

Pinellas County Schools

OAK GROVE 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

To provide an equitable learning experience for all students and prepare all students for high school, college, career, and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kristy Therrien

Position Title

Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

Leadership Team Member #2

Employee's Name

Christopher Alford

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, create and monitor SIP.

Leadership Team Member #3

Employee's Name

Mariah Oleksy

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, write and edit SIP

Leadership Team Member #4

Employee's Name

Brittany Malone

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyze data, create action plans, write and edit SIP

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.

Our SIP is developed based on our ongoing monitoring of our progress toward meeting our goals. The Leadership team has met with our instructional coaches and AVID coordinators to establish our focus for this school year. We have gathered feedback from parents throughout the year via surveys and utilized this input to create our schoolwide goals.

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))

We meet weekly with our leadership team (Instructional coaches, administration and behavior specialist) to monitor our progress toward established goals. Our goals and strategies will guide conversations and observations. Data will be analyzed on an ongoing basis to monitor progress toward achieving our goals.

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	68.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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: B 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							65	63	100	228
One or more suspensions							3	19	30	52
Course failure in English Language Arts (ELA)							3	7	13	23
Course failure in Math							0	5	3	8
Level 1 on statewide ELA assessment							59	53	80	192
Level 1 on statewide Math assessment							48	50	71	169
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							36	40	82	158

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	1	3	4
Students retained two or more times							0	1	4	5

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	63	99	225
One or more suspensions							9	11	4	24
Course failure in ELA										0
Course failure in Math								1		1
Level 1 on statewide ELA assessment							109	115	116	340
Level 1 on statewide Math assessment							93	78	87	258
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										340

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							39	50	47	136

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	46			36	49	49	34	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	60						36		
ELA Learning Gains Lowest 25%	60						30		
Math Achievement *	51			38	58	56	37	30	36
Math Learning Gains	62						39		
Math Learning Gains Lowest 25%	70						39		
Science Achievement *	38			30	48	49	33	52	53
Social Studies Achievement *	71			54	69	68	56	52	58
Graduation Rate								45	49
Middle School Acceleration	78			71	77	73	63	44	49
College and Career Readiness								66	70
ELP Progress	49			33	38	40	45	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)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	576
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	44%	41%	45%		46%	46%

* 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	36%	Yes	5	
English Language Learners	49%	No		
Asian Students	88%	No		
Black/African American Students	50%	No		
Hispanic Students	55%	No		
Multiracial Students	57%	No		
White Students	66%	No		
Economically Disadvantaged Students	56%	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	11%	Yes	4	4
English Language Learners	33%	Yes	4	
Asian Students	82%	No		
Black/African American Students	37%	Yes	4	
Hispanic Students	39%	Yes	2	
Multiracial Students	61%	No		
White Students	51%	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	21%	Yes	3	3
English Language Learners	32%	Yes	3	
Native American Students				
Asian Students	64%	No		
Black/African American Students	29%	Yes	3	1
Hispanic Students	37%	Yes	1	
Multiracial Students	39%	Yes	1	
Pacific Islander Students				
White Students	48%	No		
Economically Disadvantaged Students	38%	Yes	1	

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	46%		60%	60%	51%	62%	70%	38%	71%	78%			49%
Students With Disabilities	12%		40%	42%	25%	58%	62%	6%	43%				33%
English Language Learners	26%		53%	61%	37%	59%	69%	18%	52%	71%			40%
Asian Students	93%		93%		93%	71%							
Black/African American Students	31%		59%	53%	41%	55%	66%	20%	57%	70%			
Hispanic Students	40%		56%	60%	48%	61%	70%	31%	69%	80%			35%
Multiracial Students	50%		72%		48%	58%							
White Students	57%		63%	66%	57%	67%	74%	50%	80%	75%			73%
Economically Disadvantaged Students	43%		58%	58%	49%	63%	71%	33%	67%	77%			41%
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	36%				38%			30%	54%	71%			33%
Students With Disabilities	7%				12%			3%	16%				15%
English Language Learners	20%				27%			13%	40%	65%			35%
Asian Students	75%				88%								
Black/African American Students	20%				27%			20%	35%	83%			
Hispanic Students	32%				34%			21%	50%	60%			34%
Multiracial Students	42%				50%			39%	73%	100%			
White Students	43%				43%			41%	62%	73%			45%
Economically Disadvantaged Students	31%				34%			28%	49%	72%			33%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	34%		36%	30%	37%	39%	39%	33%	56%	63%			45%
Students With Disabilities	7%		24%	26%	10%	26%	28%	12%	36%				17%
English Language Learners	20%		27%	23%	28%	31%	32%	14%	45%	58%			45%
Native American Students													
Asian Students	63%		60%		72%	59%							
Black/African American Students	19%		33%	27%	19%	35%	35%	13%	44%	33%			
Hispanic Students	29%		32%	26%	34%	34%	35%	28%	49%	58%			44%
Multiracial Students	34%		30%		32%	38%		30%		70%			
Pacific Islander Students													
White Students	44%		40%	37%	48%	45%	47%	45%	66%	70%			40%
Economically Disadvantaged Students	29%		32%	29%	34%	38%	38%	28%	51%	58%			47%

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?

Our civics data increased from 56% to 71% proficient. We hired a new civics teacher. He also had an AP in each period daily to help support our scholars and teacher.

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 science data showed the lowest performance moving from 29% to 37% proficiency. We moved teachers after the first quarter. To make up for the lost instruction during quarter one we began enrichment classes focused on 6th-8th grade standards. We also had scheduling changes with scholars that led to disruption to the learning environment.

Greatest Decline

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

We did not have any declines in any of the 9 cells during the 2023-2024 school year. Our lowest increase was our science.

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.

Our science data showed the greatest gap when compared to the state average. Our changes in instructors and schedules led to the gap. Our lack of focused vocabulary instruction and imbedded literacy strategies also contributed to the gap.

EWS Areas of Concern

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

Our highest priority is moving our level 1 scholars in math and ELA, our SWD and EL scholars in science.

Highest Priorities

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

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars. Our highest priorities are the literacy instruction in science, the spiraling of standards in 6-8 science classes and the support of our ELL and SWD scholars in all content areas.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to 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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 31% up from 27% of our students being proficient on the FAST Reading and 40% up from 30% proficiency on FAST Math. We showed an increase due to strategic and equitable instruction. We will continue to focus on data analysis regarding performance on specific standards, We will continue to bridge the gap with high expectations, focus groups and engaging instruction.

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.

We expect our performance level to increase from 31% to 41% of our black students meeting proficiency by Spring 2025 Progress Monitoring assessment F.A.S.T. in ELA and from 40% to 50% in Math.

Monitoring

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

Bimonthly PLC's, Cycle assessments, formative assessments, classroom support, data chats, and

PM 1, and PM 2 Comparisons.

Person responsible for monitoring outcome

Christopher Alford

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:

Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

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

Bimonthly PLC common planning. implementing the data, literacy strategies, and support.

Person Monitoring:

Christopher Alford, Kristy Therrien

By When/Frequency:

Ongoing daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

Area of Focus #2

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance remains 13% of our students being proficient on the 2024 FAST Reading. We need to increase our ESE supports with strategic scheduling and monitoring. Our math proficiency for SWD scholars is 27%, science is 6% and social studies is 48%. This shows that we must increase our use of literacy strategies in science. Our SWD need structured supports within the science and ELA classrooms,

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.

We expect our performance level to increase from 13% to 20% of our SWD students meeting proficiency on the FAST Reading, and SSA assessments. (6% to 20%)

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 support the staff in utilizing data to organize students to interact with content in ways which scholars are required to read and write in response to text in a highly organized and engaging classroom setting. We will increase data monitoring in science classrooms and increase supports with vocabulary and reading. The AP and Literacy coach will schedule daily supports in the 8th grade classrooms while coaching and monitoring 6th and 7th grade lesson plans and implementation. We will utilize our targeted learning time to focus on vocabulary and literacy strategies school wide.

Person responsible for monitoring outcome

Kristy Therrien

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:

Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction. Strategic schedule with our VE Teachers for support.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

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

Strategic Supports

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

Area of Focus #3

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of

scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 21% proficient on the FAST reading, 49% on the Civics and 17% on the SSA. (level 3 and above). The gap is occurring because data is not being utilized and students are struggling to read and comprehend the content.

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.

We expect our performance level to increase to 40% of our ELL students meeting proficiency by Spring 2025 Progress Monitoring assessment F.A.S.T. in ELA and 50% in Math.

Monitoring

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

Monitoring will occur through daily walkthroughs, as well as an analysis of data, both formal and informal. Ongoing, daily presence and support of administrator.

Person responsible for monitoring outcome

Britany Malone

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:

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students to enter a productive struggle and implement Culturally Relevant Teaching with fidelity.

Rationale:

Implement Culturally Relevant Teaching (CRT) with fidelity, which engages scholars more effectively in the learning process. It is based on the pedagogy in which every scholar brings specific cultural enhancements to the classroom. As teachers incorporate those cultural strengths into their instruction, scholars will more actively engage in this supportive environment.

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

Support in classes with literacy development

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Teachers meet in PLCs at least twice per month to share ways they are incorporating collaboration into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks. Strategic scheduling of bilingual associates to support in reading.

Action Step #2

Grade level Instruction

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions.

Area of Focus #4

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 46% of our students are proficient on the 2024 FAST PM 3. The gap is occurring because data is not being utilized and students are struggling to read and comprehend the content, and unstructured classroom environments.

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.

We expect our performance level to increase from 46% to 50% of our scholar's meeting proficiency by Spring 2024 Progress Monitoring assessment F.A.S.T.

Monitoring

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

Bimonthly PLC's, Weekly Tier 2 planning, Cycle assessments, formative assessments, walkthroughs, data chats.

Person responsible for monitoring outcome

Kristy Therrien

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:

We will plan effective lessons based on the rigor of the standards utilizing the gold doc, anchor charts, scaffolding activities and data analysis.

Rationale:

If scholars are provided opportunities to work on rigorous activities with high level text, it will lead to mastery of expectations and therefore increased proficiency and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize state and district provided resources

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark. Use state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes. We will use Anchor charts for visual supports. Teachers will do the work prior to instruction to sharpen teacher clarity and ensure planning for differentiation is effective and meaningful.

Action Step #2

Benchmark-based planning and execution

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Administrator and literacy coach will be present in every weekly PLC to support teachers with engaging in data/student work analysis to drive instruction. The team will also engage in lesson preparation by completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal such as planning for scaffolds that address gaps, or potential misconceptions, in student learning. Lesson execution will be supported with the modeling, co-teaching and immediate feedback provided by administration and literacy coach. Quarterly learning walks will also occur with a focus on benchmark-aligned instruction and cognitively engaging learning opportunities for scholars.

Area of Focus #5

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 51% of our students are proficient on the 2024 FAST PM 3. The 11% increase was due to the use of data and exposure to rigorous instruction with scaffolds. We will continue to focus on standards-based instruction with the understanding of what the standard is mastering.

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 students achieving math proficiency will increase from 51% to 60%, as measured by the F.A.S.T mathematics 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.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, daily administrative presence/teaching.

Person responsible for monitoring outcome

Christopher Alford

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:

Scholars will track their own individual data as a way to monitor progress towards mastery of each specific benchmark. Teachers will also track individual, benchmark-based data and develop collaborative data-driven instructional decisions. Targeted interventions will occur based on the data.

Rationale:

If students and teachers have ownership of their data and make data-driven decisions, proficiency would increase by 9%.

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 Monitoring

Person Monitoring:
Christopher Alford

By When/Frequency:
Ongoing, daily

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

Weekly planning sessions and bi-weekly PLCs inclusive of planning benchmark-aligned lessons and tasks based on an analysis of formative assessment data. Data will come from the FAST PM assessments, IXL, McGraw-Hill and/or teacher/district-created assessments. Scholars will track their own individual data as a way to monitor progress towards mastery of each specific benchmark and take ownership of their learning. Teachers will also track individual, benchmark-based data and develop collaborative data-driven instructional decisions.

Action Step #2

Using data to drive benchmark-based instruction

Person Monitoring:
Christopher Alford

By When/Frequency:
Ongoing, daily

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

Spiral review will be developed and implemented by teachers, math coach and math AP throughout the school year based on data evidence to meet the needs of scholars. All classrooms will incorporate a "do now" activity to begin the class period and a summarizing task at the end of the period to spiral review benchmark-based items. Math coach and math AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources. Lessons will have a focus on achievement level 3 tasks & questions. Coaching cycles will be done by math coach and math AP to support the execution of instruction. This will be done by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks.

Action Step #3

Literacy in Math

Person Monitoring:
Christopher Alford

By When/Frequency:
Ongoing, daily

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

Math teachers will embed literacy during instruction with the utilization of word walls, implementation of daily real-world word problems at achievement level 3 or higher and the expectation of scholars to write to explain their reasoning, justification and meaning of their answer choice.

Area of Focus #6

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 71% of our students are proficient on the 2024 Civics EOC. The 12% increase occurred because data was utilized, and students were expected to read and write daily in a structured learning 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.

The percent of students achieving proficiency on the Civics EOC will be 80%, as measured by the spring administration of the Civics EOC.

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.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, daily administrative presence and teaching.

Person responsible for monitoring outcome

Mariah Oleksy

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:

We will support staff to utilize data to organize students to interact with content in manner which scholars are required to read and write in response to text in a highly organized and engaging classroom setting

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data, continues to occur, our proficiency will increase by another 9%.

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

Professional Development on teaching literacy

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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

Training teachers during preschool on how to implement vocabulary strategies and writing instruction during daily lessons. Engage students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to scholars to read and write appropriate grade-level Civics content (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Word walls and anchor charts will be visible and referenced in all classrooms to support the understanding and application of academic vocabulary.

Action Step #2

Execution of benchmark-based instruction

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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

Social studies AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources in addition to ongoing formative assessment data. AP will support the execution of benchmark-based instruction by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks. AP and civics teachers will work with intentional small groups of scholars based on targeted areas of need as dictated by formative data, with an emphasis on core academic vocabulary, reading comprehension and test-taking strategies.

Area of Focus #7

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based

on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 37%, as evidenced in SSA proficiency (level 3 and above).

Although we increased from 29% proficient, the gap is occurring because scholars are not able to identify critical vocabulary and interpret, graphs, diagrams and text all together,

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 8th grade students achieving science proficiency will increase from 37% to 45%, as measured by 8th grade Science State-Wide 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.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, and daily administrative presence and teaching.

Person responsible for monitoring outcome

Britany Malone

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:

We will support the staff with utilizing data to organize students to interact with content in manners which scholars are required to read and write in response to text in a highly organized and engaging classroom setting.

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data would occur, proficiency would increase by 8%.

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

Professional Development in literacy/vocabulary

Person Monitoring:

Britany Malone

By When/Frequency:

Ongoing, daily

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

Training teachers during preschool on how to implement reading and writing instruction during daily lessons. Specific vocabulary strategies to be taught and implemented. (semantic mapping, vocabulary notebooks, Frayer model, etc.) Anchor charts and word walls will be visible and referenced in all classrooms to support the understanding and application of academic vocabulary.

Action Step #2

Benchmark-based instruction

Person Monitoring:

Britany Malone

By When/Frequency:

Ongoing, daily

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

Science AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources, with an emphasis on the green/red doc, course outline, roadmaps, unit cards and test specs). Coaching cycles will be done by science AP to support the execution of instruction. This will be done by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks.

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.

We will increase our consistency of Positive Behavior Intervention Systems in the classroom and school wide.

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.

We did increase our use of positive behavior interventions for scholars however we were not consistent on school wide monthly incentives. Our increase led to increased proficiency and learning gains in all core content areas on the state assessments, our attendance however still remains a concern with 250 of our scholars missing 10% or more days of school. We will decrease our number of scholars missing 10% by 50% (125).

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 have created a yearly schedule of PBIS activities that will require scholars to be present in school and following the Knight Expectations in order to earn Knight Cash. We will advertise and monitor the number of points given by each staff member and received by each scholar through our online PBIS platform. Teachers will be responsible for ensuring that they have a fair and equitable process for providing scholars PBIS points. We will consistently monitor the number of points given by staff members to ensure this is in fact a schoolwide practice. Staff will be recognized at our monthly faculty meetings for their contribution to the program. During all faculty meetings our attendance data will be shared to show the decrease in scholars missing school.

Person responsible for monitoring outcome

Britany Malone

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 share attendance data each month, and celebrate teachers for utilizing the PBIS program consistently.

Rationale:

The monthly focus will help to keep the strategy at the forefront of all staff's responsibilities. The recognition will encourage all staff to participate consistently.

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

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 School Improvement Plan will be available on our school website at <https://www.pcsb.org/oakgrove-ms>.

This plan was discussed and created during our SAC meetings and alongside instructional coaches, teachers and administration.

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))

<https://www.pcsb.org/oakgrove-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))

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based

on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals.

Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process.

Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

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.

Weekly collaboration, documentation and purchase of needed resources to support our school wide goals. Our Department Heads and instructional coaches will monitor the needs of teachers and scholars, bring the information to the supervising Assistant/ Principal for approval.

Specifics to Address the Need

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

Engagement resources that allow teachers to scaffold the learning. Classroom supplies will be available by the first day of school. Training and time for preparing lesson templates, and classrooms structures will take place during preschool. Several nonnegotiable regarding the display and tracking of data, classroom expectations and PBIS systems will be planned for during preschool. Teachers will ensure they are prepared with specific organizational and planning tools/resources.

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