

Pinellas County Schools

JOSEPH L. CARWISE MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 5

 D. Demographic Data 6

 E. Early Warning Systems 7

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup 16

 E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Culture and Environment 32

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Carwise Middle School is to educate and prepare each student for high school, college, career, and life.

Provide the school's vision statement

Carwise Middle School's vision is 100% student success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Chad Eiben

Position Title

Principal

Job Duties and Responsibilities

Ultimately responsible for all school decisions regarding school improvement and management. Receives feedback and input from teachers and the leadership team and sets a course for school improvement. Provides feedback to teachers and school leaders concerning best practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #2

Employee's Name

Asimina Patton

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 8th grade discipline, language arts and reading departments, and language arts and reading teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #3**Employee's Name**

Tanya Florio

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 6th grade discipline, social studies and science departments, and social studies and science teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #4**Employee's Name**

Laura Mudd

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 7th grade discipline, math and ESE departments, and math and ESE teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

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.

Carwise Middle has a School Advisory Council (SAC) that meets monthly. This team includes school staff, parents, and community members. The SAC reviews and provides input regarding the School Improvement Plan.

SIP Monitoring

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

Carwise Middle is continuously monitoring student data (grades, discipline, attendance, test scores, etc.). We use this data to make needed changes to instructional practices.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	32.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.2%
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: A* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	39	54	60	153
One or more suspensions	0	0	0	0	0	0	3	16	25	44
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	10	13	26
Course failure in Math	0	0	0	0	0	0	7	10	40	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	42	41	115
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	29	12	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

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

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							42	93	89	224
One or more suspensions							8	15	19	42
Course failure in ELA							1			1
Course failure in Math							4		2	6
Level 1 on statewide ELA assessment							35	63	83	181
Level 1 on statewide Math assessment							51	56	66	173
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							56	73	102	231

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65			59	49	49	55	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	61						45		
ELA Learning Gains Lowest 25%	56						34		
Math Achievement *	77			74	58	56	66	30	36
Math Learning Gains	67						61		
Math Learning Gains Lowest 25%	70						50		
Science Achievement *	51			57	48	49	54	52	53
Social Studies Achievement *	76			71	69	68	75	52	58
Graduation Rate								45	49
Middle School Acceleration	84			83	77	73	73	44	49
College and Career Readiness								66	70
ELP Progress	60			56	38	40	64	72	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	680
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	67%	58%	56%		64%	67%

* 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	60%	No		
Asian Students	89%	No		
Black/African American Students	52%	No		
Hispanic Students	68%	No		
Multiracial Students	72%	No		
White Students	68%	No		
Economically Disadvantaged Students	63%	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	41%	No		
English Language Learners	56%	No		
Asian Students	70%	No		
Black/African American Students	42%	No		
Hispanic Students	64%	No		
Multiracial Students	72%	No		
White Students	71%	No		
Economically Disadvantaged Students	60%	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	35%	Yes	1	
English Language Learners	49%	No		
Native American Students				
Asian Students	72%	No		
Black/African American Students	37%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%		61%	56%	77%	67%	70%	51%	76%	84%			60%
Students With Disabilities	24%		45%	50%	40%	51%	53%	19%	46%	56%			
English Language Learners	33%		57%	55%	69%	80%	80%	12%	67%	73%			73%
Asian Students	88%		75%		96%	87%			100%				
Black/African American Students	39%		47%	50%	42%	47%	52%	29%	76%	83%			
Hispanic Students	58%		59%	51%	75%	72%	73%	50%	71%	89%			81%
Multiracial Students	71%		70%	69%	78%	73%		59%	82%	74%			
White Students	68%		62%	56%	80%	66%	72%	53%	76%	83%			67%
Economically Disadvantaged Students	55%		58%	56%	69%	65%	70%	37%	71%	78%			67%
06/2024													

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	59%				74%			57%	71%	83%			56%
Students With Disabilities	20%				41%			26%	46%	73%			
English Language Learners	37%				63%			52%	40%	91%			55%
Asian Students	64%				76%			53%		88%			
Black/African American Students	36%				46%			30%	54%				
Hispanic Students	57%				68%			51%	67%	84%			57%
Multiracial Students	62%				81%			64%	70%	85%			
White Students	61%				78%			60%	73%	83%			
Economically Disadvantaged Students	49%				65%			48%	66%	79%			54%

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	55%		45%	34%	66%	61%	50%	54%	75%	73%			64%
Students With Disabilities	24%		32%	27%	31%	41%	41%	24%	52%	40%			
English Language Learners	35%		38%	33%	49%	56%	53%	21%	71%	67%			64%
Native American Students													
Asian Students	68%		60%		62%	70%		77%	85%	81%			
Black/African American Students	26%		33%	36%	37%	45%	33%	20%	65%				
Hispanic Students	51%		40%	27%	58%	64%	60%	52%	70%	63%			54%
Multiracial Students	59%		57%	31%	60%	54%	42%	53%	75%	64%			
Pacific Islander Students													
White Students	58%		46%	36%	71%	62%	51%	57%	76%	76%			73%
Economically Disadvantaged Students	43%		39%	34%	52%	56%	50%	44%	62%	55%			67%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

III. Planning for Improvement

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

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

Most Improvement

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

The greatest improvement for tests scores for Carwise Middle for the 2023-2024 school year was in the area of ELA. Our ELA scores increased by 8%. We believe this increase may have been due to the focus in PLC's on differentiation, writing in the content areas, and the use of data driven instruction.

Lowest Performance

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

Our lowest performance in test scores for the 2023-2024 school year was in the area of Science. 50% of the students passed the science test, compared to 56% of the students passed the test in the 2022-23 school year. The problem/gap is occurring because instructional Planning and implementation for student learning is not explicitly focused on developing and implementing lessons that are aligned to the correct depth and scope of standards and releasing to practice and respond.

Greatest Decline

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

The greatest decline in tests scores for Carwise Middle for 2023-24 was in the area of Science. The contributing factors to the decline is that teachers need to identify the critical content and collaboratively and intentionally plan explicit benchmark -aligned instruction to allow students to engage in meaningful rigorous tasks, an increase in student achievement will occur.

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.

Carwise Middle did not have any negative gaps (scores below state averages). However, if looking at positive gaps, Carwise had the greatest gap with our Geometry EOC scores. We had 100% of test takers score a level three or higher. Compared to the state average of 52% of test takers scoring a level three or higher. This gap may be due to only our most advanced students taking Geometry at

the middle school level.

EWS Areas of Concern

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

The biggest area of concern is the number of students that we have with two or more early warning indicators in the 8th grade class.

Highest Priorities

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

1. Focused Note Taking Process (AVID Strategy)
2. Writing Across all content Areas (FRAME)
3. Teaming

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current level of performance is a 52% proficiency, as evidenced by 23 data. We expect our performance to be 65% proficiency by May 2025. Our current level of performance on our 6th and 7th grade final exams was approximately an average of 49%. We expect our current performance level to be an average of 55% by May 2025. The problem/gap is occurring because content area literacy skills are not meeting expectations which includes vocabulary, infographic, and data graph analysis. additionally instructional planning and implementation for student centered learning is not explicitly focused on developing and delivering lessons that are aligned to the correct depth and scope of the standards.

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.

If collaborative planning focused on developing and delivering lessons that are to the scope of the standards, then the percent of all students demonstrating proficiency in Science will increase from 52% to 65%, as measured by SSA data. The average score on the 6th and 7th grade final exams will increase from 49% to 55% as measured by PCS Final Exam data.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Tanya Florio

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:

Within each unit, teachers will incorporate infographics, complex text, and include hands-on activities that target all nature of science standards. Teachers will scaffold support for level 1 and level 2 students as determined by data on cycle assessments.

Rationale:

These strategies were selected based on the need for more complex tasks in the science classroom. By utilizing the inquiry and literacy strategies, we will address the use of complex text to help prepare our students for the FAST and Science SSA.

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

Pacing guide and resources

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver inquiry-based lessons that is responsive and engaging while meeting the needs of each student. Teachers will ensure that for each unit, they add infographics, complex text, and include hands on activities. Students will engage in activities using scientific language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).

Action Step #2

Intentional Planning

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will plan and implement opportunities specifically during the Elaborate phase of the 5E instructional model for students to make a claim, test it and defend their results, with evidence through written lab reports during inquiry-based science projects aligned to state standards. Utilize common short and extended writing and lab rubrics. Lessons are built to make real world content connections to make content more meaningful and to ensure that they are to the depth and the

breathe of the standards for those lessons.

Action Step #3

Professional Development

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will attend professional development (including Facilitated Planning Sessions, Literacy in the Content Area, Using Data to intentionally Plan for and Differentiate Lessons, UDL in Science) to help effectively implement strategies that focus on inquiry and literacy strategies to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration

Action Step #4

PLC's

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will use the information that they receive at these sessions to conduct regular, monthly, PLCs inclusive of data chats to review students responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex tasks.

Area of Focus #2

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

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

Our current level of performance is 78% as evidence by the 2024 Math FAST assessment. We expect our performance level to be 84% by May 2025. The problem/Gap is occurring because of low student engagement and content area literacy skills which include consistent math specific vocabulary and data graph analysis.

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.

If instruction engages students in benchmark aligned learning activities where students are required to do the math by problem solving, thinking critically, and having academic discourse, then the percent of all students achieving math proficiency will increase from 78% percent to 84% percent, as

measured by Spring Math F.A.S.T. data.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Laura Mudd

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:

Teachers adapt and drive their daily instruction based on checks for understanding (ie. Exit tickets, stop and thinks, whiteboards, think, pair, shares, etc.). Cultivate a discussion rich environment that enables a safe space for students and teachers to discuss, collaborate, and analyze math concepts together.

Rationale:

These strategies were selected based off FAST data and teacher formative assessment data. Teachers will work on connecting prior knowledge and make connections to real-world applications to help students interact with critical content in an authentic manner. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward.

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

Data Chats

Person Monitoring:

Laura Mudd

By When/Frequency:

ongoing

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

Teachers will conduct regular 'data chats' with students and support setting learning goals by utilizing data such as the checks for understanding done by the teacher daily and personalized actions plans form the diagnostic snapshot to address mathematical skill gaps and strengthen mathematical foundational knowledge and fluency. Teachers will use these data chats to plan for cognitively engaging learning activities as well as remediation that is needed.

Action Step #2

Professional Development

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Teachers continue to attend ongoing Facilitated Planning Sessions to analyze course standards and effectively implement instructional plans emphasizing on-grade level, standards aligned learning tasks that foster a student-centered environment, cooperation, and collaboration amongst students

Action Step #3

PLC's

Person Monitoring:

Laura Mudd

By When/Frequency:

ongoing

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

Teachers will participate in regular, monthly PLC's in which they will review data following cycle assessments to plan for instructional lessons incorporating the Thinking and Reasoning Standards and rigorous performance tasks aligned to the B.E.S.T. Benchmarks based on classroom and student level data. Data can come from FAST assessments, IXL, and district/classroom assessments.

Action Step #4

Variety of Modalities

Person Monitoring:

Laura Mudd

By When/Frequency:

ongoing

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

Math teachers will utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student, including IXL to have students practice benchmark aligned skill to achieve proficiency or mastery. Teachers will adapt their lessons based off of data that is collected from their checks for understanding to ensure that all students are learning the material.

Area of Focus #3

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

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

Our current level of performance is 76% proficiency as evidenced by the 2024 Civics EOC. Our

current level of performance on our US History semester exams is an average of 56.4% and in World History Semester exam is a 48% (from 2023-2024). We expect our current level of performance to be 82% on the Civics EOC by May 2025. We expect our current level of performance on the World History exam to be 52% and 60% on the US History exam. The problem/gap is occurring because inconsistent use of text, lack of rigor, and higher order thinking practices.

Measurable Outcome

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

The percent of all students demonstrating proficiency in the EOC exams for Civics will increase from 76% to 82% as measured by EOC exam scores. The average of US History mid-term and final exams will increase from 56.4 to 60%. The average of World History mid-term and final exams will increase from 48% to 52%.

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.

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Tanya Florio

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:

Teachers will use the district provided curriculum map and blueprint to guide instruction. The teachers are using the checkpoint tests to monitor the mastery of the standards. Strengthens staff ability to engage in students in complex tasks in Social Studies, incorporating the B.E.S.T Standards for literacy.

Rationale:

These strategies were selected based on EOC data, FAST data, performance matters, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding with help meet students where they are to move them forward.

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

Intentional Planning

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver instruction that is responsive and engaging while using differentiation and scaffolding to meet the needs of each student. Students will engage in activities using academic language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.). Teachers will intentionally plan for lessons which include activities using academic language, the applications of the concepts- beyond memorizing the Bill of Rights, and apply what they are learning to real world examples.

Action Step #2

Strategies

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Ensure implementation of literacy and Historical Thinking Skills in Social Studies content area - including the use of text-dependent questions, grade-appropriate complex texts that elicit close and critical reading, and performance tasks aligned to the standards. Teachers use strategies to help students identify key ideas, to go deeper than comprehension of the text and reflect on information in primary and secondary source documents. Teachers will additionally utilize the checkpoint tests to monitor the mastery of the standards. Strategies include text marking, graphic organizers and summarizing.

Action Step #3

Professional Development

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will attend professional development (including FRAME, QER, Focused Note Taking, Facilitated Planning Sessions, Data Analysis, Teaching with Rotations and a partnership with ELA to support teaching writing in the DBQ process) to help effectively implement strategies focusing on rigorous tasks with differentiation to foster a student-centered environment focused on cooperation

and collaboration amongst students.

Action Step #4

PLC's

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Teachers will regularly engage in department and common planning PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards. PLCs will also be used to review data including unit assessments as well as formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of all students.

Action Step #5

Data Chats

Person Monitoring:

Tanya Florio

By When/Frequency:

ongoing

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

Students will analyze FAST data and students will track their data throughout the year. The data will be utilized to conduct data chats and other modalities and set individual student goals. To help meet student goals, teachers will administer and analyze progress monitoring assessments and create remediation plans based upon data to address learning gaps so that students fully understand the expected outcomes of the standards.

Area of Focus #4

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our current level of performance is 66% of our students are proficient on the 2024 FAST ELA assessment. We expect our performance level to increase to 73% of our students meeting proficiency by Spring 2025 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because the activities are not rigorous, student-centered activities that are not do the depth of the standards. increase by 6%.

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.

If teachers plan lessons to the full depth of the standards, and the percent of students achieving ELA

proficiency will increase from 66% to 70,3 as measured by the Spring 2025 FAST assessment.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Asimina Patton

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:

1. Enhance staff capacity to identify content from the BEST Benchmarks that will create questions that are to the depth of the standards and allow students to collaborate with one another during various lessons. 2. Plan lessons that are rigorous, with student centered activities that are aligned to the benchmarks. 3. Enhance teacher capacity to incorporate reading and writing strategies in all content areas schoolwide.

Rationale:

These strategies were chosen to engage students in more complex tasks to encourage higher expectations and student achievement.

Tier of Evidence-based Intervention:**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

Person Monitoring:

Asimina Patton

By When/Frequency:

Ongoing

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

ELA and reading teachers will Intentionally collaboratively plan and design lessons with rigorous, student-center activities; to the depth and alignment of the standards. Planning will provide on grade specific exemplar activities/strategies aligned to B.E.S.T. standards in monthly PLC meetings to plan

for differentiation, scaffolding and address gaps in student learning.

Action Step #2

Data Driven

Person Monitoring:

Asimina Patton

By When/Frequency:

Ongoing

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

Teachers will analyze FAST data and iReady diagnostic data, student work, and utilize it to conduct data chats and other modalities and set individual student goals. To help meet student goals, teachers will administer and analyze progress monitoring assessments and create remediation plans based upon data to address learning gaps so that students fully understand the expected outcomes of the standards.

Action Step #3

professional development

Person Monitoring:

Asimina Patton

By When/Frequency:

ongoing

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

ELA and reading teachers will receive professional development around BEST Benchmarks from district content specialists, Teachers will utilize district gold document, work with staff developers and peers to develop and implement lessons that focus on student-centered activities to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #4

Instruction

Person Monitoring:

Asiminia Patton

By When/Frequency:

Ongoing

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

ELA and Reading teachers will utilize a variety of modalities when presenting culturally responsive concepts and instruction to meet the needs of each student; include small groups for differentiation of presentation; work with peers and staff developers to ensure differentiation is being used to maximize student learning. Teachers will also provide continually monitoring and feedback with students.

Action Step #5

School-Wide Strategies

Person Monitoring:

Asimina Patton

By When/Frequency:

Ongoing

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

School-wide literacy and writing strategies (FRAME), including writing evidence-based elaboration and focused note taking, will continue to be implemented in all content area classes. Additional support and enrichment will be provided at ELP for all students, especially focusing on students identified in various subgroups (504, ESE, EL, etc.) to close learning gaps.

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.

For the 2023-2024 academic year, our school-wide behavior performance includes 574 discipline referrals (including inactive students) and 542 referrals (for active students). Our goal is to reduce this number to 515 or fewer by May 2025, achieving a 10% decrease from the previous school year. The primary challenges in behavior and positive culture stem from insufficient positive behavior management strategies and the lack of strong teacher-student relationships. By implementing more positive behavior management strategies, school-wide PBIS Shark Bites, and fostering better teacher-student relationships, we anticipate at least a 10% reduction in these issues, as reflected by quarterly discipline reports from Focus.

Measurable Outcome

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

The number of student referrals will decrease from 574 to 515 or fewer (10%), as measured by FOCUS reports. The number of PBIS Shark Bite distribution will increase _____ as measured by weekly frequency counts per grade level.

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.

Monitoring will occur during weekly Administration PLCs and bi-monthly MTSS PLCs, where data will be disseminated and discussed by grade level and school-wide, cross-referencing to prior year behavior data. Following the MTSS PLCs, data will be shared with teachers. Administrators will conduct walkthroughs to monitor the implementation of Tier 1 PBIS/MTSS interventions by teachers, referencing the school-wide PBIS plan and implementation procedures, and noting Tier 2 and Tier 3 interventions as needed.

Person responsible for monitoring outcome

No one Identified

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:

Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Enhance the capacity of all staff to establish and maintain positive relationships with students by implementing school-wide PBIS.

Rationale:

Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Discipline data indicates an increasing trend in referrals, emphasizing the need for enhanced support to help teachers maintain positive relationships with students. When a school systematically and intentionally implements PBIS approaches across the entire building, it benefits all students and educators, fostering a positive schoolwide culture and behavior. This approach is expected to result in a positive trend in behavior and a corresponding decrease in referrals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

PBIS system

Person Monitoring:

Chad Eiben

By When/Frequency:

OnGoing

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

Continue use of Positive Behavior Monday morning lessons to teach student school-wide expectations, procedures, and behaviors on a weekly basis. SBLT will plan and establish lessons monthly based on current data trends and for use in routine morning restorative circles, celebrating growth, and updating systems.

Action Step #2

Shark Bite

Person Monitoring:

Chad Eiben

By When/Frequency:

ongoing

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

Continue use of the Shark Bite (token economy) positive behavior support and recognition system to provide rewards for students for demonstration of positive and appropriate behaviors that are identified by the school expectations. By the end of first semester, at least 90% of school members (students and staff) will participate in the Shark Bite system and the rewards will be varied and reflect students interests (based on student input).

Action Step #3

Meetings

Person Monitoring:

Chad Eiben

By When/Frequency:

ongoing

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

Utilize team meetings to discuss students in need of behavior support. Teams will appropriate interventions and deploy strategy. If continued student issues occur, the team will refer student to the MTSS team.

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