

Pinellas County Schools

MANGROVE BAY 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

100% Student Success

Provide the school's vision statement

Creating dynamic, confident leaders through healthy living and service learning.

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

Brett Patterson

Position Title

Principal

Job Duties and Responsibilities

Monitoring the overall SIP, Content Areas.

Leadership Team Member #2

Employee's Name

Jennifer Napier

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Administrative Duties, supporting students and teachers.

Leadership Team Member #3

Employee's Name

Whitney Boyar

Position Title

Teacher Leader

Job Duties and Responsibilities

Support teachers to increase student success.

Leadership Team Member #4

Employee's Name

Hannah Struckman

Position Title

Teacher Leader

Job Duties and Responsibilities

Support teachers to increase student success.

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.

Mangrove Bay Middle School's Site Based Leadership Team created the elements of the SIP, the draft was reviewed by the School Advisory Council, and the final draft was presented to the school community to gain feedback.

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 expectations established in the SIP related to content areas will be monitored twice per month during SBLT meetings.

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	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

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							23	23	21	67
One or more suspensions							4	9	12	25
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							17	9	6	32
Level 1 on statewide Math assessment							22	11	5	38
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							7	12	12	31

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	0	0	0
Students retained two or more times							0	0	0	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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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										0

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†
ELA Achievement *			49	49	46	50
ELA Grade 3 Achievement **						
ELA Learning Gains						
ELA Learning Gains Lowest 25%						
Math Achievement *			58	56	30	36
Math Learning Gains						
Math Learning Gains Lowest 25%						
Science Achievement *			48	49	52	53
Social Studies Achievement *			69	68	52	58
Graduation Rate					45	49
Middle School Acceleration			77	73	44	49
College and Career Readiness					66	70
ELP Progress			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 (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

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

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
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* 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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

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)

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?

Mangrove Bay Middle School will welcome the inaugural group of students in the fall of 2024. The focus on collaboration in the classroom through engaging activities will support our academic growth to reach established SIP goals.

Lowest Performance

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

Mangrove Bay Middle School will welcome the inaugural group of students in the fall of 2024. The collective data for our incoming students indicates ELA has the lowest performance on F.A.S.T. assessments.

Greatest Decline

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

Mangrove Bay Middle School will welcome the inaugural group of students in the fall of 2024. The lack of data from previous years limits our ability to provide historical data analysis,

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.

Mangrove Bay Middle School will welcome the inaugural group of students in the fall of 2024. The greatest gap is represented in our black student ELA data. The gap in performance levels of incoming black students are as follows: 27% in grade 6, 19% in grade 7, and 25% in grade 8 as indicated by the 2024 ELA PM3 data.

EWS Areas of Concern

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

Mangrove Bay Middle School will welcome the inaugural group of students in the fall of 2024. The absenteeism rate of our incoming students at their previous school is reflected in the following data. In the 23-24 school year, 23 students in 6th grade, 23 students in 7th grade, and 21 students in 8th grade had 10% or more school days absent.

Highest Priorities

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

1. Enhance teachers' ability to provide high-quality learning experiences for students by improving their instructional capacity
2. Foster meaningful and intentional PLCs
3. Create an environment where learning is enjoyable, captivating, and pertinent for our students

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 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.

The performance levels of incoming students are as follows: 62% of grade 6, 53% of grade 7, and 50% of grade 8 students have achieved a level 3 or above, as indicated by the 2024 PM3 data. The gap could be occurring due to the lack of targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2025, the percentage of all students achieving PM3 proficiency will increase by 10% in each grade level as measured by the F.A.S.T PM3.

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.

Teachers will routinely monitor learning through formative and district-based summative assessment data to ensure all students achieve the desired effect.

Teachers and administration will monitor monthly formative benchmark assessments of student progress during Professional Learning Community (PLC) meetings. Subsequently, they will develop specific intervention plans for students who have not achieved the predetermined benchmarks.

Students will monitor their progress in achieving the specified benchmarks by utilizing learning logs and engaging in PM 1 and PM 2 data discussions.

Person responsible for monitoring outcome

Brett Patterson, Jennifer Napier

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. Teachers will observe classrooms where colleagues are implementing student activities aligned with the designated benchmarks. 2. Increase staff's capacity to identify critical content and ensure its clarity while adhering to the BEST Benchmarks. This approach will engender rigorous assignments and promote critical thinking that fosters advanced cognitive processes and facilitate collaborative student engagement. 3. Continue to utilize the curriculum pacing guide and complex text. 4. Develop a student-centered learning environment using high-level engagement strategies to engage with content at a deeper level, such as active learning and problem-based learning, i.e. Active Learning and Problem-Based Learning. 5. Ask complex questions that challenge all students to respond at a high level of critical thinking. 6. Work to provide small group instruction on a specific area of need. 7. Teacher teams will create and complete their assigned instructional/formative tasks.

Rationale:

1. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. 2. All students must master the skill of deciphering exam questions and rule out incorrect answers as a process that demands consistent practice. 3. Teachers collaborate closely to ensure the effective use of instructional materials. 4. Teachers collaborate to provide small-group instruction/flexible groups can greatly benefit struggling learners in understanding benchmarks. 5. Teacher teams create and complete assigned instructional/formative tasks to model and communicate unified exemplars of expectations to students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student Engagement

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May 2025

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

Participate in Active Learning and Problem-Based Learning professional development to foster a student-centered environment, enhance higher-order thinking and questioning techniques, to ensure sustained engagement in our students' learning. The administration will diligently conduct regular walkthroughs to ensure that teachers are delivering instruction at the benchmark level of rigor and are fostering a student-centered classroom environment.

Action Step #2

Progress Monitoring

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May 2025

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

To create an efficient tracking system that can effectively differentiate between individual student needs and facilitate their growth and progress. The analysis of iReady diagnostic data and FAST PM data will enable us to engage in data discussions to establish personalized goals for each student. Additionally, formative and summative assessment, Teaming data, and PLC data, students; learning will be monitored to support teaching and learning.

Action Step #3

Professional Learning Communities

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May 2025

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

Engage in bi-weekly Professional Learning Community (PLC) discussions to review and analyze the data collected in the monitoring process. These discussions will allow us to monitor progress, identify trends, and make data-informed decisions to support our individual student and school-wide goals. In addition to Teaming Data, and PLC data tracking, we plan to monitor trends and data through MTSS data.

Action Step #4

Guided Strategy Walks

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Quarterly

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

The administration will provide teachers with quarterly guided strategy walks in other classrooms based on evidence of implementing high-yield strategies. The administration will engage teachers in post-walk reflections, monitor teacher practice, and provide feedback to support growth resulting from the walk.

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

Our current performance levels are as follows: 65% of grade 6, 68% of grade 7, and 54% of grade 8 students have achieved a level 3 or above, as indicated by the 2024 PM3 data. The gap could be occurring because high level questions and expectations were not maintained.

Measurable Outcome

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

The percent of all students achieving Math proficiency will increase by 7% across all grade levels compared to the 23-24 PM3 FAST assessment.

Monitoring

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

Teachers will utilize math assessments, both formative and summative, to tailor their teaching to meet each student's needs, evaluate each unit, and exchange best practices during their Professional Learning Community (PLCs).

Teachers will continually assess the progress of their students to ensure that every individual has achieved proficiency in the standards.

Teachers and administrators will closely monitor student progress every two weeks during their Professional Learning Community (PLCs) allowing for targeted interventions to address any unmet standards.

Students will monitor their academic progress by maintaining learning logs, participating in formative assessments, and engaging in cycle assessment data chats.

Person responsible for monitoring outcome

Brett Patterson, Jennifer Napier

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. Provide small group, differentiated instruction, and scaffolding to meet every student's needs. 2. Teachers will monitor student progress and provide actionable feedback.

Rationale:

1. Teachers collaborate to provide small-group instruction/flexible groups can greatly benefit struggling learners in understanding benchmarks. Additionally, supporting our staff is crucial to ensuring that the content meets the required level of rigor for each grade. This involves providing differentiated instruction and scaffolding to guarantee an equitable learning environment for all students. 2. Teachers will monitor student assessment throughout each lesson and provide supports as needed to ensure all students are proficient on each benchmark.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will infuse our instructional methods with engaging gamification by integrating math manipulatives, incorporating movement, and fostering Active Learning strategies.

Rationale:

By integrating gamification with Active Learning and infusing game elements into training or work tasks, we can significantly boost engagement levels. This approach fosters higher attention, retention, and understanding through interactive and hands-on application.

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

Biweekly assessments of mathematics strands

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May 2025

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

Progress monitoring with teachers and administration in collaborative planning sessions.

Action Step #2

Students will be sorted by performance areas.

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May 2025

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

We will sort students based on performance into grade levels and then further into math learning groups for small-group instruction.

Action Step #3

Data Chats

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Data chats will be done following the FAST PM assessments to address areas of student strengths and growth.

Action Step #4
Instructional Rounds

Person Monitoring:
Brett Patterson, Jennifer Napier

By When/Frequency:
May 2025

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

Instructional rounds will be conducted regularly and are crucial to our school's instructional improvement initiatives. Visiting classrooms provides valuable insights into teaching and learning.

Action Step #5
Learning Walks/Discussions

Person Monitoring:
Brett Patterson/Jennifer Napier

By When/Frequency:
Monthly

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

Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

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.

As indicated by the Statewide Science Assessment, 55% of the performance levels of incoming students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2025, the percentage of all students achieving proficiency will increase by 10% in each grade level as measured by the Statewide Science 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.

Throughout the academic year, we will gather comprehensive student data from unit assessments,

district cycle, and statewide assessments. Following each cycle assessment and at regular intervals, students will engage in data chats to review their progress. Our science teachers will convene during weekly team meetings and biweekly Professional Learning Community (PLC) sessions to address any areas of deficiency and strategize for collective improvement.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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. Strengthen teacher's ability to utilize formative data from unit assessments to determine gaps in knowledge and opportunities for increased student understanding. 2. Increase teacher intentionality in embedding spiraled standards and use high-engagement active learning strategies to deepen learning consistently throughout all three grade levels. 3. Teachers will incorporate literacy strategies in instructional practice.

Rationale:

1. Teachers will do regular walkthroughs with actionable feedback, high engagement activities, and monitoring unit tests and district assessment data, teachers will see where improvements in instruction are needed, strengthen the intentionality of spiraling standards, and increase student achievement across all grade levels. 2. We will meet the individualized needs of students in all three grade levels by conducting weekly Teams PLCs and Biweekly Grade Level PLCs, including ongoing data chats to review formative assessments and standards not met and utilize the data in planning for differentiated tasks and spiraling. 3. Teachers will incorporate literacy strategies in instructional practice to help students explore and digest complex texts.

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

Guided Strategy Walks

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Quarterly

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

The administration will provide teachers with quarterly guided strategy walks in other classrooms

based on evidence of implementing high-yield strategies. The administration will engage teachers in post-walk reflections, monitor teacher practice, and provide actionable feedback to support growth resulting from the walk.

Action Step #2

Administration Support Implementation and Usage of District Provided Resources

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers will utilize ongoing course outlines, roadmaps, and test specs to effectively plan lessons that incorporate rigorous performance tasks, reading analysis, and SSA-style practice questions aligned to and within the scope of the standards.

Action Step #3

Spiral Review of Content

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Quarterly

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

Teachers will plan for spiraled review on content and scientific thinking skills using district provided resources to ensure continuous review of critical content is being addressed; spiraling is assessed through district unit assessments.

Action Step #4

Writing in Response to Text

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers will incorporate literacy strategies into their instructional practice in the science classroom to emphasize science concepts and labs or provide supporting evidence.

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.

As indicated by the Civics and US History Assessment, 65% of the performance levels of incoming students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2025, we are committed to ensuring that at least 75% of 6th grade (Civics) and 7th grade (US History) students will reach or exceed grade level proficiency as measured by the Civics and US History 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.

Teachers will analyze student cycle and ongoing unit assessment data. Teachers will collaborate and monitor in teacher teams by subject and grade level and discuss data findings in PLCS with our administrator following each cycle test.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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:

Assist staff in effectively using data to structure student interactions with content in ways that tailor or support instruction and spiral review to address each student's individual needs.

Rationale:

Data analysis involves a thorough review to identify specific skills that may necessitate reteaching. Detailed individualized student data is carefully examined and shared, allowing for targeted remediation to be provided to individual students based on their specific needs. The comprehensive assessment includes both summative and formative data, which can be utilized to tailor content in a customized manner, thus ensuring that the educational needs of each student are met.

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 Assessment and Instructional Adjustment

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Biweekly

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

Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Teachers engage student with data conversations and involve them with the review/remediation process.

Action Step #2

Spiraled Review

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers plan for spiraled review on content and scientific thinking skills using district provided resources to ensure continuous review of critical content is being addressed; spiraling is assessed through district unit assessments

Action Step #3

Writing in Response to Text

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers will employ Document-Based Questions (DBQs) to assess students' capacity to comprehend and analyze various sources and construct a clear, complex argument.

Area of Focus #5

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

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

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

The Area of focus, Acceleration, represents the intentional efforts at MBMS to ensure students are challenged and supported at the highest level to support the student's transition to high school and beyond.

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.

Mangrove Bay Middle School is a newly established school; we do not have prior student data to review. However, we anticipate reaching 100% of our eligible students meeting accelerated criteria.

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 progress will be monitored through assessment data provided by Pinellas County Schools and the Florida Department of Education.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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:

Mangrove Bay Middle School will implement several elements to strengthen academic achievement and increase student acceleration. All teachers are trained in Action-Based Learning and Project-Based Learning to increase instructional knowledge, processes, and impact. Student collaboration and movement will be implemented into all content areas to increase engagement and student agency in their learning.

Rationale:

Students will participate in accelerated courses to increase post-secondary readiness. Student success in accelerated classes will be monitored by classroom grades and success on district and state assessments.

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

College Readiness Strategy

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Every two weeks

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

Plan, implement, and monitor a course request process that provides equitable access to rigorous

coursework that aligns with the AVID recruitment goals and vision and decreases the existing subgroup opportunity gaps. Build, coach, and monitor academic support structures to impact student achievement at all levels. Plan, implement, and monitor a high school/college awareness articulation plan for all grade levels. Administration and guidance will monitor student success every two weeks.

Area of Focus #6

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.

The gap in performance levels of incoming black students are as follows: 27% in grade 6, 19% in grade 7, and 25% in grade 8 as indicated by the 2024 ELA PM3 data. The gap could be occurring due to the lack of targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2025, the percentage gap of all black students achieving PM3 proficiency will decrease by 15% in each grade level as measured by the ELA PM3 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.

Teachers will routinely monitor learning through formative and district-based summative assessment data to ensure all students achieve the desired effect.

Teachers and administration will monitor monthly formative benchmark assessments of student progress during Professional Learning Community (PLC) meetings. Subsequently, they will develop specific intervention plans for students who have not achieved the predetermined benchmarks.

Students will monitor their progress in achieving the specified benchmarks by utilizing learning logs and engaging in PM 1 and PM 2 data discussions.

Person responsible for monitoring outcome

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. Teachers will observe classrooms where colleagues are implementing student activities aligned with the designated benchmarks. 2. Increase staff's capacity to identify critical content and ensure its clarity while adhering to the BEST Benchmarks. This approach will engender rigorous assignments and promote critical thinking that fosters advanced cognitive processes and facilitate collaborative student engagement. 3. Continue to utilize the curriculum pacing guide and complex text. 4. Develop a student-centered learning environment using high-level engagement strategies to engage with content at a deeper level, such as active learning and problem-based learning, i.e. Active Learning and Problem-Based Learning. 5. Ask complex questions that challenge all students to respond at a high level of critical thinking. 6. Work to provide small group instruction on a specific area of need. 7. Teacher teams will create and complete their assigned instructional/formative tasks.

Rationale:

1. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. 2. All students must master the skill of deciphering exam questions and rule out incorrect answers as a process that demands consistent practice. 3. Teachers collaborate closely to ensure the effective use of instructional materials. 4. Teachers collaborate to provide small-group instruction/flexible groups can greatly benefit struggling learners in understanding benchmarks. 5. Teacher teams create and complete assigned instructional/formative tasks to model and communicate unified exemplars of expectations to students.

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

Progress Monitoring

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May, 2025

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

To create an efficient tracking system that can effectively differentiate between individual student needs and facilitate their growth and progress. The analysis of iReady diagnostic data and FAST PM data will enable us to engage in data discussions to establish personalized goals for each student. Additionally, formative and summative assessment, Teaming data, and PLC data, students; learning will be monitored to support teaching and learning.

Action Step #2

Professional Learning Communities

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

May, 2025

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

Engage in bi-weekly Professional Learning Community (PLC) discussions to review and analyze the data collected in the monitoring process. These discussions will allow us to monitor progress, identify trends, and make data-informed decisions to support our individual student and school-wide goals. In addition to Teaming Data, and PLC data tracking, we plan to monitor trends and data through MTSS data.

Action Step #3

Individual Student Mentoring

Person Monitoring:

Brett Patterson, Jennifer Napier

By When/Frequency:

Bi-weekly

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

Faculty will meet with their selected students on a determined cadence, daily, weekly, or monthly, to monitor attendance and academic success to help provide needed support and remove identified barriers. The MTSS and CST will monitor the growth and engagement of identified students to guide needed adjustments to ensure every black student is engaged in learning.

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.

PBIS plays a pivotal role in fostering a cohesive school community. As we embark on this new school endeavor, we are eager to optimize student engagement and instructional efficiency. Implementing PBIS with fidelity is key to enhancing social-emotional competencies, academic accomplishments, and the overall school environment.

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 the first quarter, 80% of staff will have provided a reinforcement (PBIS Tickets known as Manatee Moolah) to at least 25 different students as measured in the collection. We strive to maintain this goal throughout the remainder of the 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.

We will collect tickets from students monthly during PBIS events and track which teachers are utilizing the PBIS rewards system.

Person responsible for monitoring outcome

Brett Patterson, Jennifer Napier

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:

We will provide routines and guidelines for success so students can learn classroom and schoolwide expectations.

Rationale:

We will establish and implement clear classroom and schoolwide routines to ensure that students understand our expectations. We will give students numerous opportunities to practice these routines, offer continuous support for both routines and behaviors, reinforce expected behaviors, and explain the consequences if students do not meet expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

As a first-year school, we will review bi-weekly discipline and teacher-team PLC data to drive decision-making and identify frequent problems, locations, times, students, and grades.

Rationale:

If we identify schoolwide areas that need improvement, we will carefully review our school procedures and supervision practices. When we notice a high number of referrals in the data, we will provide extra support for our teachers in managing their classrooms. Furthermore, we will use data to implement targeted tier 2 interventions for smaller groups of students.

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**

Guidelines For Success

Person Monitoring:**By When/Frequency:**

Brett Patterson, Jennifer Napier

Quarterly

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

We are going to establish schoolwide guidelines for success and expectations. To ensure that students understand and follow these guidelines, we will organize team competitions among classroom teams and school events. Students will have multiple chances to receive tangible rewards both individually and as part of their class teams. In addition, students will be recognized with positive calls home and school celebrations.

Area of Focus #2**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.

No Answer Entered**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.

No Answer Entered**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.

No Answer Entered**Person responsible for monitoring outcome****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:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1****Person Monitoring:****By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

The SIP and SWP will be displayed on our school website, provided during SAC and PTSA meetings, and communicated via email to all stakeholders.

The Mangrove Bay Middle School Website is:

<https://www.pcsb.org/MangroveBay-MS>

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))

Mangrove Bay Middle School has established partnerships with the YMCA and other local business leaders, the school-based PTSA to ensure student needs are met. Additionally, 8th grade students will complete a serviced-based capstone project further connecting MBMS with our local community.

The Mangrove Bay Middle School Website is:

<https://www.pcsb.org/MangroveBay-MS>

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))

Mangrove Bay Middle School will implement several elements to strengthen academic achievement. 6th grade students are scheduled with the same teacher for math/science and ELA/Social /Studies to minimize transitions and increase student/teacher relationships.

All teachers are trained in Action-Based Learning and Project-Based Learning to increase instructional knowledge, processes, and impact.

Student collaboration and movement will be implemented into all content areas to increase engagement and student agency in their learning.

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