

Pinellas County Schools

EAST LAKE MIDDLE SCHOOL ACADEMY ENGINEERING



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 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup 17

 E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Culture and Environment 35

V. Title I Requirements (optional) 37

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

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

East Lake Middle School Academy of Engineering will prepare students to be college and career ready and have the skills to compete in a global society.

Provide the school's vision statement

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

Karen Huzar

Position Title

Principal

Job Duties and Responsibilities

Instructional leader, oversee operations, monitors student progress, support and monitor teachers, etc.

Leadership Team Member #2

Employee's Name

Gregory Stewart

Position Title

Instructional and Curriculum Specialist

Job Duties and Responsibilities

Technology and Curriculum Specialist & Media Library specialist - helps teachers pull data, takes care of library, assists teachers, and takes care of technology needs.

Leadership Team Member #3

Employee's Name

Samantha Chichester

Position Title

School Counselor

Job Duties and Responsibilities

Meet with teachers, parents and students. Give guidance and resources when needed. Part of our student service team.

Leadership Team Member #4

Employee's Name

Karin David

Position Title

K-12 Teacher - Math

Job Duties and Responsibilities

Math department head. Provides leadership to math department and 6th grade team.

Leadership Team Member #5

Employee's Name

Jaclyn Wheaton

Position Title

K-12 Teacher - 8th Grade ELA Teacher

Job Duties and Responsibilities

ELA/Reading department head. Provides leadership to ELA/reading department and 8th grade team member.

Leadership Team Member #6

Employee's Name

Karen Lee

Position Title

K-12 Teacher - 6th Grade Science Teacher

Job Duties and Responsibilities

Science department head. Provides leadership to science department and 6th grade team member.

Leadership Team Member #7

Employee's Name

Oren Schlierer

Position Title

K-12 Teacher - 8th Grade SS Teacher

Job Duties and Responsibilities

Social studies department head. Provides leadership to social studies department and 8th grade team.

Leadership Team Member #8

Employee's Name

Cristina Fallara

Position Title

K12 Teacher - AVID & Health Teacher

Job Duties and Responsibilities

AVID Coordinator and site team member.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

All leadership team, teachers, and school staff are involved in the process for development and overseeing SIP goals. All stakeholders including teachers, staff, parents, students and business/community partners complete surveys throughout the year to give input into the SIP goals. Data is shared in SAC meetings/parent meetings/data chat meetings and general emails throughout the year to ensure that all stakeholders receive updates.

1. All departments meet and review current data and look at past year's goal. Questions asked are, "How did we do? Where do we want to go now? How will we get there?" Departments work on individual subject goals. Then all meet together to ensure strategies and action steps are school wide and align with whole school goals.
2. SIP goals and action steps are presented to School Advisory Council with proposed budget. SAC will vote to approve or amend budget presented.
3. Vote is recorded and shared with district personnel and finalized in the CIMS website

SIP Monitoring

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

The SIP goals and action steps are monitored throughout the school year. All testing data is shared with the school community including teachers, students, parents, and SAC. Remediation plans are developed through each subject and are depended on what is needed for individual students and classes. All students are part of the process and know their data. Revised plans are shared with entire school community.

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	19.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	16.2%
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) 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: A 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							7	15	7	29
One or more suspensions								1	1	2
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							2	2		4
Level 1 on statewide ELA assessment							6	1	3	10
Level 1 on statewide Math assessment							2	2	0	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

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

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							3	8	6	17
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment							11	3	6	20
Level 1 on statewide Math assessment							4	1	1	6
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							2			2

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										0
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 *	85			81	49	49	87	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	71						73		
ELA Learning Gains Lowest 25%	72						74		
Math Achievement *	91			91	58	56	90	30	36
Math Learning Gains	73						75		
Math Learning Gains Lowest 25%	71						69		
Science Achievement *	87			83	48	49	83	52	53
Social Studies Achievement *	95			96	69	68	96	52	58
Graduation Rate								45	49
Middle School Acceleration	91			92	77	73	92	44	49
College and Career Readiness								66	70
ELP Progress				70	38	40		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 (FPI) 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	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	736
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
82%	89%	82%	78%		81%	84%

* 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	51%	No		
Asian Students	83%	No		
Black/African American Students	78%	No		
Hispanic Students	88%	No		
Multiracial Students	82%	No		
White Students	82%	No		
Economically Disadvantaged Students	77%	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		

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%
English Language Learners	70%	No		
Asian Students	93%	No		
Hispanic Students	93%	No		
Multiracial Students	100%	No		
White Students	88%	No		
Economically Disadvantaged Students	79%	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	52%	No		
English Language Learners	65%	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%
Native American Students				
Asian Students	77%	No		
Black/African American Students				
Hispanic Students	82%	No		
Multiracial Students	77%	No		
Pacific Islander Students				
White Students	83%	No		
Economically Disadvantaged Students	90%	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													F	
	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	85%		71%	72%	91%	73%	71%	87%	95%	91%				
Students With Disabilities	40%		48%	50%	58%	54%	57%							
Asian Students	85%		69%		92%	85%								
Black/African American Students	82%		73%		91%	64%								
Hispanic Students	89%		76%		97%	78%		91%	100%	86%				
Multiracial Students	79%		86%		93%	71%								
White Students	85%		70%	73%	90%	72%	71%	87%	95%	91%				
Economically Disadvantaged Students	74%		62%	78%	85%	80%	71%	69%	96%	76%				

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	81%				91%			83%	96%	92%			70%
Students With Disabilities	36%				45%								
English Language Learners	53%				87%								
Asian Students	93%				93%								
Hispanic Students	83%				97%				100%	90%			
Multiracial Students	100%				100%								
White Students	80%				90%			84%	95%	92%			
Economically Disadvantaged Students	66%				82%			72%	86%	90%			

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.
All Students	87%		73%	74%	90%	75%	69%	83%	96%	92%
Students With Disabilities	38%		62%	67%	48%	48%	50%			
English Language Learners	67%		75%		50%	67%				
Native American Students										
Asian Students	69%		69%		92%	77%				
Black/African American Students										
Hispanic Students	89%		79%		86%	75%				
Multiracial Students	69%		55%		92%	91%				
Pacific Islander Students										
White Students	88%		73%	77%	90%	75%	69%	83%	96%	92%
Economically Disadvantaged Students	90%		90%	80%	94%	80%		95%	95%	94%

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?

Science data showed the most improvement. Our percent proficiency went from 83% to 87%. This past year we pulled small group who either met with the teacher or the Principal (science certified). Lessons were to remediate specific standards that students were struggling to master. These small groups were intentionally planned for hand on experiments that allowed students to interact with the content. Groups were pulled based individual student data.

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 area of performance was with our SWD subgroup. Even though this subgroup made gains and improved proficiency in all areas it is still one of our lowest data points. Again, we did make gains in this area and I think the intentional planning between the ESE teacher and mainstream teacher helped with these gains. This will continue into next year and we will add more specific strategies to continue to increase performance.

Greatest Decline

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

We decline in two areas by one percentage point in each. We declined in Civics from a 96% proficiency to 95% proficiency. Our acceleration cell also declined by one percentage point from 92% to 91%.

Greatest Gap

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

When we compare our data to the state we far exceed in all areas. However, there is always room for improvement. This year we were very intentional about pulling small groups within content area to give pop up remediation or challenge questions. This is something we will continue until it is an automatic way of work so all students get what they need daily in all classes.

EWS Areas of Concern

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

Students that continue to miss school and then fall behind in their content area. This is what happens, and it is hard for them to catch up academically.

Highest Priorities

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

SWD subgroup increase proficiency

Increase proficiency in ELA

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 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 91% as evidenced by the 2023-2024 spring FAST and EOC examinations, and our area of focus will be to increase student performance scores. This will affect student learning through supporting students by providing cognitively engaging learning activities that require critical thinking, including academic discourse with teachers and peers.

Measurable Outcome

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

Our current level of overall math performance as measured by FAST testing and EOC examinations is 91%. The percentage of all students achieving math proficiency will increase by two percentage points from current levels, as measured by end-of-year FAST assessments and Algebra and Geometry EOC examinations, exclusive of courses that already exceed 98% proficiency.

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.

Student data from IXL diagnostic and Cycle assessments will be analyzed by teachers, who will engage in data chats with students throughout the year, at minimum, once per semester. This will result in increased student achievement as measure by IXL diagnostic and PM assessments.

Person responsible for monitoring outcome

Karin David, Math Department

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. In grade 6 curriculum, the priority will be to introduce and incorporate AVID strategies such as focused note-taking, the use beyond the notes, and collaborative study structures, which will parlay into increased student achievement as measured on IXL diagnostic and FAST PM scores. 2. In grade 7 and 8 curriculum, the priority will be to ensure students' engagement with interactive notes and allowing more choice and voice in collaborative study structures, increasing enrichment and remedial activities, which will parlay into increased student achievement as measured on IXL diagnostic and FAST PM scores. 3. In Algebra I and Geometry curriculum, the priority will be to incorporate cognitively engaging learning activities that require students to problem-solve and think critically, which will parlay into increase student achievement as measured on IXL diagnostic and FAST PM scores.

Rationale:

The strategies have been identified by our mathematics department as priorities, based upon student data as measured on FAST and EOC assessment data.

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 with students

Person Monitoring:

Karin David, Math Department Chair

By When/Frequency:

Students will engage in data chats with teachers, at minimum, twice yearly to discuss PM and IXL diagnostic results and set goals.

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

Mathematics Department Chair, Karin David, will report back to Principal, Karen Huzar. With each diagnostic or PM, students will realize increased scores over previous diagnostic.

Action Step #2

professional development of mathematics staff

Person Monitoring:

Karin David, Math Department Chair

By When/Frequency:

Staff will engage in collaborative professional development that align to B.E.S.T. Benchmarks for mathematics on a quarterly basis.

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

Teachers will meet in PLC's to address and monitor student proficiency levels as measured by IXL diagnostic and FAST/EOC assessment scores.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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 upon current proficiency scores, our goal for the 2024-2025 school year is to ensure students' successes by increasing ELA proficiency as measured by F.A.S.T. testing. We will support students by individualizing goal setting, differentiating instruction, and identifying critical content. AVID structures including collaborative study groups, routine use of graphic organizers including one pagers, cultivating student understanding and use of academic vocabulary through intentional vocab development that supports students' organization of thoughts through the systematic use of language functions, and coach students consistently and intentionally as they are learning new skills will be incorporated into the ELA instruction to increase student achievement. Critical reading strategies including scaffolding in complexity, text-dependent questions, and best-practiced instructional methods implemented from trainings will be incorporated into the ELA instruction to increase student achievement.

Measurable Outcome

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

Our current level of performance is that 85 % of our students are proficient on the 2024 FAST ELA PM 3. We expect our performance level to increase to 87% of our students meeting proficiency by the Spring 2025 Progress Monitoring assessment (F.A.S.T.).

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.

Student data from PM1 and PM2 of reading and District/state writing testing will be analyzed.

Person responsible for monitoring outcome

Jaclyn Wheaton (wheatonj@pcsb.org), ELA Department Chair

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:

Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffolds instruction to meet the needs of each student. 2. Strengthen staff practice to utilize questions to help elaborate on content. Also strengthen staff to align best practices throughout all grade levels. 3. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 4. Strengthen staff practice and training in AVID strategies including focus notetaking, critical reading strategies, and collaborative study groups.

Rationale:

If targeted questioning based on standards- aligned critical content and student data is utilized, proficiency will increase. As teachers leverage targeted data, they will use specific questioning based on the critical standards- aligned content to strengthen in the students the capacity to interpret and elaborate on rigorous content. Resources include incorporating AVID strategies such as collaborative study structures and focused note taking for students withing the classroom to aid in individualized growth.

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

Effective Instruction Essential: Cognitive Engagement with Content

Person Monitoring:

Karen Huzar (huzarh@pcsb.org), Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Monthly planning sessions/PLCs with teachers; Conduct department-wide lesson studies and peer observations/ demonstrations/ strategy walks 3x/ year

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

Administrators monitor and support the implementation of the use of grade-appropriate complex texts and AVID-based connected tasks, utilizing the “Gold Documents” as a resource. Administrator and ELA teachers will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students.

Action Step #2

Effective Instruction Essential: Formative Assessment & Feedback

Person Monitoring:

Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Monthly planning sessions/PLCs with teachers; Conduct department-wide lesson studies and peer observations/ demonstrations/ strategy walks 3x/ year

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

ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback including data chats and opportunities to use that feedback. Administrator and ELA teachers will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students.

Action Step #3

Effective Instruction Essential Addressed: Cognitive Engagement with Content

Person Monitoring:

Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Ongoing. ELA teachers will attend, if possible, and ELA department chair will encourage grade-level teams to attend rollouts and other PD opportunities including DWT throughout the year.

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

ELA and Reading teachers receive professional development and coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.

Area of Focus #3

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 2024 level of performance was 87% proficiency (level 3 and above), as measured by the SSA 8th grade test in May 2024. We will continue our efforts in instructional planning and lesson implementation with a focus on developing, executing, evaluating and improving lessons aligned to the depth and scope of Florida's State Academic Standards for Science.

The proficiency levels of our 6th and 7th grade students performing at, or above, grade level (C or better) were 97% (grade 6) and 86% (grade 7) , as measured by the district level exam in May 2024. (Note: The 7th grade final exam went through a major transition this year and is now considered a "mock SSA" with questions from standards in 6th – 8th grade.)

Measurable Outcome

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

The proficiency level of our 8th grade students will increase from 87% to 89%, as measured by the SSA test in May 2025.

The proficiency level of our 6th and 7th grade students performing at, or above, grade level (C or better) will be 90% or higher, as measured by the district level exam in May 2025.

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.

Student data will be gathered from Statewide Science Assessment (SSA), district mock SSA (Dec. & March), district exams, formative assessments including spiraled content and NOS skills, classroom observations and feedback. The science team will monitor throughout the year and collaborate in monthly PLC's to address common areas of deficiency and opportunities to increase student engagement with spiraled content and opportunities to address Nature of Science (NOS). Data chats with students will occur throughout the year.

Person responsible for monitoring outcome

Karen Lee (leek@pcsb.org), Science Department Chair

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. Continue to identify critical content from the state standards and use this information to plan for instruction and communicate learning goals/purpose to the students 2. Increase intentional planning to embed spiraled standards and NOS standards across grades 6 – 8 to deepen understanding and make connections/identify patterns in cross-cutting themes 3. Increase the use formative assessments based upon district unit tests to identify learning gaps and support differentiated instruction / remediation, including small groups. Based on data small groups will be targeted for additional support. 4. Continue use of AVID strategies to increase achievement in the content area via writing, inquiry, collaboration, organization and reading

Rationale:

Our overall student achievement data exceeds district and state performance levels and shows improvement when compared to recent years' school based SSA data in grade 8. Nature of Science (NOS) standards are indicated as a potential area of improvement when examining 6th & 7th grade district exams. Our 6th & 7th grade students are underperforming on these standards when compared with other specific content area standards. The cumulative nature of the 8th grade SSA and 6th / 7th grade exams require that intentional processes are in place to review, remediate and reinforce content throughout the three years of study.

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

Effective planning aligned to depth and scope of state standards

Person Monitoring:

Karen Lee, Science Department Chair

By When/Frequency:

Ongoing each unit of instruction; regularly scheduled planning at PLC

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

Meet in monthly PLC to collaboratively plan using district & state documents to incorporate inquiry tasks, literacy skills, AVID strategies and SSA style assessment items aligned to and within the scope of the state standards. Incorporate intentional planning to address spiraled content and NOS standards across all three grades.

Action Step #2

Use data to inform instruction

Person Monitoring:

Karen Lee, Science Department Chair

By When/Frequency:

Ongoing; teachers collaborate at regularly scheduled PLC; data chats with students ongoing throughout the year

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

Use formative assessments based on district documents to inform instruction (review / remediate / enrich) in unique course content and spiraled, cross-cutting standards. Use various data tracking methods with students to identify areas of growth and challenges across the three years leading into the SSA in 8th grade. Teachers engage student with data conversations and involve them with the review/remediation/enrichment process. Use small group instruction to address differentiated needs

Action Step #3

Ongoing professional development

Person Monitoring:

Karen Lee, Science Department Chair

By When/Frequency:

Preschool, ongoing during the year, spring DWT

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

Teachers participate in ongoing professional development focused on planning within the depth and scope of state standards, consistent spiraling of content and NOS skills to ensure continuous monitoring of student performance across all three grade levels.

Area of Focus #4

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.

In 2024, 95 % of our students achieved proficiency (3.0 or higher) on the Civics EOC. Infuse higher order questioning and complex tasks into daily lessons of all SS classes. All SS classes will increase student literacy by using content novels, articles, or primary source documents.

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.

-100% of students achieve proficiency (3.0) as measured on the Civics EOC in Spring 2025.

-6th and 8th grade SS goal is that 100% of students will pass the end of year exam.

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.

Analyze student cycle and unit assessment data. Teachers will collaborate across content areas and with Principal after each cycle testing.

Person responsible for monitoring outcome

Oren Schlierer (schlierero@pcsb.org), SS department chair

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:

Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffolds instruction to meet the needs of each student.

Rationale:

Data is reviewed to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed. Data (both summative and formative) can also be used to help differentiate content to students to help meet the needs of each student. Through this process students will be identified for level of support needed to help them be successful and gain the skills needed to improve.

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

Utilize Cycle Assessments data, unit assessment data and informal data to see if any skills need reteaching.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

After all unit assessments

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

Individualized student data is shared through data chats. Through these data chats student specific classroom data will be shared and offer support for student achievement, bridging the gap, and individualize goal setting.

Action Step #2

Use complex US History Civics based curriculum to support all grade-level benchmarks.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

Daily in all classes

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

Design lessons with checkpoints and critical questions to find out what students know and then adapt instruction to make learning connections. Continuing to have students to write to show mastery of content will be in place with the use of DBQ's and writing in response to text.

Action Step #3

Use complex Social Studies texts read by students in multiple class settings to support curriculum and expose students to understand bias with different points of views.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

Throughout the school year in all SS classes.

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

Regularly asses (formally and informally) and utilize and infuse AVID strategies into daily lessons to make the critical content explicit to students and help students build their reading and writing skills. Examples are writing, inquiry, collaboration, organization, and reading strategies.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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.

Learning gains in math is the only area that black students did not mirror non-black students in their data.

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.

Although most of the data for non-black and black students mirrored each other the one area that was evident that needed work was math learning gains for black students. Only 64% of black students made learning gains in math while 75% of non-black students made learning gains in math.

We will ensure that all students understand errors on classroom assessments. This will be in the form of whole-class and one on one conversations with teachers. Frequent check in with students on daily work as well as students showing correcting assessments and telling where misconceptions were, will be used before students can retest on any classroom math 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 be during math PLC's monthly. Teachers will share number of students that needed to retest both for black and non-black students. Also data for successful increase in math assessment after retest will be monitored and recorded for black and non-black students.

Person responsible for monitoring outcome

Karen Huzar

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 will show points of confusion and mastery of area with evidence before retesting.

Rationale:

Teachers will have show evidence that they know where their confusion was on the original test and show evidence that they now understand how to solve the problems/complete task to be able to retest. Teachers will have one on one conversations with students to evaluated if they are ready to retest.

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

Evidence that students understand misconceptions before retaking a classrooms assessment

Person Monitoring:

Classroom Math Teacher

By When/Frequency:

When retakes are needed

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

Math teachers will report out during monthly PLC. This will help us monitor throughout the year if student needs additional resources.

Action Step #2

Small group instruction (pop up)

Person Monitoring:

Classroom Teacher

By When/Frequency:

As needed in the moment

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

Teachers will report out use of pop-up small groups that were needed. Individual student data should be used.

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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.

Increase proficiency of SWD students in ELA and Math. SWD students currently percent proficiency is 42 in ELA and 59 in Math.

Measurable Outcome

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

SWD students currently percent proficiency is 42 in ELA and 59 in Math. Increase percent proficiency by 4% in ELA and Math, with overall proficiency of 46% proficiency in ELA and 63% in Math.

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.

Data chats with students after Pm1 and PM2 test with ESE teacher. Data will also be shared out at Leadership meetings and department meetings.

Person responsible for monitoring outcome

Heather Tuck, ESE Teacher

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:

Rationale:

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

Preview Benchmarks

Person Monitoring:

Heather Tuck

By When/Frequency:

As needed, weekly

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

Teacher will provide preview of benchmarks in math before general education teacher teaches content. This will provide students with more time to digest the content before needing to perform a task in class. Monitoring will be done with PM 1 and PM2, as well as in class assessments.

Action Step #2

Preview Reading/Books

Person Monitoring:

Deborah Clark, Reading Teacher

By When/Frequency:

As needed, weekly

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

Reading teacher will provide preview of reading/books before general education ELA teacher teaches content. This will provide students with more time to digest the content before needing to perform a task in class. Monitoring will be done with PM 1 and PM2, as well as in class assessments.

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.

During the 2023-24 school year we noticed an increase of students not being respectful to one another. For the 2024-25 school year we will focus on teaching students appropriate, respectful ways to have conversations with peers.

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.

Data from behavior tracking sheets and positive behavior tracked from SOAR monthly rewards. For the 2023-24 school year we had 23 referrals out of 56 that were coded class disruption and/or obscene/profane gesture/language. Additionally, students that received these referrals had tracking sheets that indicated that they had this behavior at least 3X before a referral was given. Each time a teacher documented it in on the tracking sheet, parents were notified of student behavior. We hope that class disruption and/or obscene/profane gesture/language referrals will decrease by 20% for the 2024-2025 school year.

Additionally, we started SOAR awards where we recognize our students for showing a core value. These awards were given monthly, and teachers are encouraged to celebrate students when they see them exemplify a core value, without prompting. We began our SOAR award program in October and since then we gave out over 80 awards. We hope to see an increase of 20% this year.

Monitoring

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

Data will be pulled monthly from Focus to report out referrals specifically for class disruption. Data from SOAR awards will be reported out monthly. Data will be reported out in SBLT meetings.

Person responsible for monitoring outcome

Karen Huzar

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:

Use of PBIS system school wide

Rationale:

Providing a structure where positive behavior is rewarded will give students something to work forward. Also making sure that every student has an adult advocate will be continued through our mentor program.

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**

School Wide Mentor Program

Person Monitoring:

Karen Huzar

By When/Frequency:

Monthly

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

Support all students by providing them with a mentor. All students will have an on campus mentor in place by the first week of September. As new students enroll, they will be given their mentor then. Mentors will meet monthly with students. Bi-monthly there will be prescribed activities that will help all students.

Action Step #2

Students will receive mini lessons on respectful interactions monthly

Person Monitoring:

Samantha Chichester

By When/Frequency:

Monthly

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

Exit tickets will be given after each lesson. Data from exit tickets will help guide next month. Use the end of the year climate survey data.

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