

Pinellas County Schools

CALVIN A. HUNSINGER 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

Jessica Urquhart

Position Title

Principal

Job Duties and Responsibilities

- Recruit, grow, and retain staff
- Build collaborative school-based teams
- Establishes and maintain a culture of high-expectations, equity, and continuous improvement
- Engage stakeholders
- Develop, facilitate, and monitor SIP in alignment with the PCS District Strategic Plan
- Ensure students receive standards-based instruction in a safe learning environment
- Implement PBIS school-wide
- Make certain that all students receive the supports outlined in the Individualized Education Plan

Leadership Team Member #2

Employee's Name

Christopher Welford

Position Title

Assistant Principal

Job Duties and Responsibilities

- Support the recruitment, growth, and retention of staff
- Support building collaborative school-based teams
- Support establishing and maintaining a culture of high-expectations, equity, and continuous improvement
- Support stakeholder engagement efforts
- Support the development, facilitation, and monitoring of the SIP in alignment with the District Strategic Plan.
- Support the implementation of standards-based instruction in a safe learning environment for all students
- Support the implementation of PBIS school-wide
- Support the implementation of ESE supports outlined in each student's Individualized Education Plan

Leadership Team Member #3

Employee's Name

Lynn Wagner

Position Title

School Based Mental Health/Behavior Specialist

Job Duties and Responsibilities

- Team leader of our SBMH program. Lead the efforts to shape student behavior (based on individual student needs) with the goal of increasing student engagement and achievement.
- Facilitate PBIS, Restorative Practice, Trauma Informed Professional Learning
- Support the implementation of PBIS, Restorative Practice, Trauma Informed Systems & Strategies School-Wide

Leadership Team Member #4

Employee's Name

Tom Makowski

Position Title

Psychologist

Job Duties and Responsibilities

- Lead the efforts to provide MTSS problem solving and supports with the goal of removing

barriers and increasing student engagement and achievement.

Leadership Team Member #5

Employee's Name

Tamariay Gordon

Position Title

Teacher, Reassignment

Job Duties and Responsibilities

- Lead the work of the secondary/reassignment team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally

Leadership Team Member #6

Employee's Name

Melissa Wininsky

Position Title

Teacher, Elementary

Job Duties and Responsibilities

- Lead the work of the elementary school team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally.

Leadership Team Member #7

Employee's Name

Ashlynn Maher

Position Title

Teacher, Middle

Job Duties and Responsibilities

- Lead the work of the middle school team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally.
- Lead Mentor-guides the work of the mentor team to ensure new (1-3 years) staff feel supported and are connected to the resources necessary to provide standard-based instruction for their grade and content area.

Leadership Team Member #8

Employee's Name

Cherie Angelo

Position Title

ESE Specialist

Job Duties and Responsibilities

- Lead the efforts to ensure that each student has access to the ESE supports necessary to engage in standards-based instruction, make learning gains, and close the achievement gap.

Leadership Team Member #9

Employee's Name

Tamara Williams-Walters

Position Title

Behavior Specialist

Job Duties and Responsibilities

- Lead the efforts to shape student behavior (based on individual student needs) with the goal of increasing student engagement and achievement.
- Facilitate PBIS, Restorative Practice, Trauma Informed Professional Learning
- Support the implementation of PBIS, Restorative Practice, Trauma Informed Systems & Strategies School-Wide

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.

- An ongoing cycle of improvement is utilized to involve all stakeholders in designing and monitoring SIP goals and action steps to increase student achievement. The school leadership team, SAC, students, families, and business partners all contribute to the development of the plan. A variety of strategies are used to gather information and input such as e-Forms, in person meeting minutes, 1:1 conversation, hardcopy forms such as Title 1 survey etc.

SIP Monitoring

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

- We employ an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. After analyzing the data, we discuss any trends and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year and involves all stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	62.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: MAINTAINING 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	1	2	2	2	2	2	8	11	30
One or more suspensions	0	0	4	1	2	1	4	11	13	36
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	7	8	5	21
Course failure in Math	0	0	0	0	0	1	1	6	3	11
Level 1 on statewide ELA assessment	0	0	0	1	3	3	2	7	4	20
Level 1 on statewide Math assessment	0	0	0	0	3	3	3	8	6	23
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	1	2	2						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	2	2	3					8

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	1	2	2	3	3	4	8	11	34	

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	2	0	3
Students retained two or more times	0	0	0	0	0	0	5	3	3	11

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				5	2	2	6	5	6	26
One or more suspensions				1			1	5	7	14
Course failure in ELA					1	1	1	1	3	7
Course failure in Math					1	2			1	4
Level 1 on statewide ELA assessment				1	2	4	5	6	5	23
Level 1 on statewide Math assessment				1	4	4	4	4	5	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				2						35

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				5	4	2	3	3	5	22

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				3						3
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days	4	10	12	9	35
One or more suspensions	10	13	12	6	41
Course failure in English Language Arts (ELA)	5	8	2	0	15
Course failure in Math	1	3	2	0	6
Level 1 on statewide ELA assessment	7	8	8	0	23
Level 1 on statewide Algebra assessment	5	2	1	7	15

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
	9	10	11	12	
Students with two or more indicators	7	10	12	7	36

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	5	3	2	0	10
Students retained two or more times	0	0	1	0	1

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 *	10	59	58	21	55	53	9	55	55
ELA Grade 3 Achievement **		64	59		63	56			
ELA Learning Gains	23	60	59				16		
ELA Learning Gains Lowest 25%		53	54						
Math Achievement *	7	62	59	27	61	55	12	34	42
Math Learning Gains	33	59	61				40		
Math Learning Gains Lowest 25%		51	56						
Science Achievement *	25	54	54	20	52	52	5	57	54
Social Studies Achievement *		71	72	13	69	68	40	57	59
Graduation Rate		31	71		44	74		49	50
Middle School Acceleration		74	71		69	70		44	51
College and Career Readiness		20	54		17	53		65	70
ELP Progress		53	59		56	55		69	70

*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)	CSI
OVERALL FPPI – All Students	20%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	98
Total Components for the FPPI	5
Percent Tested	84%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
20%	20%	20%	29%		33%	27%

* 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	20%	Yes	5	3
White Students	21%	Yes	5	3
Economically Disadvantaged Students	12%	Yes	5	5

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	4	2
Black/African American Students	29%	Yes	4	4
White Students	24%	Yes	4	2
Economically Disadvantaged Students	28%	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	9%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	22%	Yes	3	1
Economically Disadvantaged Students	23%	Yes	3	3

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	10%		23%		7%	33%		25%					
Students With Disabilities	12%		23%		9%	33%		25%					
White Students	19%		20%		15%	31%							
Economically Disadvantaged Students	8%		19%		0%	20%							

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	21%				27%			20%	13%				
Students With Disabilities	21%				27%			20%	13%				
Black/African American Students	29%				28%								
White Students	17%				29%			27%					
Economically Disadvantaged Students	26%				29%			30%					

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	9%		16%		12%	40%		5%	40%				
Students With Disabilities	9%		16%		13%	40%		5%	44%				
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	8%				10%								
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	13%		19%		17%	40%							
Economically Disadvantaged Students	12%		20%		11%	33%		0%	60%				

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	13%	51%	-38%	53%	-40%
Ela	6	13%	57%	-44%	54%	-41%
Ela	7	7%	54%	-47%	50%	-43%
Ela	8	13%	52%	-39%	51%	-38%
Ela	9	24%	55%	-31%	53%	-29%
Math	6	7%	59%	-52%	56%	-49%
Math	7	17%	27%	-10%	47%	-30%
Math	8	9%	60%	-51%	54%	-45%
Science	8	9%	50%	-41%	45%	-36%
Civics		27%	73%	-46%	67%	-40%
Biology		38%	62%	-24%	67%	-29%
Algebra		6%	52%	-46%	50%	-44%
Geometry		0%	54%	-54%	52%	-52%
History		10%	67%	-57%	67%	-57%
Ela	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

As compared with our 2022 data, our Spring 2024 state assessment data indicates that 26% of students made learning gains in ELA and 36% of students demonstrated learning in Mathematics. This indicates both a positive (ELA) and a negative (Math) data trend in both rated subject areas with a sizable increase in ELA at 11%, but a 3% decrease in Mathematics. Because of this decrease in Math, and falling short of our goal in ELA, we will be focusing our efforts in three areas: 1. Utilizing small group instruction and differentiated instruction to increase learning gains. 2. Increase the utilization of PBIS, Restorative Practices, and Trauma Informed Teaching Practices. 3. Utilizing data to guide instructional decision making and align instruction and intervention to student needs. Our expected level of performance is at or above 50% of students making learning gains in both ELA and Math.

Lowest Performance

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

Data indicates that our lowest performance was in ELA with the percentage of students making learning gains falling short of our goal by 24%. There were key personnel changes, new teachers, and vacancies, transitioning to an EAS school due to the addition of our reassignment program, but also having our campus become the North County Reassignment Center, contributed to our falling short of our student achievement goal.

Greatest Decline

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

Our biggest decline from 2022 was in Math with our students' learning gains falling from 38% to 35%. What we believe contributed to this decline were key personnel changes, new teachers, and vacancies, transitioning to an EAS school due to the addition of our reassignment program, but also having our campus become the North County Reassignment Center, contributed to our falling short of our student achievement goal.

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.

As indicated above, our data shows that our lowest performance was in ELA with the percentage of students making learning gains falling short of our goal by 24%. There were key personnel changes, new teachers, and vacancies, but also having our campus become the North County Reassignment Center, contributed to our falling short of our student achievement goal.

EWS Areas of Concern

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

The two main areas of concern are deficiencies in Reading Proficiency and the Level 1 Achievement in both ELA and Math. To combat this, we have taken a multi-level approach to support both our students and teachers. Reading is a basic skill all students need to master to build proficiency across core academic areas. Environmental, home, and mental health traumas have impacted our student's opportunity to develop a strong foundation in reading. They often come to our school 1 or 2 years below grade level and lacking early literacy skills. The data from a variety of reading inventories continues to highlight reading deficiencies. All students who scored below proficiency on FSA are scheduled in a reading intervention course. We are continuing our implementation of Reading supports for our students' deficiencies in foundational reading skills. Our Title 1 hourly reading intervention teacher works one-on-one with students specifically targeting their deficit areas and progress monitoring their data. As mentioned earlier, Spring 2022 state assessment data indicates that 26% of students made learning gains in ELA. This indicates a positive data trend but leaves us short of our goal by 23 percentage points. Because of this short fall, we will be focusing our efforts in three areas. First, we will be utilizing small group instruction and differentiated instruction to increase learning gains. Additionally, we will increase the utilization of PBIS, Restorative Practices, and Trauma Informed Teaching Practices. And lastly, we will be utilizing data to guide instructional decision making and align instruction and intervention to students' needs.

Highest Priorities

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

1. Utilizing small group instruction and differentiated instruction to increase learning gains.
2. Increase the utilization of PBIS, Restorative Practices, and Trauma Informed strategies.
3. Increased databased, instructional decision making resulting in positive student outcomes.

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 Small-group Instruction

Area of Focus Description and Rationale

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

One of our areas of focus is differentiation through small group instruction across all grades and content levels. This supports student learning by providing students with opportunities to address preconceptions and misconceptions, and accelerate learning through engagement in standards-based grade level instruction.

Measurable Outcome

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

Student Look Fors: Student will demonstrate increased learning gains through state progress monitoring.

Teacher Look Fors: Teachers submit weekly Instructional Small Group Protocol

Administration Look Fors: weekly walkthroughs with feedback, data chats, aligning individual and group Professional Learning to identified areas of growth.

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.

Clearly Defined Looks Fors Communicated to ALL Staff

Weekly Walkthroughs with feedback on Looks Fors and Protocols

Data Chats focused on progress monitoring.

Person responsible for monitoring outcome

J. Urquhart (Principal) Chris Welford (AP)

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:

Small Group Instruction aligned to student data.

Rationale:

Research by Learning Sciences has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. By using student data to target certain student groups for specific skills, small group instruction will improve student outcomes by differentiating instruction to individual students. This learning process will improve throughout the academic year and will be supported with administrative walkthroughs and discussions surrounding teacher feedback, and academic team meetings about student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Small Group Instruction Professional Learning

Person Monitoring:

J. Urquhart (Principal) & C. Wolford (AP)

By When/Frequency:

October 31, 2024

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

Teachers will take part in professional development to better their skills in data disaggregation, planning stations, laying the groundwork for rotations (small group, independent learning/reading, computer programs), planning lessons for all three stations, running small group, and monitoring other stations for engagement.

Action Step #2

Develop the Instructional Small Group Protocol

Person Monitoring:

J. Urquhart (Principal) C. Wolford (AP)

By When/Frequency:

Weekly

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

A protocol will be developed to ensure that teachers have taken part in professional development on small group instruction. Meetings will ensure that data is disaggregated where teachers can plan stations, lay the groundwork for rotations (small group, independent learning/reading, computer programs), plan lessons for all three stations while running small group, and how teachers will monitor other stations for engagement.

Action Step #3

Schedule & Conduct Data Chats after PM1 and PM2.

Person Monitoring:

J. Urquhart (Principal) C. Wolford (AP)

By When/Frequency:

After each assessment cycle

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

Teachers will be trained on how to give data chats for PM1 and PM2 data specifically discussing how many points are necessary to reach the next academic bucket on the FAST.

Action Step #4

School-based Enterprise, Job Readiness, and Real-Life Experiences.

Person Monitoring:

Jessica Urquhart

By When/Frequency:

Weekly/Monthly

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

We will be utilizing small group instruction in our School-based Enterprise, Family and Consumer Sciences, and Vocational Programs to prepare them for college, career, and life.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation**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.

Scholars who lack sufficient motivation, discount the future, or haven't grasped the returns that education has on a person's life, often require positive reinforcement to shape the behaviors (early warning indicators) that encourage achievement and yield increases in student performance. Early warning system data (attendance, discipline, state assessment level 1, GPA, and course failure) indicates that 72% of students scored Level 2 or below on the Spring FSA Reading assessment, 49% of students scored a Level 2 or below on the Spring FSA Math assessment, 71.1% of students had an attendance rate below 90% during the 2023-2024 school year, and 32% of students missed 1 or more days of school as a result of an Out of School Suspension. 30.3% of students were identified as having more than 1 early warning indicator. The students we serve in grades K-12, are often significantly below grade level (most Level 1's) and have struggled in the school setting for significant amounts of time prior to being staffed or assigned to our school. We must first build positive relationships and teach them to be learners before we can begin to make the connections listed above.

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 will utilize early warning system data (attendance & discipline) and a cycle of continuous

improvement to identify students who require support and design Tier 2 & Tier 3 (individualized) interventions and positive reinforcement plans to shape the behaviors as measured by increases in socially appropriate/ replacement behavior data and decreasing in discipline data (ODR'S, ISS, OOS, Arrests). Increase the percentage of students with an attendance rate of 90% or above to 70% of students.

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 utilize an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. Our student service team meets 4x per month to analyze early warning system data, discuss any trends, and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year.

Person responsible for monitoring outcome

Jessica Urquhart

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:

In conjunction with a strong school wide PBIS system to shape behaviors we will implement effective academic, behavioral, and social-emotional interventions based on the close monitoring of student data and progress towards mastering IEP goals to ensure that each individual students needs are known and met.

Rationale:

A strong correlation exists between attendance and on-time graduation (O'Cummings, 2015). The research-based article goes on to state that students with extremely high absenteeism and/or discipline rates have less than a 10% chance of graduating on-time. In order to achieve our vision of 100% success and mission to educate and prepare each student for college, career, and life, we must first motivate them to attend school, teach them the importance of engaging in standards-based instruction, and help them grasp the impact education has on their life.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Continuous monitoring of 11th and 12th grade students to ensure they are moving closer to on-time graduation.

Person Monitoring:

Case Managers and School Counselor

By When/Frequency:

Twice a month

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

Flexible scheduling for 11th and 12th grade students. The grade level teams will monitor each 11th and 12th grade student and report twice a month student achievement in their content areas, to ensure that the student is continuously moving toward graduation, (example - passing courses, making up credits, etc.). 11th and 12th grade students will both be taking part in graduation activities to ensure excitement of reaching on-time graduation.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention**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.

Differentiation through small group instruction across all grades and content levels supports student learning by providing students with opportunities to address preconceptions and misconceptions, and accelerate learning through engagement in standards-based grade level instruction. This will be accomplished through continuously looking at data to make decisions about student weaknesses to drive instruction.

Measurable Outcome

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

Student Look Fors: Student will demonstrate increased learning gains through state progress monitoring.

Teacher Look Fors: Teachers submit weekly Instructional Small Group Protocol and offer data-based rationale for grouping.

Administration Look Fors: weekly walkthroughs with feedback, data chats, aligning individual and group Professional Learning to identified areas of growth.

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.

Clearly Defined Looks Fors Communicated to ALL Staff

Weekly Walkthroughs with feedback on Looks Fors and Protocols

Data Chats focused on progress monitoring.

Person responsible for monitoring outcome

Jessica Urquhart

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:

Teachers will be looking at student data to drive instruction and use it to group students appropriately.

Rationale:

Through classroom walkthroughs and academic team discussions, teachers will be equipped to have informed discussions about their data and the corresponding interventions being implemented in small group.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 meet with their academic teams to look at and record student data to drive instruction.

Person Monitoring:

Jessica Urquhart

By When/Frequency:

Monthly

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

By teachers looking and recording student data, teachers will be equipped to have informed discussions about their data and the corresponding interventions being implemented in small group.

Action Step #2

Teachers will be equipped to have informed discussions about their data and the corresponding interventions being implemented in small group.

Person Monitoring:

Jessica Urquhart

By When/Frequency:

Quarterly/Weekly

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

Through classroom walkthroughs and academic team discussions, teachers will be equipped to have informed discussions about their data and the corresponding interventions being implemented in small group.

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.

-
- Develop positive school culture.
 - Teach students appropriate behavior and give them the support to sustain that behavior.
 - Increase academic performance.
 - Increase safety.
 - Decrease problem behavior.

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.

Discipline Data

-
- Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
 - Reductions in aggressive behavior and improvements in emotional regulation.
 - Improvements in academic engagement and achievement.
 - Improvements in perceptions of organizational health and school safety.
 - Reductions in teacher and student reported bullying behavior and victimization.
 - Improvements in perceptions of school climate.
 - Reductions in teacher turnover.

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.

- Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
- Reductions in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate.
- Reductions in teacher turnover.

Person responsible for monitoring outcome

L. Wagner, T. Quaglieri, C. Wolford, J. Urquhart

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:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

Rationale:

This intervention specifically supports our student population by continuously recognizing students for meeting behavior expectations and developing social, emotional, and behavioral competencies. PBIS systems also supports educators in the development of positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Summer Problem Solving Sessions to plan for the implementation of the revised PBIS system and roll out PBIS Rewards school wide.

Person Monitoring:

L. Wagner & T. Quaglieri

By When/Frequency:

2X per month

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

The Student Service and Leadership Team will reflect on behavior, attendance, walkthrough, and academic engagement data to determine if PBIS is being implemented systematically or if revisions are necessary.

Action Step #2

The Student Service & Leadership Team will meet bi-monthly to review EWS data (discipline, attendance, student engagement, F or course failures).

Person Monitoring:

L. Wagner & T. Quaglieri

By When/Frequency:

2X per month

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

We utilize a continuous improvement protocol to monitor the impact of school improvement goals and action steps and ?

Action Step #3

Professional learning related to PBIS and Climate & Behavior will be delivered to all staff prior to the first day of school.

Person Monitoring:

L. Wagner and T. Quaglieri

By When/Frequency:

8/7/24

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

Student Service Team will present professional learning related to PBIS and Climate & Behavior to all staff during the pre-school week and prior to the first day of school. The impact of the professional learning will be monitored through staff sign in sheets and the implementation of PBIS, Restorative Practices, and Trauma Informed Strategies.

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.

<https://www.pcsb.org/hunsinger>

We also publish the SIP on our entry way bulletin board.

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))

We publish the PFEP on our website, <https://www.pcsb.org/domain/13559>.

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))

Research by Learning Sciences has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. By using student data to target certain student groups for specific skills, small group instruction will improve student outcomes by differentiating instruction to individual students. This learning process will improve throughout the academic year and will be supported with administrative walkthroughs and discussions surrounding teacher

feedback, and academic team meetings about student achievement. Additionally, differentiation through small group instruction across all grades and content levels supports student learning by providing students with opportunities to address pre and misconceptions and accelerate learning through engagement in standards-based grade level instruction. This will be accomplished through continuously looking at data to make decisions about student weaknesses to drive instruction.

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))

This will be an ongoing process that will follow the MTSS problem solving model where our plans have been created with help of our academic teams, and we will be looking at the processes quarter by quarter with the following Look For's:

Clearly Defined Looks Fors Communicated to ALL Staff

Weekly Walkthroughs with feedback on Looks Fors and Protocols

Data Chats focused on progress monitoring.

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))

Calvin A. Hunsinger School is a K-12 school designed to serve and support ESE and general education students with behavioral challenges and/or a history of trauma. In order to make a difference in lives of our students and help them to prepare for college, career, and life, it is imperative that we have a highly effective and highly trained staff who understand the needs of our students and the research-based strategies that will help re-write their narratives and close the achievement gap. Professional development and coaching are key components to building strong learning communities and continuous professional growth and development. This is especially important for us this year due to having a large number of staff who are transitioning to teaching from other fields. Increase staff knowledge and skills in research-based strategies proven to positively impact achievement in our specific student population (students with behavioral challenges, exceptional education students, and students with a history of trauma), by sending various teams to targeted professional development. The teams will then transfer the skills and strategies acquired by provide sustained coaching to our staff. This goal will be measured by increased learning gains for all students on state assessments in ELA and Math.

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))

Outside of our Family and Consumer Sciences Lab, we also host a program called Calvin K9 Crunch. This is our ASD School Based Enterprise which supports hands on learning, employability skills, and real-world experience. Our students learn how to operate a business by making and selling dog biscuits. The students create the advertising materials, maintain inventory, and participate in all aspects of the business. Our Home Economics laboratory is equipped with a convection oven, a commercial grade refrigerator, and an Excalibur Dehydrator. We offer four delicious flavors that your dogs are sure to enjoy.

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)).

Our schoolwide tier one interventions follow our Guidelines for Success, SPLASH. The Guidelines for Success represent a set of skills, traits and attitudes that everyone in our school strives to demonstrate. They should remind everyone of our efforts to promote a culture of respect. All adults that are a part of the Calvin community share the common goal of making sure all our students understand our behavioral expectations.

S = Stay Safe P = Participate L = Listen A = Act Responsibility S = Show Respect H = Help Others

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)).

Learning science research has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. By using student data to target certain student groups for specific skills, small group instruction will improve student outcomes by differentiating instruction to individual students. This learning process will improve throughout the academic year and will be supported with administrative walkthroughs and discussions surrounding teacher feedback, and academic team meetings about student achievement. Additionally, differentiation through small group instruction across all grades and content levels supports student learning by providing students with opportunities to address pre and misconceptions and accelerate learning through engagement in standards-based grade level instruction. This will be accomplished through continuously looking at data to make decisions about student weaknesses to drive instruction.

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))

Calvin Hunsinger School serves students from kindergarten and the age of 22. We do not serve Preschool children.

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.

We follow the multi-tiered system of supports (MTSS) framework to monitor programs and resources for effectiveness, improvement, and/or redistribution. We understand that “What gets measured gets improved” and are committed to data-driven decision making ensuring that all students receive a high-quality education tailored to their unique needs.

This process is followed quarterly by our school-based leadership team and administration to use data and feedback to decide if there are additional resources needed, program/resource expansion, or program/resource removal.

Specifics to Address the Need

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

Our main areas of focus in this School Improvement Plan are data driven standards-based instruction, small group and differentiated instruction, and trauma informed instructional practices. Our SIP is designed to support teacher needs in training our teachers in these practices and support them with feedback from observations from administrative walkthroughs. We also use our SIP to outline our professional learning for teachers that may encompass conferences for professional learning to not only provide resources to the traveling teachers, but also sharing learned best practices with the rest of our staff. We will be purchasing books for our teachers to provide additional resources on best practices in small group/differentiated instruction. Our School Improvement Plan also addresses how flexible seating and furniture will increase engagement and variety in the different stations with small group/differentiated instruction. Additional resources are addressed in our SIP for intervention materials to be used in small group/differentiated instruction. We will be utilizing field trips to improve the student experience and expand the learning beyond our school walls to encompass real world experiences to help educate and prepare our students for college, career, and life. We will also be utilizing technology to support our Positive Behavioral Intervention System to support learning and intervention initiatives. And through our Family Engagement Plan and Parent Engagement Events, we will be sharing all of this with all our stakeholders and gathering additional input.

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
Indirect Costs <i>Indirect costs @ 4.19%.</i>		7200/790	UNISIG	0.0	5,237.50
Areas of Focus	Instructional Practice - Intervention <i>Classroom teacher. Base salary for a part time hourly (PTH) teacher providing academic support in reading and math with for students. The PTH teacher will provide small group and one-on-one instruction and focus on supporting students. They will use evidence-based interventions. Base salary = \$21,600 (\$24 per hour x 25 hours per week x 36 weeks).</i>	5100/120	UNISIG	0.0	21,600.00
Areas of Focus	Graduation/Acceleration - Graduation <i>Repairs and maintenance: Warranty for T-shirt production equipment. Estimated cost \$500.</i>	5100/350	UNISIG	0.0	500.00
Areas of Focus	Instructional Practice - Small-group Instruction <i>Supplies: Office supplies: paper, pencils, sheet protectors, anchor charts, white boards, folders, binders, dividers, calculators, markers, pencil sharpeners, highlighters, folders, organizers, printer ink, laminating supplies, poster printer supplies, disinfectant wipes, paper rolls. Small office equipment: desktop printers, calculators, electric pencil sharpeners and hole punches. Access to electric pencil sharpeners and hole punches ensures teachers can effectively prepare student materials in shared resource/work rooms. Small office equipment facilitates administrative tasks. For instance, a reliable printer ensures dissemination of important information to students, parents and faculty. Newsletters, event flyers, academic calendars, student schedules, and student laptop usage forms that are distributed timely keep stakeholders informed and engaged in the educational process. Additionally, educational administrators use calculators to analyze academic data, track student performance trends, and monitor progress towards learning objectives and academic standards.</i>	7300/510	UNISIG	0.0	6,250.00
Areas of Focus	Instructional Practice - Small-group Instruction <i>Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners.</i>	5100/510	UNISIG	0.0	6,750.00
Areas of Focus	Graduation/Acceleration - Graduation <i>Supplies: Purchase materials and supplies to support math, STREAM and literacy nights which bring teachers, students and families together and helps solidify our partnership and goal of achieving 100% student success and preparing all students for college, career, and life. Supplies: Lego STEM kits, math games, science games, games involving money, math and science manipulatives, books, literacy manipulatives (magnetic letters, sound cards, word cards), books, fidgets, stickers, paper, pencils, markers, chart paper.</i>	6150/510	UNISIG	0.0	2,000.00
Areas of Focus	Instructional Practice - Intervention <i>Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet</i>	5100/510	UNISIG	0.0	5,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners.</i>				
Areas of Focus	Graduation/Acceleration - Graduation	5100/510	UNISIG	0.0	5,000.00
	<i>Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners.</i>				
Areas of Focus	Instructional Practice - Small-group Instruction	5100/640	UNISIG	0.0	12,312.00
	<i>Furniture, fixtures, and equipment (technology): Laptops to use with students for one-on-one interventions and small pull-out groups. This will allow students to have access to the tools to help improve student learning seamlessly. Laptops: \$12,312 (\$648/laptop x 19 laptops). See quote.</i>				
Areas of Focus	Graduation/Acceleration - Graduation	5100/640	UNISIG	0.0	6,274.00
	<i>Furniture, fixtures, and equipment: Equipment for vocational program to support Career, College, and Life ready preparedness. Equipment and supplies will be used by students to develop job skills, production, and product creation. Estimated start up equipment includes: A3 DTF Printing Machine (\$5,100), 20"x16" Heat Press Machine (\$670), Vevor 53" Vinyl Cutter (\$502). Estimated costs: \$6,275.</i>				
Areas of Focus	Instructional Practice - Small-group Instruction	6400/220	UNISIG	0.0	224.00
	<i>FICA/Social Security: Stipends FICA taxes at 6.2%.</i>				
Areas of Focus	Instructional Practice - Small-group Instruction	7800/390	UNISIG	0.0	3,000.00
	<i>Other purchased services: Estimated bus transportation cost include two buses for the field trip to Zoo Tampa and Florida Aquarium and one bus to Brooker Creek Preserve. Transportation cost: \$2,400 (\$600/bus x 2 buses/field trip x 2 field trips plus \$600 x 1 bus for Brooker Creek).</i>				
Areas of Focus	Instructional Practice - Intervention Travel: Two Administrators and three instructional staff training services/travel: Innovative Schools Summit (PBIS, Discipline, Trauma impacted students) in Orlando (3/20-22, 25). This conference is an opportunity to network with educators and learn from nationally recognized speakers on proven strategies. Estimated costs for each attendee: Total cost: \$13,550 which includes registration \$2,600 (\$650 x 4), lodging \$6,000 (\$300/night x 5 nights x 4 staff), meals \$1,280 (\$64/day x 5 days x 4 staff), mileage/parking \$1,000 (\$250 x 5 staff). Cost per person = \$2,720. (See quote)	6400/330	UNISIG	0.0	8,359.00
Areas of Focus	Instructional Practice - Small-group	6400/510	UNISIG	0.0	1,700.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Supplies: Professional Development resources for staff members to improve culturally relevant teaching practices across all grades in all ESSA groups. This material will enhance staff members skill set to improve student academic achievement in all ESSA groups. (See quote)					
Instruction					
Areas of Focus	Instructional Practice - Intervention	5100/510	UNISIG	0.0	5, 000.00
Supplies: flexible seating to include specialized/ergonomic chairs that provide scholars with additional input or stabilization and therefore increase engagement. Sensory items designed to support/increase student use of executive functioning skills. These skills underlie the capacity to plan, meet goals, display self-control, follow multi-step directions, and stay focused. Sensory items and flexible seating supplies: fidgets, lap-desks, convertible chairs, wiggle seats, chair bands, executive functioning strategies book, scoop rockers.					
Areas of Focus	Graduation/Acceleration - Graduation	5100/510	UNISIG	0.0	3, 000.00
Supplies: Start up supplies for T-shirt printing curriculum: Sublimination paper, T-shirt ruler guide, heat press Teflon sheets, transfer ink, PET film, t-shirt blanks.					
Areas of Focus	Instructional Practice - Small-group Instruction	6400/120	UNISIG	0.0	3, 600.00
Classroom teachers: Stipends. We encourage our teachers to attend professional development outside of the school day to increase their knowledge of instructional practices and strategies specific to their content areas. Stipends for these activities are paid at \$22.50 per hour. Total costs: \$3,600 (\$22.50/hour x 160 hours)					
Areas of Focus	Instructional Practice - Small-group Instruction	6400/221	UNISIG	0.0	53.00
FICA/Medicare: Stipends FICA taxes at 1.45%.					
Areas of Focus	Instructional Practice - Intervention	5100/210	UNISIG	0.0	2, 945.00
Retirement: PTH teacher retirement at 13.63%.					
Areas of Focus	Instructional Practice - Intervention	5100/220	UNISIG	0.0	1, 340.00
FICA/Social Security: PTH teacher FICA taxes at 6.2%					
Areas of Focus	Instructional Practice - Intervention	5100/221	UNISIG	0.0	314.00
FICA/Medicare: PTH teacher FICA taxes at 1.45%.					
Areas of Focus	Instructional Practice - Small-group Instruction	5100/330	UNISIG	0.0	700.00
Travel: Field trip to Florida Aquarium. This experience supports student experiences that deepen standard based instruction and ensures that scholars at all academic levels can engage in learning. Admission cost: \$700 (\$7/student x 100 students) Transportation is a separate budget line. Grade 1-1, Grade 2-2, Grade 3-3, Grade 4-3, Grade 5-2, Grade 6-7, Grade 7-11, Grade 8-13, Grade 9-7, Grade 10-12, Grade 11-13, Grade 12-12 Cite evidence to explain and justify reasoning. ELA.K12.EE.2.1 Read and comprehend grade level complex texts proficiently. ELA.K12.EE.3.1 Make inferences to support comprehension.					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening when engaging in discussions in a variety of settings. ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.6.1 Use appropriate voice and tone when speaking and writing. SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them. SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning. SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics. SC.912.N.1.1 Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science					
Areas of Focus	Instructional Practice - Small-group Instruction	5100/330	UNISIG	0.0	1, 500.00
Travel: Field trip to Zoo Tampa. This experience supports student experiences that deepen standard based instruction and ensures that scholars at all academic levels can engage in learning. Admission cost: \$1,500 (\$15/student x 100 students) Transportation is a separate budget line. Grade 1-1, Grade 2-2, Grade 3-3, Grade 4-3, Grade 5-2, Grade 6-7, Grade 7-11, Grade 8-13, Grade 9-7, Grade 10-12, Grade 11-13, Grade 12-12 Cite evidence to explain and justify reasoning. ELA.K12.EE.2.1 Read and comprehend grade level complex texts proficiently. ELA.K12.EE.3.1 Make inferences to support comprehension. ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening when engaging in discussions in a variety of settings. ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.6.1 Use appropriate voice and tone when speaking and writing. SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them. SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning. SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics. SC.912.N.1.1 Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science					
Areas of Focus	Instructional Practice - Small-group Instruction	5100/330	UNISIG	0.0	500.00
Travel: Field trip to Booker Creek Preserve. This experience supports student experiences that deepen standard based instruction and ensures that scholars at all academic levels can engage in learning. Admission cost: \$500 (\$10/student x 50 students) Transportation is a separate budget line. Grade 1-1, Grade 2-2, Grade 3-3, Grade 4-3, Grade 5-2, Grade 6-7, Grade 7-11, Grade 8-13, ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. ELA.K12.EE.2.1 Read and comprehend grade level complex texts proficiently. ELA.K12.EE.3.1 Make inferences to support comprehension. ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening when engaging in discussions in a					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	variety of settings. ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.6.1 Use appropriate voice and tone when speaking and writing. SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them. SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning. SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/510	UNISIG	0.0	9, 941.50
Supplies: The school will include kinesthetic learning activities to increase student engagement and motivation. The kinesthetic learning style involves whole-body movement and tactile engagement. Kinesthetic learners process information best when they are physically engaged during the learning process; they often prefer a learning through doing approach. This approach will create a more inclusive and engaging learning environment leading to improved academic outcomes for all students. Supplies include sensory walks, fidgets, jumbo games (checkers, Skee-Ball, kick darts), spinning wheel, potato sack bags, models and math games, building blocks and construction kits, science prototypes, movement-based vocabulary games, role-playing and simulation supplies to act out historical events.					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/640	UNISIG	0.0	3, 000.00
Furniture, fixtures and equipment: Smart Tech ID Evolis BADGY200 System will print badges to use in conjunction with the PBIS program. Adding this equipment allows us immediately award PBIS points to students which aligns with our trauma informed care practices. (See quote)					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/640	UNISIG	0.0	1, 650.00
Furniture, fixtures, and equipment: Dell Workstation to house software for the BADGY200 system. Estimated cost: \$1,650 (Precision 3460 \$1,494.05, 2nd Monitor \$150.45)					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/510	UNISIG	0.0	1, 000.00
Supplies: Supplies for the Evolis BADGY200 system including PVC cards, printer ribbons, and cleaning kits.					
Plan Budget Total					118, 750.00