THOMAS E. WEIGHTMAN MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Pasco 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

Through collaboration with our community, we empower our students to be their personal best: Respectful, Open-minded Achievers, Rising together!

Provide the school's vision statement

Through collaboration with our community, we empower our students to be their personal best: Respectful, Open-minded Achievers, Rising together!

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
Donna Gricoski

Position Title
Principal

Job Duties and Responsibilities

Instructional leader, engage with stakeholders and collaborate in the school's decision-making process

Leadership Team Member #2

Employee's Name
Andressa Mira

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional leader, engage with stakeholders and collaborate in the school's decision-making process

Leadership Team Member #3

Employee's Name

Thomas Saxton

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader, engage with stakeholders and collaborate in the school's decision-making process

Leadership Team Member #4

Employee's Name

Heather Ware

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader, engage with stakeholders and collaborate in the school's decision-making process

Leadership Team Member #5

Employee's Name

Heather Stocks

Position Title

ITC (Instructional Trainer Coach)

Job Duties and Responsibilities

Instructional leader, engage with stakeholders and collaborate in the school's decision-making process

Leadership Team Member #6

Employee's Name

Heather Bodon

Position Title

Instructional

Job Duties and Responsibilities

6th Grade ELA PLC Facilitator

Leadership Team Member #7

Employee's Name
Brittany Masser

Position Title
Instructional

Job Duties and Responsibilities

7th Grade ELA PLC Facilitator

Leadership Team Member #8

Employee's Name
Allison Asher

Position Title
Instructional

Job Duties and Responsibilities

8th Grade ELA PLC Facilitator

Leadership Team Member #9

Employee's Name
Don Fowler

Position Title
Behavior Specialist

Job Duties and Responsibilities

ASD Department Head

Leadership Team Member #10

Employee's Name
Claudine Nipps

Position Title
Instructional

Job Duties and Responsibilities

Electives/CTE/Fine Arts Department Head

Leadership Team Member #11

Employee's Name
Freda Abercrombie

Position Title
Instructional

Job Duties and Responsibilities

Gifted Lead

Leadership Team Member #12

Employee's Name
Heather McHale

Position Title
Instructional

Job Duties and Responsibilities

6th Grade Math PLC Facilitator

Leadership Team Member #13

Employee's Name
Tammy Wilson

Position Title
Instructional

Job Duties and Responsibilities

7th Grade Math PLC Facilitator

Leadership Team Member #14

Employee's Name
Katherine Marquez

Position Title
Instructional

Job Duties and Responsibilities

8th Grade Math PLC Facilitator

Leadership Team Member #15

Employee's Name

Jason Stafford

Position Title

Instructional

Job Duties and Responsibilities

Math Department Head

Leadership Team Member #16

Employee's Name

Ashley Tuthill

Position Title

Instructional

Job Duties and Responsibilities

6th Grade Science PLC Facilitator

Leadership Team Member #17

Employee's Name

Frank Britton

Position Title

Instructional

Job Duties and Responsibilities

7th Grade Science PLC Facilitator

Leadership Team Member #18

Employee's Name

Dianna Jones

Position Title

Instructional

Job Duties and Responsibilities

8th Grade Science PLC Facilitator

Leadership Team Member #19

Employee's Name
Christine Williams

Position Title
Instructional

Job Duties and Responsibilities

6th Grade Social Studies PLC Facilitator

Leadership Team Member #20

Employee's Name
Devon Shank

Position Title
Instructional

Job Duties and Responsibilities

7th Grade Social Studies PLC Facilitator

Leadership Team Member #21

Employee's Name
Candice Gonzalez

Position Title
Instructional

Job Duties and Responsibilities

8th Grade Social Studies PLC Facilitator

Leadership Team Member #22

Employee's Name
Kristine Goitia

Position Title
Instructional

Job Duties and Responsibilities

VE/ESE Department Head

Leadership Team Member #23

Employee's Name
MaryBeth Foti

Position Title
Instructional

Job Duties and Responsibilities

Counselor PLC Facilitator and Department Head

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.

School data review, the CNA breakdown and the feedback process was used with the school leadership committee who then took it back the information to grade level PLCs. Admin and the Instructional Trainer Coach sat with the grade level PLCs to review the information and get feedback. The school data was also presented to the SAC committee. The SAC committee had an opportunity to give feedback to the admin staff. This input helped to narrow the focus for improvement.

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))*

Through PLC and Department meetings discussions, Leadership committee, SIT team, classroom walkthrough tool, grade reports and assessment data (PM1, PM2, PM3). Monthly admin meetings to monitor our progress towards our SIP goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**53.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**58.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							58	60	77	195
One or more suspensions							71	67	54	192
Course failure in English Language Arts (ELA)							71	22	45	138
Course failure in Math							34	33	46	113
Level 1 on statewide ELA assessment							58	65	66	189
Level 1 on statewide Math assessment							70	105	66	241
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							81	62	82	225

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	0
Students retained two or more times							0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							64	63	69	196
One or more suspensions							55	62	37	154
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment							76	68	95	239
Level 1 on statewide Math assessment							121	70	94	285
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54			54	48	49	52	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	53						45		
ELA Learning Gains Lowest 25%	47						32		
Math Achievement *	60			57	58	56	55	34	36
Math Learning Gains	58						60		
Math Learning Gains Lowest 25%	56						54		
Science Achievement *	47			40	46	49	53	54	53
Social Studies Achievement *	71			81	70	68	76	59	58
Graduation Rate								47	49
Middle School Acceleration	63			58	60	73	72	50	49
College and Career Readiness								72	70
ELP Progress	39			43	35	40	50	65	76

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	553
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	57%	55%	51%		64%	65%

* 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	38%	Yes	4	
English Language Learners	39%	Yes	1	
Asian Students	83%	No		
Black/African American Students	52%	No		
Hispanic Students	50%	No		
Multiracial Students	62%	No		
White Students	58%	No		
Economically Disadvantaged Students	46%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	3	2
English Language Learners	43%	No		
Asian Students	68%	No		
Black/African American Students	50%	No		
Hispanic Students	54%	No		
Multiracial Students	64%	No		
White Students	61%	No		
Economically Disadvantaged Students	46%	No		

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	2	1
English Language Learners	42%	No		
Native American Students				
Asian Students	71%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

	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
2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
All Students	54%		53%	47%	60%	58%	56%	47%	71%	63%			39%
Students With Disabilities	21%		41%	44%	27%	54%	50%	21%	48%	38%			
English Language Learners	34%		44%	36%	43%	55%	43%	28%	39%	23%			44%
Asian Students	81%		69%		92%	81%		72%	95%	93%			
Black/African American Students	52%		51%	40%	55%	59%	61%	35%	73%	44%			
Hispanic Students	47%		50%	47%	51%	57%	55%	39%	60%	54%			43%
Multiracial Students	58%		57%	64%	63%	56%	61%	53%	75%	73%			
White Students	56%		53%	47%	64%	57%	52%	53%	75%	67%			
Economically Disadvantaged Students	43%		49%	46%	47%	55%	53%	33%	48%	52%			38%

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	54%				57%			40%	81%	58%			43%
Students With Disabilities	21%				26%			22%	48%	38%			
English Language Learners	33%				38%			21%	68%				53%
Asian Students	72%				84%			53%	69%	63%			
Black/African American Students	50%				44%			28%	80%	50%			
Hispanic Students	48%				52%			38%	79%	53%			55%
Multiracial Students	63%				67%			41%	86%	62%			
White Students	56%				62%			46%	82%	60%			
Economically Disadvantaged Students	42%				43%			36%	73%	37%			44%

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 PROGRES	S
All Students	52%		45%	32%	55%	60%	54%	53%	76%	72%			50%	
Students With Disabilities	15%		27%	19%	16%	38%	38%	16%	56%					
English Language Learners	29%		35%	26%	37%	49%	40%	27%	43%	80%			50%	
Native American Students														
Asian Students	58%		46%		68%	70%		67%	85%	100%				
Black/African American Students	41%		44%	35%	38%	54%	51%	35%	68%	70%				
Hispanic Students	48%		41%	32%	53%	60%	51%	50%	73%	64%			67%	
Multiracial Students	58%		48%	44%	61%	60%	40%	55%	88%	61%				
Pacific Islander Students														
White Students	57%		49%	28%	60%	61%	61%	61%	80%	77%				
Economically Disadvantaged Students	40%		40%	29%	45%	57%	52%	41%	64%	59%			50%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math. The department focused on student engagement.

Lowest Performance

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

Science. The Science Department was not utilizing district resources. They were not consistently assessing students with the district benchmarks.

Greatest Decline

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

Science. The Science Department was not utilizing district resources. They were not consistently assessing students with the district benchmarks.

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.

Science. The Science Department was not utilizing district resources. They were not consistently assessing students with the district benchmarks.

EWS Areas of Concern

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

1- Course failures in ELA and Math. 2- Students who scored a Level 1 on ELA and Math assessments.

Highest Priorities

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

1. Improve performance results for students in the lowest quartile.
2. Improve performance results for all students in ELA and Science.

3. Improve performance results for students with disabilities.

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
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.

By the conclusion of the 24-25 school year, all instructional staff will design and facilitate rigorous instruction aligned to the standards, monitor, and assess for student mastery, and provide opportunities for enrichment and intervention.

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.

Growth Area 1- Improve performance results in the lowest quartile by 5%
Growth Area 2- Improve performance results for all students in ELA and Science will rise by 6%
Growth Area 3- Improve performance results for students with disabilities by 5%.

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.

IPG Tool Walkthrough tool- admin and coach
PLCs- create standard based lessons and assessments aligned to curriculum, data driven decisions to supported intervention and enrichment
Grade Reports- standard based grading aligned to standard based lessons
Assessment Data- CFA, district benchmarks, and state progress monitoring

Person responsible for monitoring outcome
ELA- Heather Ware, Math- Donna Gricoski, Science- Thomas Saxton, Social Studies- Andressa Mira, ITC- Heather Stocks

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:
Edmentum- standard based intervention program for all content areas. This program is used for remediation instuction, instructional gaps and stanard based recovery. Study Sync- online platform for our ELA curriculum. This program is used for remditaition instruction, preview of content and/or tutorials. Dreambox- online platform for our Math curriculum. This program is used for remditaition instruction, review of skills and/or tutorials.

Rationale:
Edmentum, Study Sync and Dream Box align with our district's curriculum and the Florida Best Standards. These programs are used when a student does not master a standard or concept/skill and they need additional practice.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

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

Action Step #1
School Wide Professional Development

Person Monitoring:	**By When/Frequency:**
Heather Stocks	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize our School Wide PD days to provide teachers with monthly learning opportunities to engage in the work of Core Action 2 and 3.

Action Step #2
Summer Retreat

Person Monitoring:	**By When/Frequency:**
Donna Gricoski	June 24-25, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Summer Retreat to provide professional development in curriculum planning which will include rigor, ESE support, and school wide procedures and processes. Our work will continue throughout the school year with two resources, Simplifying the Journey and This is Disciplinary Literacy.

Action Step #3
Walkthrough

Person Monitoring:	**By When/Frequency:**
Content Area Admin	Weekly

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

step:

First 30 Days of the 24-25 school year, PD presented on Core Action 2 and 3 utilizing the IPG walkthrough tool and the impact on student learning. Quarterly school-wide walkthroughs utilizing the IPG Tool is an expectation and our way of work through PLCs. Intentional planning for accessible Tier 1 instruction for all core academics.

Action Step #4
Instructional Plans

Person Monitoring:	**By When/Frequency:**
Content Area Admin	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional plans aligned to the curriculum and benchmarks. They will include intervention strategies to optimize equitable learning opportunities.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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

By the conclusion of the 24-25 school year, instructional staff will increase enrichment and intervention opportunities in target content areas at all grade levels resulting in a 10% increase in the following areas:
FAST ELA
ELA End of Unit Assessments
Science NWEA
Science End of Unit Assessments
Science FSSA
All other Core Content areas will increase by 5%.

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.

Growth Area 1- Improve performance results in the lowest quartile by 5%
Growth Area 2- Improve performance results for all students in ELA and Science will rise by 6%
Growth Area 3- Improve performance results for students with disabilities by 5%.

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.

PLC- create standards based lesson and assessments aligned to the curriculum

Grade Report

Course Failures

Assessment Data- CFA, district benchmark, F.A.S.T.

Edmentum

Person responsible for monitoring outcome

ELA- Heather Ware, Math- Donna Gricoski, Science- Thomas Saxton, Social Studies- Andressa Mira, Instructional Coach- Heather Stocks

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

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.

Collaborative Culture: By the conclusion of the 24-25 school year, TEWMS will increase staff Gallup

data by 8% and decrease Level 2 student discipline referrals by 20%. Staff and students will actively engage in culture building school-based activities while supporting family engagement with opportunities for parents and students to attend informational nights and other academic events.

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.

Growth Area 1- Increase In-School Engagement 10%
Growth Area 2- Increase employee engagement, based on Gallup, from 42% to 50%

Monitoring

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

Student and Satff Gallup
Discipline Data
Student and Staff Attendance Data
Parent survey night of event (QR Code/Ticket Out the Door)
Parent survey SAC

Person responsible for monitoring outcome

Andressa Mira, Heather Ware, Donna Gricoski, Thomas Saxton

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The resources used are the district adopted curriculum. The resources have been vetted by our district.

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 district uses content specific curriculum maps that break the units of instruction into a timeline for our teachers to follow.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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