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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Rachel Bovino

bovinor@flaglerschools.com

Position Title

Assistant Principal (Curriculum/Instruction)

Job Duties and Responsibilities

Responsible for ensuring teachers are equipped with high-quality, standards-aligned curriculum and instruction that is challenging and accessible to all students in a way that is equitable and focuses on student achievement. Data analysis that is deliberate and provides real-time feedback that guides instructional decisions, student supports, and professional learning.

Leadership Team Member #2

Employee's Name

Mindi Scala

scalam@flaglerschools.com

Position Title

Assistant Principal (Student Services)

Job Duties and Responsibilities

Responsible for developing and communicating clearly-defined, school-wide behavior expectations. Provide supports to students and families in transition as well as support students social-emotional well-being and mental health. Provide continued support to teachers, staff and students that maintains a safe learning environment throughout campus. Responsible for safety and security, discipline, and student services.

Leadership Team Member #3

Employee's Name

Danielle Carlson

carlsond@flaglerschools.com

Position Title

Assistant Principal (ESE/Title 1/Assessment)

Job Duties and Responsibilities

Responsible for ensuring that specific subgroups of students are receiving a robust and equitable education. This include SWD, ESOL, and other students who are served through Title I. Oversee state and district testing to ensure compliance and fidelity. Develop and maintain Title I Comprehensive Needs Assessment and Parent and Family Engagement Plan

Leadership Team Member #4

Employee's Name

Katie Hansen

hansenk@flaglerschools.com

Position Title

Principal

Job Duties and Responsibilities

As Principal, Ms. Hansen's duties and responsibilities include developing the school's vision,

monitoring progress towards School Improvement Plan goals, communication with staff and families, and supporting educators and students within the building. Ms. Hansen will also oversee the Science department and support them through PLC's and evaluations.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Parents and staff provide input through surveys. Input is also provided by all stakeholders at School Advisory Council (SAC) meetings. Data is collected and analyzed to identify common themes and areas of concern. The plan is developed and voted on by all stakeholders at the SAC meeting.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

In effort to ensure continuous improvement and fidelity of implementation, The SIP will be monitored quarterly by the leadership team. In addition, the leadership team will meet weekly to debrief data collected on instructional focus areas and early warning systems.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	80.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: C 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							415	406	464	1,285
Absent 10% or more school days							212	114	167	493
One or more suspensions							58	70	117	245
Course failure in English Language Arts (ELA)							8	4	1	13
Course failure in Math							11	4	2	17
Level 1 on statewide ELA assessment							94	76	69	239
Level 1 on statewide Math assessment							158	94	82	334
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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							139	89	131	359

Current Year 2025-26

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							9	1	2	12
Students retained two or more times							0	0	0	0

Prior Year (2024-25) 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							80	96	97	273
One or more suspensions							74	125	105	304
Course failure in English Language Arts (ELA)							6	22	6	34
Course failure in Math							11	21	10	42
Level 1 on statewide ELA assessment							82	111	91	284
Level 1 on statewide Math assessment							88	121	65	274
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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							95	155	103	353

Prior Year (2024-25) 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	8	7	18
Students retained two or more times								5	3	8

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	58	58	49	55	53	45	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	52	57	59	53	55	56			
ELA Lowest 25th Percentile	45	51	52	57	58	50			
Math Achievement*	59	64	63	57	62	60	57	60	56
Math Learning Gains	61	60	62	61	61	62			
Math Lowest 25th Percentile	58	60	57	63	63	60			
Science Achievement	49	58	54	52	57	51	47	57	49
Social Studies Achievement*	65	72	73	64	68	70	66	71	68
Graduation Rate									
Middle School Acceleration	63	68	77	62	70	74	49	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	61	53	79	86	49	44	55	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	566
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	60%	53%	52%	50%		53%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	30%	Yes	6	1
English Language Learners	48%	No		
Asian Students	68%	No		
Black/African American Students	42%	No		
Hispanic Students	51%	No		
Multiracial Students	57%	No		
White Students	62%	No		
Economically Disadvantaged Students	50%	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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%		52%	45%	59%	61%	58%	49%	65%	63%			61%
Students With Disabilities	17%		35%	38%	26%	49%	48%	14%	32%	13%			
English Language Learners	32%		48%	51%	39%	52%	51%	40%	37%	64%			61%
Asian Students	54%		62%		77%	77%							
Black/African American Students	34%		38%	37%	42%	56%	60%	24%	55%	35%			
Hispanic Students	48%		48%	41%	55%	59%	53%	37%	57%	54%			56%
Multiracial Students	54%		54%	45%	55%	60%	58%	54%	64%	73%			
White Students	60%		56%	53%	65%	63%	60%	62%	69%	69%			64%
Economically Disadvantaged Students	45%		47%	43%	52%	58%	54%	34%	54%	51%			65%

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	49%		53%	57%	57%	61%	63%	52%	64%	62%			79%
Students With Disabilities	19%		47%	51%	27%	57%	54%	17%	37%	22%			
English Language Learners	31%		55%	56%	49%	61%	75%	32%	59%	40%			79%
Native American Students	33%		64%		42%	64%							
Asian Students	64%		64%		77%	73%							
Black/African American Students	30%		46%	50%	34%	53%	59%	34%	43%	56%			
Hispanic Students	48%		54%	62%	56%	62%	71%	63%	62%	60%			77%
Multiracial Students	58%		54%	39%	61%	56%	46%	52%	77%	55%			
White Students	54%		54%	60%	62%	63%	63%	54%	69%	65%			
Economically Disadvantaged Students	40%		49%	56%	48%	57%	61%	44%	52%	53%			82%

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	45%				57%			47%	66%	49%			44%
Students With Disabilities	11%				23%			7%	37%	29%			
English Language Learners	33%				53%			25%	54%				56%
Asian Students	61%				87%			70%	50%	73%			
Black/African American Students	32%				39%			26%	38%	48%			
Hispanic Students	43%				56%			48%	75%	40%			71%
Multiracial Students	46%				59%			46%	70%	48%			
White Students	50%				61%			53%	71%	50%			
Economically Disadvantaged Students	37%				50%			42%	57%	39%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	55%	58%	-3%	60%	-5%
ELA	7	54%	56%	-2%	57%	-3%
ELA	8	45%	54%	-9%	55%	-10%
Math	6	50%	57%	-7%	60%	-10%
Math	7	41%	49%	-8%	50%	-9%
Math	8	63%	60%	3%	57%	6%
Science	8	47%	54%	-7%	49%	-2%
Civics		62%	71%	-9%	71%	-9%
Algebra		95%	56%	39%	54%	41%
Geometry		100%	65%	35%	54%	46%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* 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?

ELA showed an increase of 4% consistently over the last three years.

- After school Professional Learning (literacy strategies)
- Targeted small group instruction (Lexia PowerUp)
- Bi-monthly standards-aligned planning sessions (instruction/activities)
- Instructional Focus Boards schoolwide
- Write it Wednesday in EA (using BEST texts)
- Data Chats (by strand) to plan for spiral review
- KTL strategies schoolwide to engage with text

Lowest Performance

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

SWD decreased by 6% (37% to 31%)

- Lack of targeted small group instruction

8th Science achievement decreased by 3%

- Management of instructional time and tasks

6th Math below the state achievement level by 10%.

- Differentiated tasks and data driven instruction

Learning Gains (lowest quartile)

- Math decreased by 5%
- ELA decreased by 10%

Greatest Decline

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

SWD achievement from 37% to 31%

- Teacher turnover in the behavior cluster
- Lack of structured process during EA for SFs
- Lack of intentional, routine data analysis and planning

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.

6th Math 50% (BTMS) 60% (State)

- students demonstrated a need for improvement in Number Sense and Operation (NSO) standards
 - (PM2 L1 @ 33%)
 - (PM3 L1 @ 30%)

8th ELA 45% (BTMS) 55% (State)

- need for targeted staff PL on effective implementation of a co-teach Model
- need for additional training on data-based, differentiated instruction

EWS Areas of Concern

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

Our two areas of concern are attendance and out of school suspensions.

Highest Priorities

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

Instructional Practice in Tier 1

- Differentiated, standards-aligned instruction (specifically in the following content/grade levels)
 - 8th Science
 - 6th Math
 - 8th ELA

Instructional Practice in Tier 2

- Targeted small group instruction based upon progress monitoring data (ESE/MTSS students/BQ students)
 - PM1-PM2
 - PowerUp (SF create caseload groups)
 - Common Summative Assessments

Implementation of Targeted Eagle Advisory Classes

- Intentional scheduling of students based on need
- Responsive scheduling throughout the year, based on trends in data (progress monitoring and common summative assessments)

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

At BTMS, we need to address the need to focus on our Lowest Quartile learners, in both ELA/ Reading and Math. Our LQ students declined in learning gains in ELA (-12%) and Math (-5%). This is a significant decline within both subject areas.

Through standards-aligned Tier 1 instruction that is intentionally planned and the use of differentiated Tier 2 interventions, we will strive to meet the needs of all students.

Measurable Outcome

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.

BTMS will improve Learning Gains for the Lowest Quartile students:

- Increase LQ learning Gains in ELA by 10%, from 45% to 55%
- Increase LQ Learning Gains in Math by 5%, from 58% to 63%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through a variety of methods, including:

- Monitoring data from PM1 to PM2 for ELA & Math
- Analysis of scores from common Summative Assessments in ELA and Math
- Lexia PowerUp Data reviewed with Literacy Coach quarterly
- IXL Data reviewed with teachers and administration quarterly

Person responsible for monitoring outcome

Rachel Bovino & Danielle Carlson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Flexible Grouping Flexible grouping is an instructional strategy where students are grouped and based on their learning needs or abilities. This allows teachers to provide scaffolding tailored to each group's level, offering the right amount of support to students. **Tiered Assignments** Tiered assignments are instructional tasks designed at different levels of complexity or support to meet the needs of students within the same classroom. These assignments provide scaffolding allowing each student to work at an appropriate level while still targeting the same essential learning goal. **Scaffolding and Visual Supports** Scaffolding and visual support provide students with temporary, structured support to help them learn new skills or concepts. It breaks learning into manageable steps. As students gain understanding and confidence, the teacher gradually removes the support, encouraging independence and mastery. **Concrete-Representational-Abstract (CRA)** CRA is a specific scaffolding framework that effectively transitions students from hands-on learning to abstract reasoning.

Rationale:

Flexible Grouping Rooted in Tomlinson's (2014) research, flexible grouping enables teachers to tailor instruction dynamically based on student readiness, interests, and needs. This approach directly supports all students by allowing targeted scaffolding and peer interaction, which research shows improves engagement and achievement. The Texas middle school case study with a 7% gain in lowest quartile students illustrates its effectiveness in closing achievement gaps, aligning with our goal to improve Math and ELA learning gains. **Tiered Assignments** Supported by Rock et al. (2008), tiered assignments provide appropriately challenging tasks to students at varied readiness levels. This differentiation ensures SWD and struggling learners access content meaningfully without lowering expectations. The California 8th-grade Science case study, showing a 5% proficiency increase, demonstrates tiered assignments' impact on improving subject-specific scores, addressing our 3% decline in Science. **Scaffolding and Visual Supports** Reiser (2004) emphasizes scaffolding as essential in helping students, especially SWD, access complex content by breaking it down into manageable parts. The use of graphic organizers and visual aids in Science and Math supports comprehension and retention. The urban middle school case study, which showed gains in science scores and SWD performance, validates this approach in addressing our 8th-grade Science and SWD challenges. **Concrete-Representational-Abstract (CRA) - Math** CRA is a specific scaffolding framework that effectively transitions students from hands-on learning to abstract reasoning. It aligns with the scaffolding research (Reiser, 2004) and fits well within flexible grouping and tiered assignments by allowing differentiated entry points based on readiness (Tomlinson, 2014; Rock et al., 2008). The middle school math program case study demonstrating a 7% increase in lowest quartile gains confirms CRA's effectiveness in improving math outcomes, directly targeting our 5% math learning gain decline.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom visits to monitor implementation of identified Tier 1 instruction

Person Monitoring:
All Administration

By When/Frequency:
Daily throughout the year

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

Administration will walk through classrooms using a look for tool to collect data. If a need for coaching cycles is identified, that process will be started to provide one-on-one support for teachers demonstrating a need for it.

Action Step #2

Data Chats w/ T&L Specialist after PM1 and PM2 to identify targeted areas of focus.

Person Monitoring:
All Administration

By When/Frequency:
9/2/25 & 12/9/25

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

These data chats will identify targeted areas of need.

Action Step #3

Data Chats w/ teacher(s) after identifying targeted areas of focus.

Person Monitoring:
Evaluating Administrator

By When/Frequency:
Within (1) week of Action Step 2.

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

Data chats between the instructional coach and teacher to develop a plan for increased student learning.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

At BTMS, data indicates a need to focus on our SWD students in all subject areas: ELA, Math, Science, and Civics. The Federal Index regarding our SWD students declined by 7% this past year. This has been an ongoing concern at BTMS, which has been supported by the State’s BSI team.

Measurable Outcome

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 proficiency of SWD students of 30% by 11% to reach the Federal Index's minimum of 41%.

We will work to accomplish this goal through:

- Co-teach Model
- UDL
 - Flexible Grouping
 - Tiered Assignments
 - Scaffolding and Visual Supports

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through a variety of methods, including:

- Monitoring data from PM1 to PM2 for ELA & Math
- Progress Monitoring assessments for Science through PENDA
- Analysis of scores from common Summative Assessments in ELA, Math, 8th grade Science and 7th grade Civics
- Lexia PowerUp Data reviewed with Literacy Coach quarterly

Person responsible for monitoring outcome

Danielle Carlson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Lexia Power Up Lexia® PowerUp Literacy® (PowerUp) is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.

Rationale:

Lexia PowerUp Literacy is a program designed to help accelerate reading gains, particularly for struggling or non-proficient readers in grades 6-12, but also beneficial for on-level readers who need extra practice in specific areas. The rationale for using PowerUp stems from its research-proven effectiveness, its personalized and adaptive approach to instruction, and its alignment with the science of reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Flexible Grouping Flexible grouping is an instructional strategy where students are grouped and based on their learning needs or abilities. This allows teachers to provide scaffolding tailored to each group's level, offering the right amount of support to students.

Rationale:

Flexible Grouping Rooted in Tomlinson's (2014) research, flexible grouping enables teachers to tailor instruction dynamically based on student readiness, interests, and needs. This approach directly supports Students with Disabilities (SWD) by allowing targeted scaffolding and peer interaction, which research shows improves engagement and achievement. The Texas middle school case study with a 7% gain in lowest quartile students illustrates its effectiveness in closing achievement gaps, aligning with your goal to reverse the 6% SWD decrease and improve Math and ELA learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Tiered Assignments Tiered assignments are instructional tasks designed at different levels of complexity or support to meet the needs of students within the same classroom. These assignments provide scaffolding allowing each student to work at an appropriate level while still targeting the same essential learning goal.

Rationale:

Tiered Assignments Supported by Rock et al. (2008), tiered assignments provide appropriately challenging tasks to students at varied readiness levels. This differentiation ensures SWD and struggling learners access content meaningfully without lowering expectations. The California 8th-grade Science case study, showing a 5% proficiency increase, demonstrates tiered assignments' impact on improving subject-specific scores, addressing our 3% decline in Science.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PowerUp Data Review

Person Monitoring:
Danielle Carlson

By When/Frequency:
Quarterly

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

Meet with Literacy Coach to review quarterly PowerUp data and plan for coaching needs.

Action Step #2
Classroom Visits

Person Monitoring:
Danielle Carlson

By When/Frequency:
Daily

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

Classroom visits to monitor implementation of identified strategies followed by coaching cycles (if needed) based on look for data.

Action Step #3
PLC

Person Monitoring:
Administrative Team

By When/Frequency:
Weekly

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

Focus in PLCs on anticipating and planning for when students are not demonstrating proficiency on standards in common assessments.

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

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.

Another area of Focus for BTMS will be on 8th Science Achievement, which dropped 3%, from 52% to 49%.

We will use benchmark-aligned, differentiated instruction & tasks based on progress monitoring data to improve Tier 1 practices. Further, we will use spiral reviews to maintain a year-long focus on all 6th-8th grade standards during targeted Eagle Advisory courses.

Measurable Outcome

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.

8th Science Achievement dropped from 52% to 49% this past year. Our goal for this year is to increase Science achievement by 5%, improving overall proficiency to 54%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

BTMS will have monthly planning sessions to analyze student data and plan for targeted, standards-aligned, differentiated instruction based on our findings to improve student achievement by 5% to 54%.

Person responsible for monitoring outcome

Katie Hansen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targeted Scheduling through Eagle Advisory Based on student data and demonstration of need for intervention and/or enrichment, 8th grade students will be placed in an Eagle Advisory (EA) course that correlates to their demonstrated needs. Those students who demonstrate a need for additional enrichment will have a Science-focused EA course. This course will effectively “double block” students in science, allowing for additional instructional time that is focused on covering the three years of assessed standards. Spiral Reviews Through Eagle Advisory, teachers will have the additional time to focus on spiraling back to 6th and 7th grade assessed standards. An additional educational resource, “Science Bootcamp,” will support instruction with a focus on incorporating informational text and higher order thinking questions that correlate to all middle school science standards. Scaffolding and Visual Supports Scaffolding and visual supports provide students with temporary, structured support to help them learn new skills or concepts. It breaks learning into manageable steps. As students gain understanding and confidence, the teacher gradually removes the support, encouraging independence and mastery. We will also incorporate the use of anchor charts into science instruction and visual displays.

Rationale:

Targeted Scheduling through Eagle Advisory Targeted scheduling allows a school to support learners in the ways they need it most - whether it is providing additional interventions for a struggling reader or enrichment to a student to further their learning and understanding of other content areas. Spiral Reviews Birks (2024) asserts that spiral reviews within both math and science curriculum support learners by activating their background knowledge, supporting transition to long-term memory, and increasing overall achievement of students. Knowing that 8th grade students are assessed on three grade levels' worth of science standards, spiral reviews allow students to interact and engage with past standards throughout the school year, keeping them relevant for students. Scaffolding and Visual Supports Reiser (2004) emphasizes scaffolding as essential in helping students, especially SWD, access complex content by breaking it down into manageable parts. The use of graphic organizers

and visual aids in Science and Math supports comprehension and retention. The urban middle school case study, which showed gains in science scores and SWD performance, validates this approach in addressing your 8th-grade Science and SWD challenges.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategic scheduling of 8th grade students in science-focused Eagle Advisory courses

Person Monitoring:

Katie Hansen

By When/Frequency:

Start of School

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

Reviewing schedules and prior year's data to ensure students are scheduled appropriately for the start of school. Guidance counselors and teachers will monitor student performance and allow for flexible scheduling of students in or out of science-focused EA throughout the year.

Action Step #2

Science PLCs will focus on creating spiral reviews of 6th & 7th grade standards during EA, as they align with or complement instruction of 8th grade science instruction

Person Monitoring:

Katie Hansen

By When/Frequency:

Monthly throughout the year

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

Active participation in Science PLCs

Action Step #3

Classroom visits to monitor implementation of spiral review followed by coaching cycles (if needed) based on look for data

Person Monitoring:

All Administration

By When/Frequency:

Weekly throughout year

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

Classroom walkthroughs with feedback during Eagle Advisory

IV. Positive Learning Environment

Area of Focus #1

Other: < no answer entered for other >

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.

During the 2024-25 school year, the 182 SWD students at BTMS received 1,266 discipline referrals. This represents almost 40% of the total disciplinary referrals of the student population. The total number of referrals from ESE students also increased by almost 27% from 23-24 to 24-25. Each referral requires the student to be removed from the classroom resulting in the loss of instructional time.

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.

BTMS will reduce office discipline referrals for SWD students by 5%, resulting in an increase of instructional time.

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.

The Student Services team will meet monthly to review school data, identify areas of concern, and provide supports and interventions for students in need. It will be shared in monthly faculty meetings.

Person responsible for monitoring outcome

Mindi Scala

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

If BTMS utilizes the Capturing Kids' Hearts EXCEL Model - in addition to continuing implementation of our House System, PBIS and the implementation of grade level teams - we will see an increase in student engagement as measured by student attendance, discipline, and academic achievement.

Rationale:

Tobin et al. (2012) indicates through their research that schools who implement PBIS with fidelity see a decrease in office referrals and out of school suspensions, thus ensuring students are in class learning more. Further, Simonsen et al. (2021) concluded that consistent use of PBIS supports student learning and increases achievement for students with disabilities.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student services Data Review

Person Monitoring:

Mindi Scala

By When/Frequency:

Bi-Weekly

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

The BTMS Student Services team will meet bi-weekly to review student attendance, discipline, counseling services, and academic data to determine what interventions and supports are needed.

Action Step #2

Back to School Professional Learning focused on Classroom Management and incorporation of PBIS into the classroom

Person Monitoring:

Steven Everage & Kathy Fisch

By When/Frequency:

August 8th

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

Classroom walkthroughs with a focus on the use of CKH and PBIS strategies in the classroom.

Action Step #3

Targeted PBIS events that focused on reducing most common offenses

Person Monitoring:

PBIS Team

By When/Frequency:

Monthly

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

Monthly review of discipline data paired with intentional reflection on data related to targeted infractions (was the event successful in reducing referrals for the targeted infraction.)

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

During SAC meetings, we review and discuss with stakeholders the Title I plan, budget, and activities. SAC committee members have input into the Schoolwide Program(SWP), implementation, review, and monitoring. Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. The plan is posted on the District and school website (<https://www.btmseagles.com/about-us/title-i>). The plan is also sent to parents electronically through our school newsletter.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event. Families also have an opportunity to request personal support on individual student related issues or needs. The PFEP can be viewed at <https://flaglerschoolscom.finalsite.com/students-families/parentresources/family-engagement>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

BTMS strategically plans Eagle Advisory classes to ensure that students are grouped to maximize opportunities for remediation and enrichment through the use of Lexia PowerUp, Savvas, Speedbag (8th Science) and IXL as well as small group instruction (as needed in addition to MTSS and ESE small group support). MTSS Academic Interventionist will utilize evidence-based resources to address learning gaps. Level I- ELA/Reading students are placed in Intensive Reading where the evidence-based Rewards (reading) program is implemented. Additionally, our intensive reading teachers have worked collaboratively to develop a targeted Tier 3 intervention program using HMH intensive reading resources. Our academic paraprofessional provides students additional academic support in Science and Social Studies classrooms to ensure learning for all students through small group, differentiated instruction. Additionally, BTMS will offer after school tutoring twice weekly (transportation provided) to support students in closing academic gaps with a goal for improved achievement in ELA and Math in addition to Summer Literacy Boot Camp (BQ Rising 6th Grade / MTSS / L1 Readers).

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed in coordination with various stakeholders, including:

- **School Advisory Council (SAC):** All stakeholders, including parents and staff, provide input at SAC meetings. Data is analyzed at these meetings to identify common themes and areas of concern, and the plan is developed and voted on by all stakeholders present.

The plan also integrates with specific programs and services:

- **Title I Programs:** The school BTMS is a Title I school and the plan includes sections on Title I requirements, such as the Schoolwide Program Plan and the Parental Family Engagement Plan (PFEP). The school's Title I plan, budget, and activities are reviewed and discussed with stakeholders during SAC meetings.
- **PBIS & CKH:** The school BTMS utilizes a tiered model to prevent and address problem behaviors, including PBIS (Positive Behavioral Interventions and Supports) as a Tier 1 support for all students and the CKH Excel model. The Student Services team reviews data and

provides interventions to students in need.

- **Career and Technical Education Programs:** To prepare for postsecondary opportunities and the workforce, the school partners with the Junior Chamber of Commerce to host a Career Fair. BTMS also provides students opportunities to explore potential career pathways through a variety of activities during Eagle Advisory, including interest surveys and curriculum through Xello and Everfi.
- **Schools Implementing CSI or TSI Activities:** The school BTMS has been continues to be identified as a CSI (Comprehensive Support and Improvement) school and will complete a plan that meets the ESEA components for these types of identifications. We will continue to work collaboratively with the Florida Bureau of School Improvement.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

To support the needs of all BTMS students beyond academic subjects, our School Counselors and MTSS Behavior Interventionists intentionally form small groups focused on providing on-campus wellness support and guidance programs.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To offer our 8th grade students opportunities for postsecondary awareness, BTMS will partner with the Junior Chamber of Commerce to host a Career Fair. Leading up to the event, students will participate in activities designed to spark interest and encourage goal setting, aligned with the state-mandated career planning provided through Xello. During weekly Eagle Advisory sessions, all students will monitor their grades and teachers will facilitate discussions, and support students in setting meaningful goals. Additionally, we offer high school credit courses for our students: Algebra 1, Geometry, Spanish 1 and Drawing 1.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

BTMS utilizes PBIS as a Tier 1 support for all students. In addition, our Behavior Interventionist supports identified students individually as part of Tier 2 and Tier 3 intervention. BTMS teachers are trained and will use the CKH Excel model as an additional resource and intervention for addressing problem behaviors.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

- Weekly Professional Learning Community sessions (solution tree framework).
- Quarterly planning sessions for standards-aligned instruction with District curriculum specialists
- Professional Learning focused on literacy strategies across all subject areas after school
- Book Study
- Onboarding professional learning for new teachers
- Paraprofessional training

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Quarterly data chats will be held with district office and administration to monitor student learning. Those conversations will be brought back to the school in order to address identified needs real time.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will use classroom look fors, PLC and planning documentation to ensure teachers are intentional with Tier 1, standards-aligned resources and instruction.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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