

Pinellas County Schools

JOHN HOPKINS MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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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 John Hopkins Middle School is to prepare all students for success in college, career, and life by supporting each other to be creative, critical thinkers in a global society.

Provide the school's vision statement

The vision of John Hopkins Middle School is to use Trojan PRIDE for 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

Carlmon Jones

Position Title

Principal

Job Duties and Responsibilities

To oversee and monitor the entire school program including instructional design and implementation, operations, finance, and safety / security / culture; oversees and monitors the fidelity of implementation of mathematics instruction and related initiatives to maximize teacher effectiveness and highest student outcomes.

Leadership Team Member #2

Employee's Name

Jacqueline Collis

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of ELA and Reading initiatives; develops the

school-wide assessment schedule to optimize conditions for assessment; develops and designs the school master schedule to maximize teacher effectiveness and highest student achievement.

Leadership Team Member #3

Employee's Name

John Frascatore

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of the school's initiatives around climate and culture (including PBIS and restorative practices); oversees and monitors the fidelity of implementation of science initiatives to maximize teacher effectiveness and highest student outcomes and monitors the fidelity of implementation and responsiveness to safety and security drills and protocols.

Leadership Team Member #4

Employee's Name

Kimberly Vongsyprasom

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of instructional initiatives in our Social Studies (Civics) classes to maximize teacher effectiveness and highest student outcomes; recruits and retains students to ensure the integrity of a prosperous performing arts, visual arts, journalism, and Center for Gifted Studies magnet at Hopkins Middle School.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan development and approval process is a collaboration between various school stakeholders, including the principal, assistant principal, teacher leaders (AVID Site Team), and input from the School Advisory Council (SAC) Chair. The AVID Site Team meets over the summer to review student data and conduct a problem-solving process to identify barriers that will be reduced/eliminated via specific action items to support achieving the set goals.

SAC is presented with the plan to ask questions, support through School Improvement funds, and ultimately approve. Quarterly, throughout the school year, the SAC is updated on progress related to the SIP goals - commendations and areas of growth.

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 School Improvement Plan is a living document and is reviewed and amended as needed; determined by student data (FAST progress monitoring; district assessment data) and teacher implementation data (ex: effective implementation of professional development). Action steps may be amended or added based on data analyzed.

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	YES
2023-24 MINORITY RATE	64.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
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: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

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							95	80	90	265
One or more suspensions							29	51	54	134
Course failure in English Language Arts (ELA)							13	13	12	38
Course failure in Math							19	36	29	84
Level 1 on statewide ELA assessment							64	73	76	213
Level 1 on statewide Math assessment							67	52	70	189
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							60	63	80	203

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							9	9	4	22
Students retained two or more times							6	10	11	27

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							63	71	43	177
One or more suspensions							12	38	20	70
Course failure in ELA							3	4	1	8
Course failure in Math							11	6	6	23
Level 1 on statewide ELA assessment							135	123	100	358
Level 1 on statewide Math assessment							130	120	91	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										48

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							155	190	145	490

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	4	8
Students retained two or more times									2	2

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 *	48			38	49	49	32	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	49						43		
ELA Learning Gains Lowest 25%	36						36		
Math Achievement *	50			44	58	56	35	30	36
Math Learning Gains	56						59		
Math Learning Gains Lowest 25%	53						65		
Science Achievement *	41			28	48	49	29	52	53
Social Studies Achievement *	58			50	69	68	44	52	58
Graduation Rate								45	49
Middle School Acceleration	73			79	77	73	90	44	49
College and Career Readiness								66	70
ELP Progress	57			35	38	40	38	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)	TSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	464
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	49%	47%	31%		47%	34%

* 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	24%	Yes	5	5
English Language Learners	57%	No		
Asian Students	77%	No		
Black/African American Students	35%	Yes	5	
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	66%	No		
Economically Disadvantaged Students	44%	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	12%	Yes	4	4
English Language Learners	35%	Yes	1	
Asian Students	59%	No		
Black/African American Students	29%	Yes	4	1
Hispanic Students	48%	No		
Multiracial Students	63%	No		
White Students	76%	No		
Economically Disadvantaged Students	41%	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	28%	Yes	3	3
English Language Learners	50%	No		
Native American Students				
Asian Students	63%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	50%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	42%	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	48%		49%	36%	50%	56%	53%	41%	58%	73%			57%
Students With Disabilities	9%		27%	32%	15%	42%	47%	3%	18%				
English Language Learners	48%		73%		43%	64%							
Asian Students	83%		92%		73%	60%							
Black/African American Students	21%		36%	34%	25%	45%	53%	19%	27%	55%			
Hispanic Students	62%		61%	56%	58%	59%	71%	60%	57%	75%			
Multiracial Students	72%		61%		65%	57%		69%					
White Students	72%		57%	35%	75%	66%	46%	71%	92%	83%			
Economically Disadvantaged Students	35%		42%	35%	38%	52%	54%	30%	44%	66%			
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	38%				44%			28%	50%	79%			35%
Students With Disabilities	9%				18%			10%	11%				
English Language Learners	27%				38%			25%	30%				56%
Asian Students	53%				64%								
Black/African American Students	15%				23%			12%	32%	61%			
Hispanic Students	45%				46%			35%	65%				50%
Multiracial Students	68%				46%				75%				
White Students	69%				77%			58%	78%	97%			
Economically Disadvantaged Students	26%				34%			21%	39%	70%			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 PROGRE
All Students	32%		43%	36%	35%	59%	65%	29%	44%	90%			38%
Students With Disabilities	8%		27%	22%	11%	53%	65%	8%	26%				
English Language Learners	17%		57%		36%	71%	80%						38%
Native American Students													
Asian Students	47%		57%		63%	85%							
Black/African American Students	16%		33%	30%	19%	52%	61%	15%	32%	75%			
Hispanic Students	43%		58%		47%	62%		45%	45%				
Multiracial Students	58%		55%		46%	74%		46%	62%				
Pacific Islander Students													
White Students	61%		60%		66%	70%		66%	76%	100%			
Economically Disadvantaged Students	22%		38%	37%	26%	55%	66%	19%	39%	81%			36%

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 achievement demonstrated the greatest improvement from the 22/23 school year to the 23/24 school year. Actions that contributed to this success included placing some of our strongest Science teachers in 8th Grade Science, the 8th grade team meeting weekly in PLCs to plan common lessons and activities, analyze data, and develop remediation/re-teach plans to implement during rotation stations. The Science administrator was very engaged during the weekly PLCs, data analysis, and conducting classroom walkthroughs.

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 ELA lowest 25% learning gains cell was remarkably lower than expected, based on last year's PM3 assessment (36%). Contributing factors to the lower-than-expected performance is that many of the 7th grade L25 students were assigned to a class that did not have an ELA teacher for the entire school year; while there was a long-term substitute in the classroom, the level of teaching was not up to par, thus resulting in many behavioral disruptions. We also onboarded a new ELA coach, who was new to middle school curriculum and had to get up to speed. We also had to, right before the school year started, switch a teacher's position from Reading to ELA; she never taught middle school ELA. This teacher's classes were comprised of many 6th grade L25 students. We were able to hire an ELA teacher at the start of second semester and move the other teacher back to Reading.

Greatest Decline

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

Our Acceleration cell had the largest decline, based on the percentage of students passing the Algebra 1 EOC. The biggest contributing factor was that we had a very high number of 7th graders score a level 3 or higher on the Grade 7 FAST assessment in the 22/23 school year. These students took Grade 7 Math and were not exposed to the foundational 8th grade standards needed to perform with the needed competence in Algebra 1 Honors. None of these targeted students participated in the Algebra boot camp we offered the summer prior.

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.

No Answer Entered

EWS Areas of Concern

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

1. Level 1 on statewide ELA assessment; reducing the total number of students in this achievement level.
2. Level 1 on statewide Math assessment; reducing the total number of students in this achievement level.

Highest Priorities

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

1. Increasing the percentage of L25 ELA students achieving a learning gain.
2. Increasing the percentage of students passing the Algebra 1 EOC.
3. Increasing the percentage of L25 Math students achieving a learning gain.
4. Increasing the percentage of all students achieving an ELA learning gain.

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Instructional Practice specifically related to benchmark-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted benchmarks within the specific content areas of ELA, Math, Science, and Social Studies. Benchmark-based data (including FAST PM 1 and PM2 assessment data, common unit assessments, cycle assessments, classroom walkthrough data, etc.) collected from the 2023-24 school year showed students performing below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate benchmarks. Students are not provided with consistent opportunities to be successful with benchmark-aligned tasks, and teachers have limited effective teaching methods to support and sustain effective learning. Collectively, we must strengthen our teachers' capacity in offering benchmark-aligned instruction using research-based AVID strategies.

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.

By the completion of Progress Monitoring 2, student data in ELA will show that a minimum of 45% of students performing at or above grade level, as determined by the FAST PM2 assessment.

By the completion of Progress Monitoring 2, student data in Math will show that a minimum of 35% of students performing at or above grade level, as determined by the FAST PM2 assessment.

By the completion of the semester 1 Science mock SSA, student data will show that a minimum of 35% of students indicating either high probability or good probability of passing the SSA in May 2025.

By the completion of the semester 1 Civics mock EOC, student data will show that a minimum of 45% of students indicating either high probability or good probability of passing the Civics EOC in May 2025.

By the completion of the semester 1 mock Algebra EOC, student data will show that a minimum of 50% of students indicating either high probability or good probability of passing the Algebra 1 EOC 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.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices. PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits. Content-focused and school-wide professional development attendance sheets will be collected and monitored for fidelity of implementation of strategies shared during PD. School-wide instructional walks will occur to formally observe individual teacher, departmental, and school-wide trends regarding instructional practice. Results of instructional walks will be shared with faculty - commendations and areas for growth. Strategy walks will occur monthly to allow teachers to observe best instructional practices in action with students.

Person responsible for monitoring outcome

Carlmon Jones, Principal

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:

As a continued school-wide initiative, Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be used to promote student thinking, engage students in their learning, and to move more students towards and past proficiency.

Rationale:

We need for our students to be able to do more than simply recall information previously learned. We also need for our teachers to help students better comprehend concepts, make connections to their learning, justify their thinking, and organizing their thoughts at higher depths of complexity. By using WICOR strategies to guide this process, our teachers will be utilizing research-based strategies, and our students will progress towards or surpass proficiency, as determined by district and state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will use Costa's Level of Questioning to increase the rigor of questioning related to student

tasks.

Rationale:

Students must be challenged more than recalling basic information on content (Level 1-type questions). More exposure to Level 2 and 3-type questions will require our students to think beyond the concepts or principles they have learned and to connect their learning, synthesize and develop reasonable conclusions. In doing so, students will be more familiar with FAST-style questioning and be more confident in working through more challenging questions posed.

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

Build capacity of instructional staff (Lesson planning)

Person Monitoring:

Carlmon Jones, Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom

By When/Frequency:

The process for building teacher capacity will begin in August 2024 and will continue throughout the school year.

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

ELA and Math coaches, respectively, will facilitate common planning PLCs and work with teachers to establish a protocol in which teachers will "do the work" first. The purpose of this strategy is for the teachers to gauge the complexity level of the benchmarks being taught as well as identify concepts which will possibly confuse students. They will build the lesson and create appropriate scaffolds to move all students to or past proficiency. Administrators will attend the PLCs and will conduct classroom walkthroughs to monitor lesson implementation and strategies and will provide written feedback to teachers regarding commendations and opportunities for growth.

Action Step #2

Building capacity of teachers (WICOR strategies)

Person Monitoring:

Carlmon Jones

By When/Frequency:

Classroom Walk Thoughts will occur weekly and throughout the school year

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

- The AVID Site Team will develop criteria to look for, specifically around the implementation of researched-based AVID instructional practices to support benchmark-aligned instruction. - The AVID Coordinator will strengthen instructional staff capacity with the Focused-Notetaking process to strengthen scholar retention of taught concepts. - The leadership team will walk classrooms to collect data on implementation of instruction planned during the teaching and learning process involving students. - Classroom Walkthrough trend data will be delivered to instructional staff in writing. - Individual teacher feedback will be communicated by administration and coaches in writing. - Leadership team will use walkthrough data to tier teachers based on established criteria and identify

support needed - Instructional coaches will develop coaching plans for teachers based on specific criteria of support needed (for ELA and Math) - Administrators will monitor coaching plans for teachers

Action Step #3

Analyzing student data

Person Monitoring:

Carlmon Jones, Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom

By When/Frequency:

By October 2024, teachers will be able to provide student work samples for discussion, analysis, and feedback while in PLCs.

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

- Implement Student Work Protocol within the PLC process - During PLCs, teachers will reach a consensus on a common benchmark-aligned task that will be given to students to monitor progress towards mastery - Teachers will collect student work and bring to PLC and analyze and sort student work based on the established criteria - Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation - Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc. - Administration and instructional coaches will collect student work and trends.

Area of Focus #2

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.

ESSA subgroup focused on instructional practices specifically related to Black/African-American students will focus on supporting teachers with research-based practices that follow culturally-relevant teaching practices and socio-emotional practices within the specific content areas of ELA, Math, Science, and

Social Studies to reduce academic achievement gaps between black and non-black students.

FAST PM3 assessment data showed a 46% gap in ELA achievement between black students and the school. FAST PM3 assessment data showed a 41% gap between black students and the school. There is a 32% gap in ELA achievement between black students (21%) and the next lowest subgroup, Hispanic students (53%). There is a 24% gap in math achievement between black students (27%) and the next lowest subgroup, Hispanic students (51%).

Black students are not provided with consistent opportunities to be engaged with benchmark-aligned tasks, and a large percentage of teachers have limited effective teaching methods to support learning

for black students.

Measurable Outcome

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

By the completion of Progress Monitoring 2, black student data in ELA will show that a minimum of 15% performing at or above grade level, as determined by the FAST PM2 assessment. Only 11% of black scholars achieved at or above proficiency in the 2023-24 school year on the PM2 for ELA.

By the completion of Progress Monitoring 2, black student data in Math will show that a minimum of 15% performing at or above grade level, as determined by the FAST PM2 assessment. Only 9% of black scholars achieved at or above proficiency in the 2023-24 school year on the PM2 for 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.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices. In content-areas PLCs, opportunities for analyzing black students' work samples and providing feedback for commendations and opportunities for improvement will be provided. PLC minutes will indicate where work samples were analyzed and offered feedback. CWTs will show evidence of culturally responsive teaching practices being implemented in individual teacher classrooms.

Person responsible for monitoring outcome

Carlmon Jones, Principal

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:

As a school-wide initiative, culturally responsive teaching strategies will be used to promote higher engagement and allow students of color, particularly black students, to make better connections with content to increase understanding and benchmark mastery.

Rationale:

As a school in which the majority of our student body is made up of black students, it is imperative that we continue to move more towards and past proficiency. While we will continue using AVID strategies to support teaching and learning, we will also focus on intentional culturally responsive teaching practices to move our students. By doing so, our teachers can create classroom practices

that leverage our students' cultures and backgrounds, while holding them to high expectations, and increasing their confidence and competence.

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

Build capacity of instructional staff (Culturally Responsive Teaching)

Person Monitoring:

Carlmon Jones, Principal

By When/Frequency:

The process for building teacher capacity will begin in August 2024 and will occur throughout the school year.

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

Instructional staff will be provided professional development around culturally responsive teaching strategies. - The leadership team will conduct classroom walkthroughs to collect data on the implementation of CRT and provide written feedback to teachers on commendations and opportunities for growth. - The leadership team will use CWT data to tier teachers according to data collected and the criteria of supports needed. - Administration will monitor coaching plans for teachers in need of support.

Action Step #2

Build capacity of instructional staff (Culturally responsive classroom management)

Person Monitoring:

Carlmon Jones, Principal

By When/Frequency:

the process for building teacher capacity will begin in August 2024 and will continue throughout the school year.

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

Instructional staff will be provided professional development on the "Ready to Learn" process that our school implements as a progressive teacher intervention protocol. - Referral data will be monitored and sorted by who writes the referral, when the referral was written, what the infraction was for, and the frequency of referrals written by the reporter. - Administration will conduct classroom walkthroughs to observe how teachers utilize effective classroom management strategies to make all students feel safe and supported (welcoming classroom environment; opportunities for all cultures to be represented within the classroom; addressing students individually by their name; opportunities for student voice) while offering feedback to teachers about commendations and opportunities for growth. - Allowing teachers the opportunity to observe other teachers on campus who do a good job offering culturally responsive classroom management strategies.

Action Step #3

Analyzing student data

Person Monitoring:

Carlmon Jones; Jacqueline Collis; John Frascatore; Kimberly Vongsyprasom

By When/Frequency:

The process for analyzing student data will begin in August 2024 and will continue throughout the school year.

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

Student progress monitoring data will be analyzed from a school-wide perspective and will be analyzed by subgroup to identify trends to address. - Data sharing and analysis will occur during PLC meetings, SBLT meetings to identify trends and opportunities for intervention. - Data sets analyzed will include FAST progress monitoring data, district unit assessment data, and report card grades. - Interventions within the classroom will be implemented based on benchmarks students performed the worst on (through rotations, bell work, and/or exit tickets). - Intervention pull-out groups (J-Hop Heroes) will be formed based on students who are in the lowest quartile, as determined by the FAST PM3 assessment for both ELA and math. This will begin after PM1.

Area of Focus #3

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.

ESSA subgroup focused on instructional practices specifically related to students with disabilities (SWD) will focus on supporting teachers with research-based practices that follow culturally relevant teaching practices and WICOR strategies within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps between ESE and non-ESE students.

FAST PM3 assessment data showed a 46% gap in ELA achievement between ESE students and non-ESE students. FAST PM3 assessment data showed a 38% gap between ESE students and non-ESE students.

ESE students are not provided with consistent opportunities to be engaged with benchmark-aligned tasks, and a large percentage of teachers have limited effective teaching methods to support learning for ESE students.

Measurable Outcome

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

By the completion of Progress Monitoring 2, ESE student data in ELA will show that a minimum of 13% performing at or above grade level, as determined by the FAST PM2 assessment. Only 8% of ESE scholars achieved at or above proficiency in the 2023-24 school year on the PM2 for ELA.

By the completion of Progress Monitoring 2, ESE student data in Math will show that a minimum of 10% performing at or above grade level, as determined by the FAST PM2 assessment. Only 5% of ESE scholars achieved at or above proficiency in the 2023-24 school year on the PM2 for 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.

ESE Support Facilitators, if their schedule permits, will be required to attend content-area common planning PLCs. Common planning will be attended by administration to observe planning and professional development being provided to improve teaching practices. In content-areas PLCs, opportunities for analyzing ESE students' work samples and providing feedback for commendations and opportunities for improvement will be provided. PLC minutes will indicate where work samples were analyzed and offered feedback. CWTs will show evidence of culturally responsive teaching practices being implemented in individual teacher classrooms. Administration will converse with ESE Support Facilitators on how they are assisting the scholars they support (meeting goals and supporting their learning of the on-grade level content) and suggest strategies to move the scholars towards proficiency (if the students' data is stagnant or declining).

Person responsible for monitoring outcome

Carlmon Jones, Jacqueline Collis, Kimberly Vongsyprasom

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:

As a school-wide initiative, WICOR and culturally responsive teaching strategies will be used to promote higher engagement and allow students with disabilities to make better connections with content to increase understanding and benchmark mastery.

Rationale:

John Hopkins Middle School has not met the minimum percentage of the federal index for Students with Disabilities. This is a subgroup of students that we must continue to move more towards and past proficiency. We will continue using AVID strategies to support teaching and learning, as well as focus on the implementation of culturally responsive teaching practices to move our students. By doing so, our teachers can create classroom practices that leverage our students' cultures and backgrounds, while holding them to high expectations, and increasing their confidence and competence.

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

Build capacity of instructional staff (Lesson planning)

Person Monitoring:

Carlmon Jones, Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom

By When/Frequency:

The process for building teacher capacity will begin in August 2024 and will occur throughout the school year.

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

ELA and Math coaches, respectively, will facilitate common planning PLCs and work with teachers to establish a protocol in which teachers will "do the work" first. The purpose of this strategy is for the teachers to gauge the complexity level of the benchmarks being taught as well as identify concepts which will possibly confuse students. They will build the lesson and create appropriate scaffolds to move all students to or past proficiency. Administrators will attend the PLCs and will conduct classroom walkthroughs to monitor lesson implementation and strategies and will provide written feedback to teachers regarding commendations and opportunities for growth.

Action Step #2

Analyzing student data

Person Monitoring:

Carlmon Jones, Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom

By When/Frequency:

The process for analyzing student data will begin in August 2024 and will continue throughout the school year.

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

ESE student data sets, including district unit assessments, FAST progress monitoring assessments, and report card grades will be reviewed by the leadership to identify trends. - Trends will be communicated to teachers collectively and individually, including ESE support Facilitators. - Opportunities to provide intervention will be developed, in addition to Specifically Designed Instruction. Implement Student Work Protocol within the PLC process - During PLCs, teachers will reach a consensus on a common benchmark-aligned task that will be given to students to monitor progress towards mastery - Teachers will collect student work and bring to PLC and analyze and sort student work based on the established criteria - Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.

Action Step #3

Build capacity of instructional staff (Understanding ESE Disabilities)

Person Monitoring:

Carlmon Jones; Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom

By When/Frequency:

Professional development will be offered by the end of October 2024; monitoring of this action step will occur throughout the school year.

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

Provide instructional staff with a professional development opportunity to learn about ESE, clarify that ESE doesn't necessarily mean students are behavior issues, how teachers can support student success through understanding how to provide IEP accommodations, and the importance of providing teacher planning notes for IEP meetings. The ESE Team will communicate to school administration who was in attendance to this required school-embedded PD opportunity, and feedback of teachers not attending or providing planning notes for required IEP meetings.

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.

There is a district-wide expectation that schools have a Positive Behavior Interventions and Supports (PBIS) system in place to recognize and acknowledge positive behaviors in and around campus while simultaneously reduce the frequency of negative behaviors. Infractions that result in students receiving an Office Discipline Referral (ODR) removed from their classroom ultimately reduces that child's opportunity to master critical information being taught. In reflecting on the total number of behavior incidents that resulted in ODRs being written, we had a 5.3% increase from the 2022-23 school year (1180 ODRs) to the 2023-24 school year (1243 ODRs).

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.

By the end of semester 1 of the 2024-25 school year, we expect to see a 10% decrease in the number of Office discipline Referrals as compared to the same time window from the 2023-24 school year.

Monitoring

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

Office Discipline Referral data will be reviewed regularly during SBLT and MTSS meetings to determine trends (behaviors that are being exhibited more frequently, a time of day the ODRs are being written, specific locations, etc.) and identify specific behaviors to target for a reduction in the frequency.

Data will also be collected and shared to show the number and percentage of students invited to monthly school-wide PBIS events each month to encourage greater participation for each month's activity.

Person responsible for monitoring outcome

Carlmon Jones, John Frascatore

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:

- PBIS incentives will include school-wide PBIS events for students with no detentions or referrals, Trojan PRIDE referrals, and a Trojan Bucks Store - The use of a school-wide discipline progression system that all teachers utilize (Ready to Learn) - The use of restorative practices between students and between adults and students

Rationale:

By providing opportunities to catch students doing good and acknowledging them, rather than just enforcing punitive consequences, will yield a higher frequency of positive behavioral outcomes and continue to change the school climate, which will continue to shape our campus culture in a positive way.

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

Build capacity of instructional and support staff (Positive Behavior Interventions and Support)

Person Monitoring:

Carlmon Jones, John Frascatore

By When/Frequency:

Staff will be trained in effective use of PBIS by October 2024; booster PD sessions offered throughout the school year.

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

Staff will be trained on what PBIS entails and provided strategies for supporting the school's Trojan PRIDE Guidelines for Success through PBIS. Teachers will also be provided with Trojan PRIDE referrals and encouraged to use them if they catch students exhibiting one or more Trojan PRIDE expectations. Administration will monitor staff attendance for the training and will collect data on the number of ODRs written by each teacher, the reason for the ODRs, as well as if the teacher is utilizing the RTL process to fidelity, which includes making parent/guardian contact after a child is removed from their class due to behavior concerns. Data will be collected on the frequency of Trojan PRIDE referrals each teacher writes.

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