

Pinellas County Schools

TARPON SPRINGS 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

Learning Gains for Every Student, Every Day

Provide the school's vision statement

To provide challenging learning experiences in a safe learning environment so that all students are prepared for continued education, 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

Ronald Mason

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Amber Schmittdiel

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Giovanna Thomas

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Evangelos Valsamis

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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.

Stakeholders were involved in a variety of ways to develop this School Improvement Plan. Teachers and staff members provided input during a summer planning session. Additionally, parents and community members were surveyed about school-wide goals and priorities and SAC/PTSA members were provided the opportunity to give input.

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 regularly monitored at school-based leadership team meetings, SAC meetings, and faculty meetings. School leaders will revise the plan, as necessary, after each progress monitoring cycle.

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	42.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.2%
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: A* 2021-22: B 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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
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										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

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

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							35	34	31	100
One or more suspensions							18	22	12	52
Course failure in ELA										0
Course failure in Math								1		1
Level 1 on statewide ELA assessment							39	23	20	82
Level 1 on statewide Math assessment							16	29	25	70
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							98	121	109	328

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							2	2	1	5
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 *	57			60	49	49	59	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	51						47		
ELA Learning Gains Lowest 25%	52						30		
Math Achievement *	62			57	58	56	64	30	36
Math Learning Gains	54						59		
Math Learning Gains Lowest 25%	56						54		
Science Achievement *	68			69	48	49	62	52	53
Social Studies Achievement *	79			85	69	68	84	52	58
Graduation Rate								45	49
Middle School Acceleration	80			78	77	73	76	44	49
College and Career Readiness								66	70
ELP Progress	45			47	38	40	38	72	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	601
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%	63%	57%	55%		52%	56%

* 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	45%	No		
Asian Students	73%	No		
Black/African American Students	47%	No		
Hispanic Students	58%	No		
Multiracial Students	54%	No		
White Students	66%	No		
Economically Disadvantaged Students	54%	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	24%	Yes	4	1
English Language Learners	47%	No		
Asian Students	96%	No		
Black/African American Students	41%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	76%	No		
Economically Disadvantaged Students	54%	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	34%	Yes	3	
English Language Learners	41%	No		
Native American Students				
Asian Students	79%	No		
Black/African American Students	42%	No		
Hispanic Students	54%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	49%	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	57%		51%	52%	62%	54%	56%	68%	79%	80%			45%
Students With Disabilities	22%		41%	44%	24%	45%	48%	18%	46%				
English Language Learners	33%		54%	62%	36%	53%	38%	38%					42%
Asian Students	86%		60%		86%	60%							
Black/African American Students	26%		37%	44%	38%	49%	42%	41%	67%	80%			
Hispanic Students	54%		54%	52%	60%	54%	48%	64%	69%	81%			46%
Multiracial Students	49%		50%	50%	49%	49%	64%	53%	71%				
White Students	64%		53%	55%	68%	56%	63%	75%	84%	79%			
Economically Disadvantaged Students	41%		45%	48%	49%	52%	55%	51%	68%	79%			53%
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	60%				57%			69%	85%	78%			47%
Students With Disabilities	15%				15%			19%	36%	40%			18%
English Language Learners	31%				27%			43%	73%	80%			27%
Asian Students	100%				91%								
Black/African American Students	34%				30%			38%	61%				
Hispanic Students	51%				49%			59%	81%	81%			23%
Multiracial Students	61%				39%			64%	80%	44%			
White Students	67%				66%			74%	91%	81%			
Economically Disadvantaged Students	47%				44%			58%	75%	71%			26%

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	59%		47%	30%	64%	59%	54%	62%	84%	76%			38%
Students With Disabilities	19%		25%	24%	30%	50%	49%	39%	39%				
English Language Learners	33%		30%	16%	45%	54%	56%	22%	71%				38%
Native American Students													
Asian Students	86%		62%		86%	83%							
Black/African American Students	33%		34%	29%	38%	56%	59%	30%	56%				
Hispanic Students	57%		45%	23%	58%	57%	48%	52%	85%	70%			41%
Multiracial Students	39%		38%		71%	57%		45%	100%				
Pacific Islander Students													
White Students	65%		51%	32%	70%	59%	53%	70%	85%	77%			
Economically Disadvantaged Students	45%		36%	25%	54%	56%	55%	47%	77%	62%			37%

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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?

Overall, the data component that showed the most improvement was Math. New actions taken this school year included targeted small group instruction and remediation for students near proficiency and on the bubble.

Lowest Performance

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

The data component that showed the lowest performance was ELA. Some contributing factors include inconsistencies in Reading intervention classroom teacher, in addition to new Language Arts teachers, unfamiliar with the curriculum.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Social Studies. This can be attributed to scheduling practices that resulted in a substantial increase in the amount of low level readers taking the course.

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.

The data component that had the greatest gap compared to the state average was ELA. As stated previously, the largest factor that contributed to this gap was new Language Arts teachers learning the curriculum and standards.

EWS Areas of Concern

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

1. Student attendance
2. Student behavior

Highest Priorities

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

1. Meaningful and timely feedback: Ensuring students receive meaningful and timely feedback will improve and enhance student learning and progress toward learning goals
2. Consistent collaboration: Teachers will consistently collaborate during Professional Learning Communities to plan high quality instruction and assessments.
3. Family engagement: Family engagement is a cornerstone for building broader connections to the school community and academic growth of all students.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The English Language Arts (ELA) Area of Focus aims to enhance student proficiency in reading and writing skills. By concentrating on ELA, we aim to improve students' comprehension, analytical skills, and overall literacy, which are foundational for academic success across all subjects. Data from the previous years indicate a decline in proficiency, with scores dropping from 60% in 2023 to 58% in 2024. This downward trend highlights a critical need for targeted intervention to reverse this decline and support student achievement.

Measurable Outcome

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

Increase Language Arts achievement from 57% to 67% as measured by the FAST PM 3.

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.

This area of focus will be continually monitored through common assessments and performance task data tracking within Professional Learning Communities (PLCs). Teachers, administrators, and other instructional personnel will collaborate in these PLCs to analyze data and adjust instruction as needed. Additionally, administrators will conduct regular classroom walkthroughs and observations to ensure instruction is standards based and student feedback is effective and actionable.

Ongoing monitoring through PLCs and actionable feedback will ensure that instructional practices are continuously refined and aligned with student needs. This will lead to more targeted interventions and support, ultimately improving student achievement outcomes. By maintaining a cycle of assessment, feedback, and instructional adjustment, we aim to enhance ELA proficiency and reverse the declining trend in scores.

Person responsible for monitoring outcome

Thomas

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:

PLCs will be implemented across all relevant grade levels to foster collaborative learning and continuous improvement among teachers. Administrators will conduct regular classroom walkthroughs and observations to provide teachers support and actionable feedback on instruction and student feedback.

Rationale:

By implementing PLCs and providing actionable feedback, we aim to create a culture of continuous improvement and professional growth. These interventions will lead to more effective teaching strategies, improved student engagement, and higher achievement levels. The progress of PLCs will be tracked through meeting agendas, minutes, and shared data analysis reports. Teachers and instructional staff will document the strategies discussed and implemented, as well as the results of their interventions. Administrators will use observation rubrics and feedback forms to document classroom practices and provide constructive feedback to teachers.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data and performance tasks to plan high quality instruction.

Person Monitoring:

Thomas

By When/Frequency:

Ongoing

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

During PLCs, content teams will: 1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reading and reviewing the standards (Gold Docs) in the upcoming module, including assessment limits and teacher strategies. 2. Leverage Professional Development Opportunities: Seek the latest strategies and techniques to improve ELA instruction by reviewing and planning to attend ELA professional development opportunities related to the upcoming module. 3. Plan Engaging Lessons: Review the upcoming module to plan engaging lessons that include teacher modeling of reading and writing skills, explicit instruction, and purposeful practice aligned with the learning target. Plan for tasks and formative assessments to hold students accountable for time spent

reading, writing, and speaking about the text during independent practice. Intentionally complete the pre-work that students are expected to finish, create an exemplar, and identify success criteria. 4. Use Common Board Configuration Effectively: Outline the learning targets for the module to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students. 5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and performance tasks to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each FAST progress monitor to review students' strengths and areas for growth by standard. 6. Incorporate Gamification: Plan for the effective use of gamification to address standard deficits in vocabulary and morphology in an engaging way.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community and timely actionable feedback.

Person Monitoring:

Thomas

By When/Frequency:

Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students' well-being and success by greeting students at the door and check in with them regularly about academic and personal matters. 2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets, quick writes) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students. 3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies (e.g., cooperative learning, hands-on activities, multimedia resources) to cater to different learning styles. Increase student engagement and motivation by allowing them to have a say in their learning by including opportunities for student choice and voice. 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

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.

It is essential for students to show growth and proficiency in the area of Math to demonstrate appropriate grade-level mastery.

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.

Increase Math achievement from 62% to 69% as measured by the FAST PM 3.

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.

This area of focus will be continually monitored through common assessment at the level 3, 4, & 5 data tracking through PLCs in collaboration with teachers, administrators, and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Schmittziel

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 critical content from the standards in alignment with district resources and engage students with rigorous content and clear learning objectives developed during PLCs. Enhance staff capacity to support students through purposeful activation, transfer, and feedback cycles.

Rationale:

When students can identify critical content and learning objectives, they have an opportunity to make meaningful connections and improve their proficiency.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data to plan high quality instruction.

Person Monitoring:

Schmittziel

By When/Frequency:

Ongoing

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

During PLCs, content teams will: 1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reviewing the standards in the upcoming units, including assessment limits, content scope, and teacher strategies. 2. Leverage Professional Development Opportunities: Seek the latest strategies and techniques to improve Math instruction by reviewing and planning to attend Math professional development opportunities related to the upcoming unit and directly applying strategies learned in the classroom. 3. Plan Engaging Lessons: Review the upcoming unit to plan engaging lessons that include teacher modeling and explicit instruction, student independent practice aligned with the learning target. Plan for task/formative assessment to hold students accountable for time spent on independent work. 4. Use Common Board Configuration Effectively: Outline the learning targets for the unit to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students. 5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and work to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each FAST progress monitoring cycle to review students' strengths and areas for growth by standard.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community and timely actionable feedback.

Person Monitoring:

Schmittziel

By When/Frequency:

Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students' well-being and success by greeting students at the door and check in with them regularly about academic and personal matters. 2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students. 3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies (e.g., cooperative learning, hands-on activities, multimedia resources) to cater to different learning styles. Increase student engagement and motivation by allowing them to have a

say in their learning by including opportunities for student choice and voice. 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

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.

It is essential for students to show growth and proficiency in the area of Science to demonstrate appropriate grade-level mastery.

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.

Increase Science achievement from 68% to 75% as measured by the SSA.

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.

This area of focus will be continually monitored through common assessment data tracking through PLCs in collaboration with teachers, administrators, and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Enhance staff capacity to identify critical content from the standards in alignment with district resources and engage students with rigorous content and clear learning objectives developed during PLCs. Enhance staff capacity to support students through purposeful activation, transfer, and feedback cycles.

Rationale:

When students can identify critical content and learning objectives, they have an opportunity to make meaningful connections and improve their proficiency.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data to plan high quality instruction.

Person Monitoring:

Valsamis

By When/Frequency:

Ongoing

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

During PLCs, content teams will:

1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reviewing the standards in the upcoming units, including assessment limits, content scope, and teacher strategies. Additionally, utilize vertical planning to ensure that benchmarks taught in each grade-level are spiraled and assessed.
2. Leverage Professional Development Opportunities: Seek the latest strategies and techniques to improve Science instruction by reviewing and planning to attend Science professional development opportunities related to the upcoming unit and directly applying strategies learned in the classroom.
3. Plan Engaging Lessons: Review the upcoming unit to plan engaging lessons that include teacher modeling and explicit instruction, hands-on learning experiences, student independent practice aligned with the learning target. Plan for task/formative assessment to hold students accountable for interaction with critical content.
4. Use Common Board Configuration Effectively: Outline the learning targets for the unit to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students.
5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and work to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each progress monitoring cycle to review students' strengths and areas for growth by standard.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community and timely actionable feedback.

Person Monitoring:

By When/Frequency:

Valsamis

Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students' well-being and success by greeting students at the door and check in with them regularly about academic and personal matters. 2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students. 3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies (e.g., cooperative learning, hands-on activities, multimedia resources) to cater to different learning styles. Increase student engagement and motivation by allowing them to have a say in their learning by including opportunities for student choice and voice. 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****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.

It is essential for students to show growth and proficiency in the area of Social Studies to demonstrate appropriate grade-level mastery.

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.

Increase Social Studies achievement from 77% to 79% as measured by 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.

This area of focus will be continually monitored through common assessment data tracking through PLCs in collaboration with teachers, administrators, and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Mason

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 critical content from the standards in alignment with district resources and engage students with rigorous content and clear learning objectives developed during PLCs. Enhance staff capacity to support students through purposeful activation, transfer, and feedback cycles.

Rationale:

When students can identify critical content and learning objectives, they have an opportunity to make meaningful connections and improve their proficiency.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data to plan high quality instruction.

Person Monitoring:

Mason

By When/Frequency:

Ongoing

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

During PLCs, content teams will: 1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reviewing the standards in the upcoming units, including assessment limits, content scope, and teacher strategies. 2. Leverage Professional Development

Opportunities: Seek the latest strategies and techniques to improve Social Studies instruction by reviewing and planning to attend Social Studies professional development opportunities related to the upcoming unit and directly applying strategies learned in the classroom. 3. Plan Engaging Lessons: Review the upcoming unit to plan engaging lessons that include teacher modeling and explicit instruction, hands-on learning experiences, student independent practice aligned with the learning target. Plan for task/formative assessment to hold students accountable for interaction with critical content. 4. Use Common Board Configuration Effectively: Outline the learning targets for the unit to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students. 5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and work to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each progress monitoring cycle to review students' strengths and areas for growth by standard.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community and timely actionable feedback.

Person Monitoring:

Mason

By When/Frequency:

Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students' well-being and success by greeting students at the door and check in with them regularly about academic and personal matters. 2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students. 3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies (e.g., cooperative learning, hands-on activities, multimedia resources) to cater to different learning styles. Increase student engagement and motivation by allowing them to have a say in their learning by including opportunities for student choice and voice. Intentionally plan writing in response to text/text-based writing strategies (DBQ). 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

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.

It is essential for students to show growth and proficiency in the areas of ELA and Math to demonstrate appropriate grade-level mastery.

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.

Increase ELA achievement from 30% to 40% as measured by the FAST PM 3 and increase Math achievement from 39% to 49% as measured by the FAST PM 3.

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.

This area of focus will be continually monitored through common assessment data tracking through PLCs in collaboration with teachers, administrators, and other instructional personnel.

Person responsible for monitoring outcome

Mason

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 critical content from the standards in alignment with district resources and engage students with rigorous content and clear learning objectives developed during PLCs. Enhance staff capacity to support students through purposeful activation, transfer, and feedback cycles.

Rationale:

When students can identify critical content and learning objectives, they have an opportunity to make meaningful connections and improve their proficiency.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data to plan high quality instruction.

Person Monitoring:

Mason

By When/Frequency:

Ongoing

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

During PLCs, content teams will:

1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reviewing the standards in the upcoming units, including assessment limits, content scope, and teacher strategies.
2. Leverage Professional Development Opportunities: Seek the latest strategies and techniques to improve Science instruction by reviewing and planning to attend Science professional development opportunities related to the upcoming unit and directly applying strategies learned in the classroom.
3. Plan Engaging Lessons: Review the upcoming unit to plan engaging lessons that include teacher modeling and explicit instruction, hands-on learning experiences, student independent practice aligned with the learning target. Plan for task/formative assessment to hold students accountable for interaction with critical content.
4. Use Common Board Configuration Effectively: Outline the learning targets for the unit to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students.
5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and work to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each progress monitoring cycle to review students' strengths and areas for growth by standard.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community and timely actionable feedback.

Person Monitoring:

Mason

By When/Frequency:

Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students' well-being and success by greeting students at the door and check in with them regularly about academic and personal matters.
2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students.
3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies (e.g., cooperative learning, hands-on activities, multimedia resources) to cater

to different learning styles. Increase student engagement and motivation by allowing them to have a say in their learning by including opportunities for student choice and voice. 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

It is essential for students to show growth and proficiency in the areas of Math and ELA to demonstrate appropriate grade-level mastery.

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.

Increase ELA achievement from 22% to 32% as measured by the FAST PM 3 and increase Math achievement from 23% to 33% as measured by the FAST PM 3.

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.

This area of focus will be continually monitored through common assessment data tracking through PLCs in collaboration with teachers, administrators, and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Valsamis

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 critical content from the standards in alignment with district resources and engage students with rigorous content and clear learning objectives developed during PLCs. Enhance staff capacity to support students through purposeful activation, transfer, and feedback cycles.

Rationale:

When students can identify critical content and learning objectives, they have an opportunity to make meaningful connections and improve their proficiency.

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

Teachers will consistently collaborate during Professional Learning Communities, analyzing student data to plan high quality instruction.

Person Monitoring:

Valsamis

By When/Frequency:

Ongoing

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

During PLCs, content teams will: 1. Enhance Teacher Clarity: Ensure teachers have a clear understanding of the standards by reviewing the standards in the upcoming units, including assessment limits, content scope, and teacher strategies. 2. Leverage Professional Development Opportunities: Seek the latest strategies and techniques to improve Science instruction by reviewing and planning to attend Science professional development opportunities related to the upcoming unit and directly applying strategies learned in the classroom. 3. Plan Engaging Lessons: Review the upcoming unit to plan engaging lessons that include teacher modeling and explicit instruction, hands-on learning experiences, student independent practice aligned with the learning target. Plan for task/formative assessment to hold students accountable for interaction with critical content. Additionally, plan for the unique needs of individual students and collaborate to effectively implement SDI. 4. Use Common Board Configuration Effectively: Outline the learning targets for the unit to prepare for effective use of common board configuration. This will aid in the understanding of the learning goal and standard-task alignment for teachers, admin, and students. 5. Analyze Student Data and Performance Tasks: Continuously monitor and improve student learning outcomes by adapting teaching strategies based on data insights by analyzing student data and work to identify trends, areas of improvement, and instructional gaps. Use this analysis to inform instruction and make data-driven decisions. Foster student self-awareness and ownership of their learning progress by holding student data chats following each progress monitoring cycle to review students' strengths and areas for growth by standard.

Action Step #2

Teachers will create an effective learning environment with an emphasis on classroom community

and timely actionable feedback.

Person Monitoring:
Valsamis

By When/Frequency:
Ongoing

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

1. Foster a Positive Classroom Community & Build Strong Relationships with Students: Establish a safe and respectful classroom environment where all students feel valued and heard by consistently enforcing school-wide and classroom expectations. Express care about students’ well-being and success by greeting students at the door and check in with them regularly about academic and personal matters. 2. Provide Timely and Actionable Feedback: Gather real-time data on student understanding and provide feedback by implementing a system for regular formative assessments (e.g., quizzes, exit tickets) that allow you to provide timely actionable feedback. Provide personalized feedback that addresses individual student needs and promotes growth by scheduling regular one-on-one or small group feedback sessions with students. 3. Create Engaging and Inclusive Lessons: Engage all learners by providing multiple pathways to understanding by using a variety of instructional strategies and SDI (e.g., cooperative learning, hands-on activities, multimedia resources) to cater to different learning styles. Increase student engagement and motivation by allowing them to have a say in their learning by including opportunities for student choice and voice. 4. Implement Effective Classroom Management Strategies: Minimize disruptions by using proactive behavior management techniques, such as setting clear expectations and reinforcing positive behaviors. Provide stability and predictability for students, helping them feel secure and focused by developing consistent routines and structure for the classroom. 5. Reflect and Adjust: Continuously improve your teaching practices based on reflection and student input by conducting regular self-assessments and seek feedback from students on the learning environment. Stay informed about best practices and innovative strategies for creating an effective learning environment by participating in professional development opportunities focused on classroom management and community building.

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.

Based on teacher surveys and staff input, it was identified that the school-wide focus should surround collaboration, communication, and community.

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.

This area of focus will be measured through the number of discipline referrals, PBIS Spartan Bucks

given to students and teacher feedback.

Monitoring

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

Student discipline data will be monitored by administrative team during weekly meetings.

Person responsible for monitoring outcome

Thomas

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:

The evidence-based intervention being implemented is PBIS school-wide.

Rationale:

This intervention was chosen because it is research-based and was developed with stakeholder input.

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**

Collaborate to develop clear and consistent PBIS system to be implemented school-wide.

Person Monitoring:

Thomas

By When/Frequency:

Ongoing

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

Implement PBIS system school-wide and monitor number of discipline referrals and PBIS tokens given to students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00