

Pinellas County Schools

PALM HARBOR 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

Educate and prepare each student for college, career and life.

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

Peggy Dupee

Position Title

Principal

Job Duties and Responsibilities

Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved. Manages the Science department

Leadership Team Member #2

Employee's Name

Melissa Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee the operations of the school. Manages the ESE department, Social Studies, Advanced Placement and the Master schedule

Leadership Team Member #3

Employee's Name

Zachary Podkomorski

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees the operations of the school. Manages Health and P.E, Math, Visual Arts, athletics, and our technology academy

Leadership Team Member #4

Employee's Name

Michelle Lampert

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees the operations of the school. Manages ELA and Reading, testing and the Medical Academy.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The leadership team developed their specific subject area goals based on the 2023-2024 data and the ongoing work with teachers and curriculum specialists. In addition, staff and students were involved through the use of a school-wide survey provided by the principal and the AVID team at the end of the 2023-2024 school year in which staff and students were surveyed on the climate and culture of the school and the overall goals that were implemented in the current school year.

SIP Monitoring

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

The SIP will be monitored monthly with the administrative team to ensure we progress toward our intended goals. In addition, after each testing cycle, we will monitor where we are progressing and revamp as necessary. If we lack certain goals or subgroups, we will work with District specialists to focus on those areas of need and make adjustments in the classrooms.

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	27.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.3%
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: B* 2021-22: C 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							52	76	71	199
One or more suspensions							8	19	19	46
Course failure in English Language Arts (ELA)							4	18	16	38
Course failure in Math							29	19	13	61
Level 1 on statewide ELA assessment							31	46	55	132
Level 1 on statewide Math assessment							23	31	49	103
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							23	48	50	121

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							2	3	8	13
Students retained two or more times							1	2	2	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							24	14		38
One or more suspensions							30	45		75
Course failure in ELA							1			1
Course failure in Math							5	2		7
Level 1 on statewide ELA assessment							69	54		123
Level 1 on statewide Math assessment							62	62		124
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								4		4
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61			55	49	49
ELA Grade 3 Achievement **						
ELA Learning Gains	60					41
ELA Learning Gains Lowest 25%	56					32
Math Achievement *	66			66	58	56
Math Learning Gains	57					50
Math Learning Gains Lowest 25%	56					44
Science Achievement *	57			57	48	49
Social Studies Achievement *	84			78	69	68
Graduation Rate						45
Middle School Acceleration	70			63	77	73
College and Career Readiness						66
ELP Progress	42			46	38	40
						54
						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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	597
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	60%	53%	54%		64%	62%

* 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	39%	Yes	3	
English Language Learners	42%	No		
Asian Students	83%	No		
Black/African American Students	45%	No		
Hispanic Students	56%	No		
Multiracial Students	58%	No		
White Students	60%	No		
Economically Disadvantaged Students	55%	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	20%	Yes	2	2
English Language Learners	46%	No		
Asian Students	77%	No		
Black/African American Students	42%	No		
Hispanic Students	58%	No		
Multiracial Students	63%	No		
White Students	64%	No		
Economically Disadvantaged Students	52%	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	23%	Yes	1	1
English Language Learners	46%	No		
Native American Students				
Asian Students	83%	No		
Black/African American Students	45%	No		
Hispanic Students	46%	No		
Multiracial Students	49%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%		60%	56%	66%	57%	56%	57%	84%	70%			42%
Students With Disabilities	20%		39%	41%	38%	48%	49%	27%	62%	58%			11%
English Language Learners	21%		49%	57%	35%	49%	58%	27%	50%				30%
Asian Students	81%		73%		93%	86%							
Black/African American Students	35%		49%	43%	44%	57%	62%	17%	55%				
Hispanic Students	54%		58%	58%	52%	51%	59%	51%	80%	67%			30%
Multiracial Students	48%		54%		67%	62%							
White Students	64%		61%	57%	70%	57%	55%	61%	87%	70%			15%
Economically Disadvantaged Students	50%		55%	51%	56%	56%	59%	45%	76%	68%			29%
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	55%				66%			57%	78%	63%			46%
Students With Disabilities	14%				24%			3%	41%				20%
English Language Learners	26%				39%			33%	93%				38%
Asian Students	79%				87%			69%		74%			
Black/African American Students	42%				42%			33%	50%				
Hispanic Students	54%				60%			57%	79%	60%			35%
Multiracial Students	57%				69%			53%	77%	58%			
White Students	55%				68%			57%	78%	63%			
Economically Disadvantaged Students	48%				55%			50%	71%	60%			29%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	52%		41%	32%	59%	50%	44%	53%	84%	64%
Students With Disabilities	8%		13%	10%	18%	30%	32%	20%	36%	43%
English Language Learners	31%		32%	30%	51%	50%	43%	32%	73%	67%
Native American Students										
Asian Students	73%		70%		84%	81%		80%	91%	100%
Black/African American Students	47%		42%	23%	30%	48%	47%	31%	83%	55%
Hispanic Students	47%		36%	25%	52%	48%	35%	46%	78%	57%
Multiracial Students	55%		50%	33%	56%	47%		47%		53%
Pacific Islander Students										
White Students	52%		41%	34%	61%	50%	46%	55%	87%	64%
Economically Disadvantaged Students	44%		37%	28%	47%	48%	44%	39%	77%	56%

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?

ELA showed the highest improvement they went up 6 points overall, but they gained 19 points in learning gains and 24 points in gains of their lowest 25%. We as an administrative team pushed more into our ELA classes to assist with small groups and one-on-one instruction in addition to incorporating quarter challenges with these students to continue the motivation between testing cycles

Lowest Performance

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

Math gains and gains of the lowest 25% of students showed the least gains and the math data overall stayed the same as the previous year's data. Algebra in particular dropped from last year. I attribute this to the new way math is scored but also to the teachers teaching the algebra courses. One of them did well, one did pretty well, and the other did not do well. Based on the data we did change teaching assignments for next year in addition the AP over math will be starting early on with helping those teachers with pullouts and remediation of these students so that we can assist in raising scores in the class.

Greatest Decline

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

No component showed a decline but overall, our school grade dropped from 65 points to 63 points. I attribute that to the new grading scale the state has put into place. In addition, as a school, we are still striving to reach an A on the new scale as the last two years our overall grade on the old scale was an A.

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 7th-grade math scores had the greatest gap. The state was at a 47% pass rate and our school

was at a 31% pass rate. I attribute this to low scores across the board in math but also our lower-level students take 7th grade math while our higher achieving students take 8th grade math. We will focus on more remediation with our 7th-grade students to raise these scores.

EWS Areas of Concern

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

1. Black data overall
2. ESE data overall

Highest Priorities

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

1. Algebra data
2. 7th grade data

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.

Our current level of performance is that 61% of our students are proficient on the 2024 FAST ELA PM3. We expect our performance level to increase to 64% of our student's meeting proficiency by the Spring 2025 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based upon the district's "gold documents" and allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement will occur.

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 percentage of all students achieving ELA proficiency will increase from 61% to 64%, as measured by Spring 2025 Progress Monitoring assessment (F.A.S.T.).

Monitoring

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

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 during each lesson. Strengthen teacher clarity so that teachers understand and plan for the "what" (benchmark demands), the "why" (making learning relevant and meaningful to students) and the "how" (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate

achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice.

Person responsible for monitoring outcome

Michelle Lampert

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Ensure proper placement of students into reading and appropriate level of ELA, reading and CLI cohort.

Person Monitoring:

Melissa Johnson, Michelle Lampert, Kiara Hill

By When/Frequency:

June-August 2024

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

If our test scores progress from PM1 to PM3

Action Step #2

Utilize a TDE to give teachers and administrators the ability to visit other teachers at other schools and analyze FAST data and iReady diagnostic data; conduct data chats and set individual student goals.

Person Monitoring:

Michelle Lampert, all ELA/reading teachers

By When/Frequency:

September 2024, December/January 2024, May 2025

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

If our test scores progress from PM1 to PM3

Action Step #3

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:

ELA teachers, Michelle Lampert, Peggy Dupee

By When/Frequency:

August 2024 – May 2025

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

If our test scores progress from PM1 to PM3

Action Step #4

Administrators will create a schedule for regular classroom visits to conduct small group support with the ELA classes.

Person Monitoring:

Michelle Lampert, Peggy Dupee, Melissa Johnson August 2024, adjustments made in January 2025 after PM2

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

If our test scores progress from PM1 to PM3

Action Step #5

Administer monthly schoolwide writing tasks in response to texts to include targeted writing goals.

Person Monitoring:AVID committee, ELA teachers, Michelle Lampert, August 2024 – April 2025
Peggy Dupee**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

If our test scores progress from PM1 to PM3

Action Step #6

ELA/reading teachers meet twice per quarter in an intentional PLC's to focus on our schoolwide PD goals for the quarter using student artifacts to drive discussion. Teachers will rotate sharing artifacts and ways to support students who continue to struggle with content and tasks.

Person Monitoring:

Caitlyn Bortolini, Michelle Lampert

By When/Frequency:

Bi-weekly through May 2025

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

If our test scores increase from PM1 to PM3

Action Step #7

Once a quarter ELA, Science, Math, and Social Studies teachers will meeting an additional PLC to align writing tasks.

Person Monitoring:

All ELA/ Reading / SS/ Science teachers

By When/Frequency:

August 2024 – April 2025

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

If our test scores increase from PM1 to PM3

Action Step #8

Looking at the incoming 6th grade PM3 data we have established it is the lowest of the three grade levels. Through the use of TDE's, district coaches, intentional data chats and focused classroom visits we will monitor and support instruction in these classrooms.

Person Monitoring:

6th grade reading teacher, district personnel including staff developer, administration.

By When/Frequency:

August 2024 – April 2025

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

If our test scores increase from PM1 to PM3

Area of Focus #2

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

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

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

Our current level of performance is 66% proficient on the 2023-2024 FAST PM 3 test. We expect our performance level to be at least 72% proficient in mathematics achievement by the 2024-2025 PM3 FAST assessment. The problem/gap is occurring because lessons are not engaging students in rigorous learning activities involving academic discourse and complex problem-solving. If instruction engages students in benchmark-aligned rigorous learning activities involving academic discourse and complex problem-solving, student achievement will increase by 6%.

Measurable Outcome

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

The percentage of all students achieving math proficiency will increase from 66% to 72%, as measured by the 2025 PM3 FAST.

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 collaboratively plan learning targets and learning tasks to align to the FAST standards for Mathematics

Within PLC and/or common planning, teachers utilize student data to collaboratively plan rigorous standard-based learning opportunities that engage students with specific standards where there are opportunities to improve.

Teachers participate in ongoing professional development focused on engaging students, academic discourse, and critical thinking.

Person responsible for monitoring outcome

Zachary Podkomorski

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on grade level instruction based on achievement level descriptors to ensure rigorous course content to all students.

Rationale:

By creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

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

Mathematics teachers participate in professional learning opportunities around the FAST Standards, the Mathematical Thinking & Reasoning Standards, and Academic Discourse in the Math Classroom. Teachers will utilize: Biweekly PLCs, Ongoing Math PD offerings, TDE day for planning, and collaboration among teaching peers within the school, at other schools, and district math team members.

Person Monitoring:

Podkomorski

By When/Frequency:

Ongoing/Daily

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #2

Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the MTR Standards and rigorous performance tasks aligned to the FAST standards for Mathematics.

Person Monitoring:

Podkomorski

By When/Frequency:

Ongoing/Daily

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #3

Teachers will conduct at least 1 student/teacher data chat per quarter that addresses students' individual strengths and opportunities to improve. Teacher will differentiate and provide remediation based on identified strengths and weaknesses in FAST standards. Data to be used will be from PM1, PM2, formative assessments, and IXL diagnostic data.

Person Monitoring:

Podkomorski

By When/Frequency:

Ongoing/each quarter

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #4

Utilize a TDE to give teachers and administrators the ability to visit other schools and teachers and to analyze quarterly data; conduct data chats and set individual student goals.

Person Monitoring:

Podkomorski

By When/Frequency:

Ongoing/each quarter

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #5

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:

Podkomorski

By When/Frequency:

Quarterly

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #6

Once a quarter ELA and Math teachers will meet an additional PLC to align writing tasks.

Person Monitoring:

Podkomorski

By When/Frequency:

once a month

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

step:

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #7

Conduct regular Professional Learning Communities (PLCs) inclusive of data chats to review student data to identify opportunities for improvement in instructional practices and student achievement. Data will come from the FAST PM1 and PM2 assessments, IXL, Instructional materials assessments, and/or teacher and district informal assessments. Utilize TDE for teachers to have data analysis and collaboration time(if available)

Person Monitoring:

Podkomorski

By When/Frequency:

Ongoing/twice per month.

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

Action Step #8

Mathematics teachers will support school writing initiative by assigning at least one math writing assignment per quarter. Writing topics will be math related and specific to each course. This will be another opportunity for students use academic discourse while practicing writing.

Person Monitoring:

Podkomorski

By When/Frequency:

Quarterly

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

FAST scores will increase from PM1 to PM 2 to PM3 and the use of Unit test. Algebra and Geometry will use cycle testing.

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.

Based on the data reviewed, it's evident that the science performance has plateaued between the 2022/23 and 2023/24 school years. This stagnation underscores the necessity for a more concerted effort in utilizing data to inform instructional strategies. A thorough analysis reveals that there's a critical need for aligning standards and targets to address specific weaknesses to narrow the achievement gaps. The Science SSA data from 2024 serves as a pivotal guide in establishing instructional goals for the upcoming 2024/25 academic year. Areas of weakness identified include the Nature of Science Standards with SC.07.N.01.02, SC.07.N.01.05, SC.08.N.01.01, SC.06.N.02.02, and SC.07.N.03.01 as the highest area of need, respectively. In Earth Science Standards

SC.08.E.05.07, SC.07.E.06.02, SC.06.E.07.04, SC.07.P.10.03 and SC.06.E.07.05. Areas of weakness in Physical Science include SC.08.P.08.05, SC.08.P.09.02, and SC.07.P.11.04. In Life Science Standards SC.06.L.14.04 and SC.07.L.16.01 require some attention.

PHMS anticipates facing significant challenges in maintaining continuity in the 7th-grade science curriculum, which will likely result in learning gaps for the incoming 8th-grade class due to staffing issues this year, with one 7th-grade science teacher on maternity leave for half the semester and another retiring early in the year. This led to multiple substitute teachers and disruptions in the classroom. Therefore, the Comprehensive Science 2 curriculum will be an area focus for the upcoming year.

Fostering a positive culture within the educational environment is equally imperative.

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 percentage of students reaching proficiency will increase from 57% to 60% as measured by the Florida 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.

Monitoring will be conducted via the district cycle assessment, formative and summative assessments, as well as classroom walkthroughs. Following these assessments, data chats will take place, leading to either remediation or enrichment activities as necessary.

Person responsible for monitoring outcome

Peggy Dupee

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 create engaging and intellectually challenging content. Assist staff in utilizing data to structure student interactions with content, thereby differentiating and scaffolding instruction to accommodate the needs of every learner. Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction, or one-on-one support. Establish a peer tutoring system where more advanced students or those who grasped the material well can help their classmates.

Rationale:

The data indicates a correlation between reading comprehension/exposure and science achievement and proficiency. Therefore, an intervention focusing on providing access to rigorous informational texts, particularly in science, is reasonable. By exposing these students to passages and engaging them in lessons that require the application of critical thinking and writing skills, we anticipate higher comprehension of science concepts. This approach will not only improve their understanding of science but also enhance their writing abilities.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #3:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Assessment of Current Knowledge: Diagnostic Tests: Begin the school year with diagnostic assessments to determine the specific areas where students are struggling. This will help in tailoring instruction to address those gaps. Review of Past Performance: Analyze students' performance data from the previous year, including test scores and assignments, to identify common areas of difficulty.

Person Monitoring:

Dupee

By When/Frequency:

ongoing

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

Our FAST scores will increase from PM1 to PM3. Utilize the use of content specific teachers in 6th and 7th grade to help remediate our 8th grade students who are weak on those standards.

Action Step #2

2. Focused Intervention: Targeted Remediation: Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction, or one-on-one support. Peer Tutoring: Establish a peer tutoring system where more advanced students or those who grasp the material well can help their classmates.

Person Monitoring:

Dupee

By When/Frequency:

ongoing

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

Our FAST scores will increase from PM1 to PM3. Utilize the use of content specific teachers in 6th and 7th grade to help remediate our 8th grade students who are weak on those standards.

Action Step #3

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:

Dupee

By When/Frequency:

Ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #4

Utilize a TDE to give teachers and administrators the ability to observe other teachers at other schools and analyze quarterly data; conduct data chats and set individual student goals.

Person Monitoring:

Dupee

By When/Frequency:

Ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #5

Once a quarter ELA and Science teachers will meet an additional PLC to align writing tasks.

Person Monitoring:

Dupee

By When/Frequency:

Quarterly

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

Our FAST scores will increase from PM1 to PM3

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.

Our current level of proficiency in Civics is 84% of our students are proficient on the 2024 Civics EOC. We expect our performance level to increase to 87% of our student's meeting proficiency by the Spring EOC. Our current level of proficiency in U.S. History is 54% of our students demonstrating proficiency will increase to 60%. Our Current level of proficiency in World History is 54% of our students demonstrating proficiency will increase to 60%. The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based on the district's pacing guide and allow students ample time to engage in meaningful, rigorous tasks with eyes on the text, an increase in student achievement will occur.

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 percentage of all students achieving Civics proficiency will increase from 84% to 87%, as measured by the Civics EOC. The percentage of all students achieving U.S. History proficiency will increase from 54% to 60%, as measured by the U.S History Final Exam. The percentage of all students achieving World History proficiency will increase from 54% to 60%, as measured by the World History Final Exam.

Monitoring

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

Enhance staff capacity to identify content from the NGSSS Benchmarks that will create opportunities for collaboration around higher-order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the "what" (benchmark demands), the "why" (making learning relevant and meaningful to students), and the "how" (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice.

Person responsible for monitoring outcome

Melissa Johnson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize a TDE to give teachers and administrators the ability to observe teachers at other schools and analyze quarterly data; conduct data chats and set individual student goals.

Person Monitoring:

Social Studies teachers and Peggy Dupee

By When/Frequency:

ongoing

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvement in cycle assessments.

Action Step #2

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:

Social Studies teachers, Melissa Johnson, Peggy Dupee

By When/Frequency:

Ongoing

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #3

Administrators will create a schedule for regular classroom visits to conduct small group support with the Civics classes.

Person Monitoring:

Michelle Lampert, Peggy Dupee, Melissa Johnson

By When/Frequency:

August 2024, adjustments made in January 2025 after Q2

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #4

Once a quarter ELA and Social Studies teachers will meet an additional PLC to align writing tasks.

Person Monitoring:

All ELA/ SS/ teachers

By When/Frequency:

August 2024 – April 2025

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #5

Administrators provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. Effective Instruction Essentials Addressed: Formative Assessment & Feedback and Close Reading and Annotation Strategies

Person Monitoring:

Peggy Dupee, Melissa Johnson, Samantha Bellucci Staff Developer

By When/Frequency:

Weekly walk-throughs, Bi-weekly PLCs, peer observations, WICOR walks and teacher artifacts to support AVID CCI certification.

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #6

Teachers will continue incorporating various AVID strategies into lessons and open classrooms for peer observations to observe others. This is a formal process in our school title “Ghost Walks ” and teachers are recognized for participating

Person Monitoring:

All teachers

By When/Frequency:

August 2024-May 2025

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

Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Our current level of performance for the 2024 FAST ELA PM3 is 60% proficiency for all students and 42.4% proficiency for our Black students. Our current level of performance for the 2024 FAST Math PM3 is 67% proficiency for all students and 54.5% proficiency for our Black students. We expect our Black student performance level to increase to 50% for ELA proficiency and 60% for Math proficiency on the Spring 2025 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because Black students are underrepresented in rigorous courses and would benefit from the support of AVID and more intensive social/emotional support. Suppose school counselors collaborate with stakeholders (instructors/students/parents) regarding academic placements for our Black students. In that case, those students may be enrolled in more rigorous courses, which could positively impact their performance on their FAST Assessments for the 24-25 school year.

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 Black student performance level to increase to 50% for ELA proficiency and 60% for Math proficiency as measured by Spring 2025 Progress Monitoring assessment (F.A.S.T.).

Monitoring

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

We will meet with all students when school starts to ensure proper placement in rigorous classes. We will continue to meet with students monthly to ensure students are progressing in these classes and provide support if they are not. We will continue to progress monitor throughout the year to ensure the success of these students by maintaining open communication with the student, their family, and their teachers.

Person responsible for monitoring outcome

Administrators and Counselors

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure proper placement of Black students into ELA/Math/Sci/SS courses. Utilize data to make appropriate recommendations for increasing Black student enrollment into rigorous courses.

Person Monitoring:

APC/School Counselors

By When/Frequency:

ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #2

Collaborate with stake holders regarding these academic placements (instructors/students/parents).

Person Monitoring:

APC/School Counselors

By When/Frequency:

ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #3

Increase the percentage of Black students enrolled in AVID to provide additional academic support.

Person Monitoring:

APC/School Counselors

By When/Frequency:

Ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #4

Assign Black students to staff members to provide weekly support and check ins.

Person Monitoring:

Admin/School Counselors

By When/Frequency:

Ongoing

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

Our FAST scores will increase from PM1 to PM3

Action Step #5

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:
Admin/School Counselors

By When/Frequency:
Ongoing

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

Our FAST scores will increase from PM1 to PM3

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

I came in as a new principal in the 2022-2023 school year. Staff had a high turnover in the school and were unhappy with their previous principal. Staff felt bullied by their former principal and unheard in their concerns. In the 2023-2024 school year, I implemented positive initiatives to increase staff moral and lessen turn over.

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 first year my goal was to lessen turnover by 75%. Last year my turnover was 20% and this year my turnover was 10%. I would like to decrease my turnover to 5%. My school grade when I started was a C which we raised to a B last year. We are currently waiting on our final school grade, but I would like to increase it to an A.

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.

Staff and student surveys were administered for feedback

Culture and PBIS committee monthly meetings to work on the initiatives for the school

Staff turnover decreases throughout the school year

Person responsible for monitoring outcome

Peggy Dupee

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:

Extensive initiatives have been placed into the school to help with building up the culture in the school for both staff and students

Rationale:

Staff felt they were not heard in the school so by having meetings to provide feedback staff felt heard and the initiatives have helped to keep morale up within the school

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Met with individual stakeholders to address concerns and steps to move forward

Person Monitoring:

Peggy Dupee

By When/Frequency:

Ongoing

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

Implemented initiatives to encourage staff turnover: Perfect attendance lunch Shoutouts at Faculty meetings Food throughout the year Staff shirts Birthday cards/Sympathy cards/Baby & Wedding showers

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.

N/A

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))

N/A

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))

N/A

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))

N/A

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))

N/A

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))

N/A

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)).

N/A

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)).

N/A

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))

N/A

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.

N/A

Specifics to Address the Need

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

N/A

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