needs and challenges.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Based on a review of school data, significant portions of our student body are still not performing at grade level, as measured by state assessments. In particular, significant learning gaps persist among our students with disabilities and Black/African American students, when compared with our overall performance. A focus on benchmark-aligned instruction will ensure that all students are receiving grade level instruction and intervention to reach the level of the standard. Additionally, our learning

gains and lowest quartile learning gains were areas of weaker performance as a school than other areas.

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.

MHS will increase the percentage of students performing on grade level in ELA, Math, Science and Social Studies by 3%, as measured by 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.

Implementation of benchmark-aligned instruction will be monitored by instructional classroom walkthroughs which will be conducted on a regular basis throughout the year. It will also be measured by regular analysis of PM data and district assessment data as it becomes available throughout the year.

Person responsible for monitoring outcome

Kristin Bozeman, Savannah Brock, Kara Minn, Sara Novak, Josh Scott, Adam Frys, Nancy Snell

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our educators will utilize the Professional Learning Communities (PLC) process to develop a guaranteed and viable curriculum for our core courses. This will involve identifying essential benchmark aligned standards, designing common assessments, and analyzing the results to identify students who require both remediation and acceleration.

Rationale:

Professional Learning Communities (PLCs) facilitate continuous learning among educators through collaborative visioning and planning, as well as thorough analysis of effective and ineffective practices aimed at improving student achievement. Furthermore, PLCs that incorporate data into a continuous cycle of instructional enhancement, establish a clear vision for data utilization across the school, and offer support to cultivate a data-driven culture have demonstrated a positive impact on student outcome measures.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Planning for benchmark-aligned instruction.

Person Monitoring:

School Leadership Team

By When/Frequency:

Monthly

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

Collaborative teams of teachers will meet weekly during common planning time to address the four critical questions of PLCs, including a focus on what is it students will know and be able to do, identifying key standards for their course. Planning for both instruction and assessment will be done in collaborative teams to emphasize state standards.

Action Step #2

Instructional Walkthroughs and Learning Walks

Person Monitoring:

School Leadership Team

By When/Frequency:

Quarterly, throughout the school year.

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

In addition to the targeted areas of instruction identified by administration (benchmark aligned instruction and student engagement), collaborative teams will collectively identify one instructional strategy that they would like their team to focus on for the year, and both administration and collaborative teams will participate in instructional walkthroughs to provide feedback to teams about their implementation.

Action Step #3

PLC Quarterly Check Ins

Person Monitoring:

Kristin Bozeman, Savannah Brock, Kara Minn, Sara Novak, Josh Scott

By When/Frequency:

Quarterly, throughout the school year

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

On a quarterly basis, all Professional Learning Community (PLC) teams will meet with the leadership team for data discussions, during which the leadership team will assess the fidelity of implementation and analyze data to inform subsequent actions. Schedule Quarterly Meetings: Establish a schedule for quarterly data discussion meetings between PLC teams and the leadership team. Develop a standard agenda template for the meetings to ensure consistency and focus on key discussion points. Ensure that all PLC teams have collected and compiled relevant data from common assessments, interventions, and other performance metrics. Each course team should conduct an initial analysis of their data to identify trends, successes, and areas needing improvement. Continuously monitor the progress of the implemented actions and interventions. Collect data to measure their effectiveness. The leadership team assesses the fidelity of the implementation of strategies and interventions discussed in previous meetings. Recognize and celebrate successes and improvements identified through the data discussions to motivate and encourage continued effort.

Action Step #4

Team-created common assessments aligned to benchmarks.

Person Monitoring:

Leadership Team

By When/Frequency:

Quarterly, throughout the school year.

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

In collaborative teams, teacher will work collaboratively to create and refine common summative and formative assessments, and to analyze the results of those assessments in light of both student performance and alignment with grade level standards.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

One of the school grade components that was the lowest performing for the past year was in the area of college and career acceleration (49%). This encompasses AP and AICE courses, dual enrollment opportunities with colleges, career and technical education (CTE), and other programs designed to provide students with the opportunity to engage in more rigorous coursework while earning college credits during their high school years. The Flagler School District's vision for the 2024-2025 academic year regarding our CTE college and career pathway, termed Diploma+, will receive our full support.

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.

MHS will increase the percentage of students achieving acceleration prior to graduation by 10%.

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.

Throughout the year, we will analyze the results of industry certification (ICE) exams for our CTE program to track student progress toward acceleration opportunities.

Person responsible for monitoring outcome

Kristin Bozeman (Principal) & Jeremy Ossler(CTE Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students are provided opportunities to participate in early college (dual enrollment) programs at the high school campus. Students are given advisement and guidance to engage with career and technical education programs on the high school campus.

Rationale:

Numerous educational studies, intervention reports and practice guides on the What Works Clearinghouse cite the implementation of early college programs as having a strong impact on student success. In addition, programs which allow students to engage in meaningful and relevant Career and Technical Education programs during their time in high school, also show strong evidence for improving student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student course selections for the upcoming school year will be analyzed to identify areas of opportunity.

Person Monitoring:

Guidance

By When/Frequency:

August 2024

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

School counselors will analyze reports of students including their grades and test scores, and identify students who have not yet had an opportunity to participate in an acceleration program to this point. Counselors will work on individual student schedules and their academic record to place the student in a course that is appropriate for the student that gives them an opportunity to either earn a dual enrollment credit or a CTE Industry Certification.

Action Step #2

Career and Technical Education Program connections to post-secondary

Person Monitoring:

CTE Coach

By When/Frequency:

Monthly, throughout the school year.

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

Our CTE department will collaborate to identify potential opportunities for students to experience both college and career through field trips and guest speakers to career and post-secondary opportunities. Additionally, teachers will collaborate to improve student outcomes on industry certification exams, with the goal that all students in a CTE course will be able to earn the accompanying industry certification that they can take with them into their career. In addition, we partner with our Education Foundation to work with our industry partners within the community to provide tours of our programs

of study. This network allows for students and community business partners to develop more cohesive relationship and accountable workers within our community.

Action Step #3

Prioritizing Master Schedule

Person Monitoring:

Kristin Bozeman, Sara Novak

By When/Frequency:

Annually

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

Using Skyward scheduler we purposely prioritized enrolling students based on their selected courses in Career and Technical Education (CTE), AICE diploma and dual enrollment ensuring that these options were equally integrated with all other core academic courses. Courses were also scheduled to ensure students can complete entire AICE Diploma and CTE pathways, leading to certification or advanced study. With analysis of acceleration data, we are able to allow additional opportunities for student to find success within the course offerings, and advance their learning pathways. This action offers the ability to support students to reach their overall goals for career and college readiness. We ensure they receive adequate support and resources to maximize student participation and success.

Area of Focus #4

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

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

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

Our recent establishment of Professional Learning Communities (PLCs) is a critical need based on the analysis of past years testing data, as well as feedback gathered from teacher observations and discussions. It was evident that collaboration within courses and departments was minimal, until last school year. PLCs offer high-quality, intentional learning opportunities for educators, grounded in a focus on student learning, the development of a collaborative culture, and an emphasis on measurable results. Research indicates that effective schools, which maintain a clear and shared mission, vision, values, and goals, benefit from teacher collaboration through PLCs, leading to improved instructional practices and enhanced student achievement which is our main goal.

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.

PLCs are instrumental in improving school grades, enhancing student assessment practices, and cultivating a positive school culture. By implementing collaboration, data-driven decision-making, and a focus on continuous improvement, PLCs create an environment where both teachers and students thrive, leading to sustained student achievement and a collaborative school community.

Monitoring

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

The academic leadership team will convene quarterly with the Professional Learning Community (PLC) teams for English, Math, Science, and Social Studies to review achievement data and assess student progress. Representatives from the administrative team will visit the PLC Collaborative Teams on a quarterly basis to ensure effective collaboration focused on enhancing student learning. Our main goal is to positively influence student achievement outcomes by maintaining a strong emphasis on collaborative educational efforts.

Person responsible for monitoring outcome

Guiding Coalition Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a “focus on student learning”, “building a collaborative culture”, and a “focus on results.” These are achieved with a shared mission and vision as well as shared values and goals, collaborative teams, collective inquiry, a commitment to continuous improvement and an action and results-oriented mindset.

Rationale:

Professional Learning Communities (PLCs) promote ongoing professional development among educators by fostering collaborative visioning and planning, along with comprehensive analysis of both effective and ineffective practices to enhance student achievement. Additionally, PLCs that integrate data into a continuous cycle of instructional improvement, define a clear vision for data use throughout the school, and provide support to nurture a data-driven culture have shown a positive influence on student outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Sailing to Success: Pirate Professional Learning Community PL

Person Monitoring:

Administration/Leadership team

By When/Frequency:

Pre-Planning

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

All instructional staff will further develop their understanding and implementation of Professional Learning Communities (PLCs). The purpose of this professional learning is to organize team meetings throughout the year to cultivate a collaborative and reflective professional environment, enhance continuous learning, and support enhanced student achievement. Together, teachers will work towards continuous growth, clarity of objectives, a shared vision, collective agreements, and mutually agreed-upon goals to advance MHS and improve outcomes for our students.

Action Step #2

Collaborative Teams

Person Monitoring:

Department Chairs/Administration

By When/Frequency:

Weekly

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

Our teachers will work as a PLC in collaborative teams to create at least one common unit plan and assessment per quarter aligned with the FL BEST standards and their assessment plans. PLC teams are required to establish uniform practices concerning all grading aspects not specifically covered in this policy, such as penalties for late submissions, extra credit opportunities, and adjustments related to End-of-Course (EOC) exams or Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) exams.

Action Step #3

Data-Driven Practices

Person Monitoring:

Department Chairs/Instructional Coaches/
Administration

By When/Frequency:

Quarterly

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

Professional Learning Communities (PLCs) will enhance teaching practices and student learning outcomes by utilizing collaborative and data-driven approaches and strategies. Define procedures for collecting and analyzing student performance data. PLCs will define specific, measurable, achievable, relevant, and time-bound (SMART) goals. Schedule regular PLC meetings dedicated to reviewing student data and planning interventions. Use data to identify students' learning needs and adjust instruction accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

reviewed.

The primary focus for each relevant grade level will be to reduce the number of Level 1 office discipline referrals in accordance with our discipline matrix. For the 2023-2024 school year, MHS had 2,754 referrals for students for Level 1 infractions, with Tardy, Electronic Device and Skipped Class being the majority of infractions. Though these are lower level discipline infractions, they are all behavior incidents which contribute to a poor school culture, and which take students away from academic time.

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.

MHS aims to reduce the number of discipline referrals for the year by at least 10%.

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.

On a monthly basis, our deans, behavior interventionists, guidance, and administrators will collaboratively review discipline data to analyze trends and identify students who require behavioral interventions, and they will coordinate with district support staff as necessary. This will also be monitored in part by our implementation of instructional walkthroughs focused on Student Engagement in the classroom.

Person responsible for monitoring outcome

Joshua Scott/Kara Minn

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

MHS will implement school-wide PBIS (Positive Behavior and Intervention Strategies) and the Capturing Kids Hearts (CKH) program to promote positive relationships between students on campus, as well as to promote productive behaviors among students. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that includes: greeting students at the door with a handshake asking students to share good things in their lives having students create a social contract for expected classroom behavior posing four questions to redirect behavior using and encouraging students to use non-verbal hand signals to redirect behavior ending the class on a powerful note or launch

Rationale:

Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen

students' connection to school by 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Establishing and communicating Capturing Kids Hearts and school-wide behavior interventions for students.

Person Monitoring:

Josh Scott/Kara Minn

By When/Frequency:

8/8/24

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

Teachers will participate in professional learning and establish expectations during pre-planning to implement the CKH practices in their classrooms effectively. Teachers will also receive specific training on the principles, processes, and roles associated with Multi-Tiered System of Supports (MTSS) for all team members.

Action Step #2

Monthly discipline data review to identify students for targeted intervention.

Person Monitoring:

Josh Scott/Kara Minn

By When/Frequency:

Monthly, throughout the year

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

The deans, behavior interventionists and school counselors will meet monthly to analyze discipline referral data to identify students who may require behavioral intervention. Students who have received one or more discipline referrals will be evaluated for a Multi-Tiered System of Supports (MTSS) Behavior Plan. Use data from assessments, teacher observations, and behavioral reports to identify students needing targeted interventions. Regularly monitor student progress to evaluate the effectiveness of interventions and implement any necessary adjustments.

Action Step #3

CKH and Common Tier 1 Behavior Expectations in the Classroom

Person Monitoring:

Josh Scott/Kara Minn

By When/Frequency:

Monthly, throughout the year

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

Teachers will use the CKH EXCEL model and strategies to establish positive climates and promote positive, on task behavior in their classroom. This will be supported by school-wide common behavior expectations in the classroom and in common areas, where students will be taught the expected behaviors throughout the school.

Action Step #4

Provide targeted behavior interventions to identified students.

Person Monitoring:

Kara Minn

By When/Frequency:

Monthly, throughout the year.

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

Behavior interventionists will develop and implement Multi-Tiered System of Supports (MTSS) Behavior Plans for students identified as requiring supplementary behavioral assistance. Targeted interventions for students identified as at risk (e.g., small group instruction, social skills training). Intensive, individualized interventions for students with significant needs (e.g., individualized behavior plans, one-on-one tutoring).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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