

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 4
 - D. Demographic Data 5
 - E. Early Warning Systems 6
- II. Needs Assessment/Data Review 8
 - A. ESSA School, District, State Comparison 9
 - B. ESSA School-Level Data Review 10
 - C. ESSA Subgroup Data Review 11
 - D. Accountability Components by Subgroup 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement 18
- IV. Positive Culture and Environment 34
- V. Title I Requirements (optional) 37
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 43

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| |
|---|
| ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI) |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |
| TARGETED SUPPORT AND IMPROVEMENT (TSI) |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |
| COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) |
| <p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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

The mission of Bayside High School is to provide an inclusive, supportive, environment for all scholars to learn and achieve.

Provide the school's vision statement

The vision of Bayside High School is to engage and inspire all scholars to graduate.

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

Erin Savage

Position Title

Principal

Job Duties and Responsibilities

Administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation

Leadership Team Member #2

Employee's Name

Chris Cannon

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum/Master scheduling, Discipline, Data, Exceptional Student, Facilities, Transportation, PBIS, MTSS.

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.

Members of the Leadership team met and reviewed staff, student and parent input provided by surveys, academic data provided by the DOE and Pinellas County AAR team, as well as focus discipline data and schools profile data.

SIP Monitoring

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

The SIP will be revised as necessary based on data reviews at monthly teacher PLC's, SBLT, and CST meetings, as well as monthly student data chats, and weekly senior data chats. Data reviews from District Common Assessments, State EOC, FAST Progress Monitoring and CLT will also be used. Formal and Informal classroom observations will be conducted for effective implementation and professional development added to plan as necessary.

D. Demographic Data

| | |
|--|---|
| 2024-25 STATUS (PER MSID FILE) | ACTIVE |
| SCHOOL TYPE AND GRADES SERVED (PER MSID FILE) | SENIOR HIGH 9-12 |
| PRIMARY SERVICE TYPE (PER MSID FILE) | ALTERNATIVE EDUCATION |
| 2023-24 TITLE I SCHOOL STATUS | YES |
| 2023-24 MINORITY RATE | 71.2% |
| 2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE | 100.0% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024 | CSI |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)* |
| SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i> | 2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20: |

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2024-25)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | | | | | 0 |
| One or more suspensions | | | | | 0 |
| Course failure in English Language Arts (ELA) | | | | | 0 |
| Course failure in Math | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | 0 |
| Level 1 on statewide Algebra assessment | | | | | 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 |
|--------------------------------------|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | | | | 0 |

Current Year (2024-25)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|-------------------------------------|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | | | | | 0 |
| Students retained two or more times | | | | | 0 |

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

A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|--------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 4 | 55 | 55 | 6 | 47 | 50 | 0 | 51 | 51 |
| ELA Grade 3 Achievement ** | | | | | | | | | |
| ELA Learning Gains | 40 | 57 | 57 | | | | 9 | | |
| ELA Learning Gains Lowest 25% | | 55 | 55 | | | | | | |
| Math Achievement * | 5 | 42 | 45 | 0 | 36 | 38 | 5 | 38 | 38 |
| Math Learning Gains | 38 | 46 | 47 | | | | 27 | | |
| Math Learning Gains Lowest 25% | 70 | 41 | 49 | | | | | | |
| Science Achievement * | | 64 | 68 | 5 | 61 | 64 | 0 | 42 | 40 |
| Social Studies Achievement * | 26 | 70 | 71 | 18 | 63 | 66 | 21 | 47 | 48 |
| Graduation Rate | 63 | 92 | 90 | 58 | 92 | 89 | 65 | 61 | 61 |
| Middle School Acceleration | | | | | | | | 45 | 44 |
| College and Career Readiness | 4 | 69 | 67 | 8 | 69 | 65 | 2 | 70 | 67 |
| ELP Progress | | 45 | 49 | | 47 | 45 | | | |

*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 (FPI) than in school grades calculation.

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

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

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

| 2023-24 ESSA FPPI | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL FPPI – All Students | 31% |
| OVERALL FPPI Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the FPPI | 250 |
| Total Components for the FPPI | 8 |
| Percent Tested | 84% |
| Graduation Rate | 63% |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 31% | 16% | 16% | 18% | | 11% | 14% |

* 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 | 29% | Yes | 5 | 2 |
| Black/African American Students | 23% | Yes | 5 | 5 |
| Hispanic Students | 33% | Yes | 5 | |
| White Students | 28% | Yes | 5 | 5 |
| Economically Disadvantaged Students | 25% | Yes | 5 | 5 |
| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 19% | Yes | 4 | 1 |
| Black/African American Students | 13% | Yes | 4 | 4 |

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% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| Hispanic Students | 21% | Yes | 4 | 1 |
| Multiracial Students | 70% | No | | |
| White Students | 19% | Yes | 4 | 4 |
| Economically Disadvantaged Students | 13% | Yes | 4 | 4 |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|----------------------------|---------------------------------|--------------------|---|---|
| Students With Disabilities | 35% | Yes | 3 | |
| English Language Learners | | | | |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African | 26% | Yes | 3 | 3 |

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% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| American Students | | | | |
| Hispanic Students | 36% | Yes | 3 | |
| Multiracial Students | 33% | Yes | 1 | |
| Pacific Islander Students | | | | |
| White Students | 30% | Yes | 3 | 3 |
| Economically Disadvantaged Students | 17% | Yes | 3 | 3 |

D. Accountability Components by Subgroup

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

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students | 4% | | 40% | | 5% | 38% | 70% | | 26% | | 63% | 4% | |
| Students With Disabilities | | | | | 0% | | | | | | 87% | 0% | |
| Black/African American Students | | | | | 6% | 39% | | | 13% | | 56% | 0% | |
| Hispanic Students | | | | | 10% | | | | | | 83% | 7% | |
| White Students | | | | | 5% | 45% | | | 30% | | 52% | 7% | |
| Economically Disadvantaged Students | 5% | | 37% | | 5% | 39% | | | 23% | | 59% | 5% | |

| 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 | 6% | | | | 0% | | | 5% | 18% | | 58% | 8% | |
| Students With Disabilities | | | | | 0% | | | 0% | 10% | | 84% | 0% | |
| Black/African American Students | 0% | | | | 0% | | | 0% | 12% | | 60% | 4% | |
| Hispanic Students | | | | | 0% | | | | | | 55% | 8% | |
| Multiracial Students | | | | | | | | | | | 70% | | |
| White Students | 17% | | | | 0% | | | 0% | 29% | | 57% | 13% | |
| Economically Disadvantaged Students | 8% | | | | 0% | | | 3% | 3% | | 57% | 9% | |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2020-21 | C&C ACCEL 2020-21 | ELP PROGRESS |
| All Students | 0% | | 9% | | 5% | 27% | | 0% | 21% | | 65% | 2% | |
| Students With Disabilities | | | | | | | | | | | 70% | 0% | |
| English Language Learners | | | | | | | | | | | | | |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | | | | | 5% | | | | 18% | | 77% | 3% | |
| Hispanic Students | | | | | | | | | | | 71% | 0% | |
| Multiracial Students | | | | | | | | | | | 33% | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | | | | | 10% | | | | 50% | | 57% | 3% | |
| Economically Disadvantaged Students | 0% | | | | 7% | | | 0% | 29% | | 67% | 1% | |

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

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

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

| 2023-24 SPRING | | | | | | |
|----------------|-------|--|----------|-------------------|-------|----------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela | 10 | 4% | 51% | -47% | 53% | -49% |
| Biology | | 10% | 62% | -52% | 67% | -57% |
| Algebra | | 13% | 52% | -39% | 50% | -37% |
| Geometry | | 2% | 54% | -52% | 52% | -50% |
| History | | 15% | 67% | -52% | 67% | -52% |
| Ela | 9 | * data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| 2023-24 WINTER | | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 4% | 14% | -10% | 16% | -12% |
| Geometry | | 8% | 19% | -11% | 21% | -13% |
| History | | 17% | 25% | -8% | 42% | -25% |
| Biology | | * data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| 2023-24 FALL | | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 5% | 18% | -13% | 17% | -12% |
| Geometry | | 4% | 28% | -24% | 16% | -12% |

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 gains improved to 72%

Math gains improved to 76%

Pullout Reading and Math intervention all year to ensure improvement of student scores.

OSS are down due to PBIS, MTS and restorative practice approach.

Lowest Performance

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

Student attendance continues to be a barrier. A school-wide approach including Administration, CST, MTSS is used to make contact with families and stress the importance of regular attendance.

Greatest Decline

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

Attendance continues to be the biggest area of concern with 67% of students being at below a 90% attendance rate. The decline was attributed to ineffective parent engagement activities and community outreach.

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.

ELA and Math scores due to the nature of DOP and 100% Level students will continue to be a Gap. Attendance and student/family apathy are the biggest contributors to this gap.

EWS Areas of Concern

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

Attendance

ELA

Math

Highest Priorities

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

Attendance

ELA

Math

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2023-2024 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Measurable Outcome

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

The percent of all students achieving ELA gains will increase from 72 percent to 75 percent, as measured by 2024-25 FAST & FSA ELA Score Reporting.

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.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Admin to review data (common assessment data, walkthrough data). The AP will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, target/task alignment will be measured using a research-based classroom walkthrough tool. Progress of each student on each BEST benchmark will be noted, tracked, monitored and acted upon consistently throughout the year through a tracking system.

Person responsible for monitoring outcome

Erin Savage, Principal

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:

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency? Our 9th and 10th grade ELA classrooms will use anchor charts, graphic organizers, and critical reading protocols to consistently incorporate scaffolding and differentiation to accelerate student-centered learning.

Rationale:

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

ELA Action Steps

Person Monitoring:

Erin Savage

By When/Frequency:

On-going through May 2025

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

Continue establish structures and expectations for PLCs and implement Collaborative Planning -Will hold monthly content area PLC's and weekly Collaborative Planning meetings -Establish the structure and expectations of Collaborative Planning -Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th -Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for Collaborative Planning -By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning -By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from the 2023-2024 school year indicated students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Measurable Outcome

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

The percent of all students achieving Math gains will increase from 76 percent to 78 percent, as measured by 2024-25 Algebra and Geometry EOC Score Reporting.

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.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs and collaborative planning to monitor implementation. Department Head and Admin to review data (common assessment data, walkthrough data). The Dept. Head will facilitate subject-area planning with all Math teachers focusing on improving target/task alignment. During classroom walkthroughs, Admin will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome

Christopher Cannon, Assistant Principal

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:

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Math Action Steps

Person Monitoring:

Christopher Cannon

By When/Frequency:

On-going through May 2025

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

Continue establish structures and expectations for PLCs and implement Collaborative Planning -Will hold monthly content area PLC's and weekly Collaborative Planning meetings -Establish the structure and expectations of Collaborative Planning -Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th -Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for Collaborative Planning -By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning -By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity

Area of Focus #3

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

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

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

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from the 2023-2024 school year indicated students performing below grade level in Biology, less than 5% were level 3 (proficient) a decline from 22%, with a lack of consistency in tasks aligned to data driven lesson planning. A rotation model in which students rotate on a fixed schedule or at the teacher's discretion between learning methods to include activities such as small-group or whole-class

instruction, individual tutoring, and graphic organizers will be utilized with online learning.

Measurable Outcome

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

The percent of all students achieving proficiency will increase from 18 percent to 25 percent, as measured by 2023-24 EOC Biology Score Reporting.

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.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs and collaborative planning and attend meetings to monitor implementation. Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Science teachers focusing on improving target/task alignment. During classroom walkthroughs, Admin will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome

Erin Savage, Principal

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:

Science teachers will utilize online learning to include station rotations and timely formative and summative assessment data to inform reteaching throughout the course

Rationale:

To provide global education to the students, the teacher must incorporate and allow communication, collaboration, critical thinking and creative problem solving to reflect in their teaching-learning of Science. To make the learning of Science at a secondary level more meaningful, interesting, and efficient to students, station rotation learning can be introduced as a method of instruction to contribute actively to classroom instruction and improve learning outcomes of proficiency at the secondary school level.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Science Action Steps

Person Monitoring:

Erin Savage

By When/Frequency:

On-going through 2025

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

-Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains -Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery. -Teachers use data to plan reteaching and station rotations. - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations. -Teachers meet in monthly PLC's and weekly collaborative planning to review student data (collected from multiple sources, including common assessment - Administrators and coaches will provide feedback on station rotations.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2022-2023 school year indicated students performing below grade level in History with a lack of consistency in tasks aligned to data driven lesson planning. Collaborative Planning was not implemented consistently to increase student achievement.

Measurable Outcome

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

The percent of all students achieving proficiency will increase from 43% percent to 50% percent, as measured by 2023-24 EOC History Score Reporting.

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.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Behavior/Academic Coaches, Admin to review data

(common assessment data, walkthrough data). Admin/Academic coaches will assist in facilitating collaborative planning with all Social Studies teachers focusing on improving target/task alignment and student collaboration. During classroom walkthroughs, Admin/Coaches will measure target/ task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome

Christopher Cannon, Assistant Principal

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:

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Social Studies Action Steps

Person Monitoring:

Christopher Cannon

By When/Frequency:

On-going through May 2025

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

Continue establish structures and expectations for PLCs and implement Collaborative Planning -Will hold monthly content area PLC's and weekly Collaborative Planning meetings -Establish the structure and expectations of Collaborative Panning -Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th -Protocol will include strategies and how teachers will

be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for Collaborative Planning -By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning -By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity

Area of Focus #5

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

30% of students in the senior cohort report are on track to graduate as of May 2025. We expect our performance level to be 75 percent of seniors will graduate on time by May 2025. Our 2023-2024 graduation rate was 72%.

Measurable Outcome

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

The percent of students who are on track to graduate will increase from 70 percent to 75 percent, as measured by progress monitoring and assessment data in alignment with school graduation rate from the graduation cohort report.

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.

Graduation Cohort Report, SAT, ACT, FAST, FSA RETAKES, PSAT, CLT Grade Reviews by Quarter will be monitored biweekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

Person responsible for monitoring outcome

Erin Savage, Principal; Candace Williams, Counselor

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:

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Graduation Action Steps

Person Monitoring:

Erin Savage; Candace Williams

By When/Frequency:

On-going through May 2025

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

Continue establish structures and expectations for PLCs and implement Collaborative Planning -Will hold monthly content area PLC's and weekly Collaborative Planning meetings -Establish the structure and expectations of Collaborative Planning -Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th -Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for Collaborative Planning -By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning -By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity

Area of Focus #6

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

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

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

Attendance continues to be the biggest area of concern with 87% of students being at below a 90% attendance rate. Seniors accounted for 54% of students below 90% attendance up from 50%.

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.

Attendance below 90% will decrease to 70% school wide.

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.

Weekly CST Meetings to review attendance data from focus, home visit outcomes, counselor and teacher phone calls (documented in focus). Monthly SBLT meetings to discuss and monitor school culture, parent engagement, PBIS monitoring implementation and effectiveness of strategies (ongoing). Data reviews at content PLC's and collaborative planning meetings. PBIS rewards activity attendance data reviewed through PBIS Rewards program.

Person responsible for monitoring outcome

Chris Cannon

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:

Parent phone calls home by teachers, counselors, social worker, and admin. Home visits by Social Worker Parent Engagement Activities PBIS events that include Award Ceremonies PBIS points awarded for attendance records and quarterly grades. Greeting students off of the bus and at classroom doors

Rationale:

Teachers as well as other staff members are essential partners in this work because they can infuse attention to relationships and attendance into their every day interactions. Children whose families are engaged in their education are more likely to: Earn higher grades and score higher on tests; graduate from high school and college; develop self-confidence and motivation in the classroom; and have better social skills and classroom behavior

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Actions for Student Intervention

Person Monitoring:

Erin Savage, Chris Cannon

By When/Frequency:

Throughout the school year

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

Attendance calls from teachers, counselors, SW's, to parents. Weekly Connect Ed calls to parents. On-going parent-teacher conferences Senior meetings and Information Sessions Semester Awards Ceremonies

Area of Focus #7

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

Instructional Practice specifically relating to Professional Learning

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.

Deepening understanding of benchmarks for ELA, Reading, Science, Social Studies and Math as a nonnegotiable for improving student outcomes. Additionally, school faculty will need professional development in PBIS, school climate and equity to help support the needs of all learners.

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.

Students will increase their proficiency within their content area by 10% as a direct result of content being taught through the required standards and the correct level of rigor that it calls for.

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.

Common planning, PLC's and coaching logs will be utilized to monitor teacher planning. Walk through feedback and observations will be monitored. Student data will be tracked formative and summative assessments.

Person responsible for monitoring outcome

Erin Savage, Chris Cannon

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:

As teachers become skilled in the strategy they will see change in their students abilities to process and understand concepts and identify critical concepts. Use of common planning and administrator coach and intervention specialist will occur weekly. Coaches and administrators will also attend professional development to teach our staff in strategies that will increase student achievement.

Rationale:

Leadership development has very important benefits. They increase employee morale and retention, improve productivity, promote better decision making, build better teams, and train future leaders it contributes to an overall positive working atmosphere.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Provide professional development on the instructional practices, vertical progression, and unpacking standards for all stakeholders. Utilize PLC's and common planning to collaborate and plan with colleagues.

Person Monitoring:

Erin Savage

By When/Frequency:

Throughout the school year

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

Attend conference in the area of standards, equity, and instructional practices.

Area of Focus #8

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

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

Area of Focus Description and Rationale

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

Bayside HS believes involving parents in all aspects of its Title 1 programming; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives.

The SAC is responsible for developing, implementing, and evaluating the school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support during regularly scheduled SAC or PTS meetings.

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 the percentage of African American students meeting graduation requirements in the appropriate cohort year by 20%. Increase the percentage of students successfully passing state FAST and EOC assessment by 20%. Increase the percentage of students successfully completing courses by 20%. Increase the percentage of students on-track for graduation in the fourth-year of services by 20%. High-quality and ongoing professional development instruction by highly qualified professional staff trained to develop lessons, assessments and rubrics integrating personalization using digital platforms. School reform strategies implement the use of personalized learning structures in blended instructional model to increase mastery of core-content.

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.

Quarterly displays of Bayside HS believes in involving parents in all aspects of its Title 1 programming; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of SAC are required to be parent (non-employee) representatives. The SAC is responsible for developing, implementing, and evaluating the school level plans, including School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Person responsible for monitoring outcome

Erin Savage

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:

Provide more diversity in Title I and Parent Conference offering to include digital and phone conferencing, in-school conferencing, on-site Parent Resource Center. Assign student services team to complete home visits and mail out soliciting correct contact information. Provide multiple orientation cycles to meet families and collect current demographic and address information. Change in curricular software allows parent access as "coaches." Parents will have access to progress in real time and can receive or send note to the teacher through the program.

Rationale:

Lack of parent involvement and participation in Title 1 activities (minority representation, low socioeconomic status). Limited capacity to communicate with parents using the School Messenger program (all subgroups). Parents unable to acquire timely feedback on status of students in credit recovery courses (all subgroups).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Actions Steps for ESSA

Person Monitoring:

Erin Savage

By When/Frequency:

Throughout the Year

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

Annual Title 1 Meeting - Parents will have the opportunity to gain knowledge about what it means to be a Title 1 school and how to become an active participant in the education process. Parents will have the opportunity to participate in a workshop focusing on topics such as literacy strategies, accessing technology, and literacy.

Action Step #2

Action Steps for ESSA

Person Monitoring:

Erin Savage

By When/Frequency:

Throughout the Year

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

Quarterly Title 1 Parent Workshops and Events - Parents will be invited to review student work acknowledge student success, and meet with teachers. Parents will also be provided with content specific sessions, aligned with state standards, identifying strategies they could use at home to promote highest student achievement. Parents also have the opportunity to collaborate with

community agencies.

Action Step #3

Action Step for ESSA

Person Monitoring:

Erin Savage

By When/Frequency:

Throughout the Year

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

Quarterly Title 1 Parent Involvement Committee - Parents will be asked to provide opportunity to assist in developing and monitoring efforts to increase parental engagement in the educational process. Parent Involvement Survey - Parents will be asked to provide feedback regarding budgeting, parent engagement, literacy and technology needs (hourly literacy support and increased extended learning hours to ensure student access, PBIS Rewards, poster maker purchased for recognition).

Action Step #4

Actions Step for ESSA

Person Monitoring:

Erin Savage

By When/Frequency:

Throughout the Year

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

Professional development activities will be provided to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Our current average attendance rate is 69.8% (as of 1/30/2023), with approximately 80% of students experiencing a 10% absence rate or higher (according to data from School Profiles). The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction, as well as an increase in remote learning environments. If student-centered, personalized instruction would occur, as well as a reduction of remote-learning environments, the problem would be reduced by 15% by the end of the next school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

The percent of all students missing more than 10% of the school year will decrease by 15% evidenced by attendance dashboard data.

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.

Using data during our bi-weekly CST meetings.

Person responsible for monitoring outcome

Antonio Eberhardt-Taylor, MTSS Specialist

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:

Strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis.

Rationale:

The percentage of all students attending less than 90% is currently at 80% for this school year, which is an amount that correlates to a Tier I intervention focus

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Action Steps

Person Monitoring:

Antonio Eberhardt-Taylor

By When/Frequency:

On-going through May 2025

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

Review attendance taking process and the school-wide strategies for positive attendance with all staff. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. Develop and implement an attendance incentive program and competitions (e.g., bulletin board posters, raffles to earn gift cards, etc.) to occur at least quarterly Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. This can be accomplished through the website and through information disseminated to parents via newsletters, phone calls, emails, etc. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis (via Child Study Team

meetings, facilitated by the school social worker). Implement Tier 2 and 3 plans for student-specific needs and review barriers and effectiveness on a bi-weekly basis. Please refer to Disston Academy's Child Study Team (CST) Intervention Protocol for specific guidance and procedures to address students experiencing at least 10% absence rate. Through CST meetings, looking at the data more deeply by the ESSA subgroups to ensure all groups of students are making adequate progress.

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.

We will provide information to parents regarding Title 1 programs in a timely manner using various methods of communication including meetings, mailed letters home, the School Messenger call system, email and the school website. At the Transition to Success Initiative and stand-alone Annual Title 1 Meeting, information about Title 1 programs, curriculum, and academic assessments will be shared in general meetings. Teacher will maintain sign-in sheets and provide a copy to the Title 1 Coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

1. Parent and family engagement events/activities are aligned with school and district achievement goals. 2. The school offers flexible number of meetings, such as morning or evening. 3. The school holds the Title 1 Annual meeting at a convenient time and encourages and invites all parents to attend to inform them about the school's Title 1 School Plan, and the school-parent compact. 4. School communication with ELL families is ongoing, meaningful (provided in the native language), culturally relevant, and results in higher academic achievement, increased access to opportunities for ELL scholars, and meaningful engagement for ELL families. 5. Families are involved in the development of the School-Parent-scholar Compact.

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))

Parents will be able to provide a response form to complete to provide input or to ask questions. The principal will respond to all questions. If a parent is unsatisfied with the school-wide program plan under Section 1114(b)(2), they will be asked to provide their feedback to the site designee who will then provide the feedback to the Title 1 office.

1. Increase modalities of communication with families.
2. Increase mechanisms to collect parent feedback.
3. Increase access to Family-Communication Liaison.
4. Increase parent participation in workshops that focus on literacy, core subjects and test preparation practices for the home environment.
5. Increase parent response to requests for feedback through the use of surveys, interviews, or direct solicitation.
6. Increase parent use of accessible data sources to be informed of scholar platform progression (Edmentum, iReady, Albert iO, ThinkCERCA, Applerouth as well as FOCUS and CANVAS).
7. Offer flexible meetings during and outside the school day.
8. Continue to provide workshops corresponding to the needs of the scholars (college, career, vocational and life skill development. Also, offer meetings and conferencing in person and virtually. Critical information will be kept at the "Parent Station" located in the front office for parent convenience. Examples of methods and opportunities that support communication with families includes but is not limited to the following: Maintain documentation. Annual Title 1 Parent Meeting. Create sign-in sheets. Advertise/publicize event. Develop and disseminate invitations. Develop agenda, handouts, and/or presentation materials that address the required components.

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))

If teachers implement literacy strategies across core content, especially focused on notetaking, then scholars will see an increase in reading proficiency and learning gains.

1. The integration of AVID and WICOR strategies school-wide to increase literacy proficiency such as closed reading, text dependent, questioning and focused notetaking.
2. The integration of digital platforms and programming as an extension of learning beyond the school day including Edmentum, APEX, ThinkCERCA, Method Test Prep, iReady, Albert iO, AppleRouth and CANVAS.
3. The implementation of collaborative planning through in-school in-service or PLCs within content levels and also by grade level to integrate common themes, vocabulary, technical structures, lesson design and interdisciplinary project development.
4. Integration of research-based, peer reviewed on engagement strategies and systems including PBIS, Personalized Learning, Project-based Instructional Practices, Restorative Practices, and Youth Mental Health First Aid training school-wide.
5. Integration of goal setting, problem-solving and college and career readiness strategies and skills through CTAE enrichment programming and Extended Learning opportunities. for identified subgroups through embedded vendor services and coordinated trainings for staff and families.

B. 1. Utilize full-time instructional coaches to provide coaching and mentoring to content teachers to meet teachers' and scholars' needs.

2. Refine and elevate activities/events offered to families and

community members at a variety of times to accommodate different schedules and increase engagement. 3. Provide high-yield, high quality professional development for instructional staff regarding instructional practices, lesson design, cross-curricular development and integration of post-secondary skill development. 4. Non-traditional hours for remediation, small group support, and one-on-one support provided by paraprofessional staff. 5. Hiring of additional instructional staff to provide smaller class size. 6. Provide extension and enrichment opportunities to the scholars so that they will have the ability to make connects between formal learning and life application.

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))

The school coordinates and integrates parent and family engagement programs and activities with other Federal, State, and local programs, including parent resource centers that encourage and support parents in more fully participating in the education of their child(ren). Walmart has provided donations of school supplies, household sanitary supplies and volunteer hours. Access to state legislature, civic leaders and speakers who have acquired success in spite of impoverished beginnings. New Life Case Management has planned and will facilitate an onsite job fair with local companies interested in hiring scholars. Mindful Movement as provided skill development and tools for problem-management, problem solving and anger management. New Vision has provided small group development of social-emotional needs in the academic setting.

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))

School Counselors are divided alphabetically to ensure students academic needs are being met. We have a full-time Social Worker and part-time Psychologist. We have a part-time School Nurse. We have programs such as Girl's Club, 5000 Role Model, Debate Club, SAVE Promise to ensure that students have opportunities to connect with other students and adults outside of the academic realm.

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))

Eligible students can take advantage of Dual Enrollment at PTC. We also have several field trips planned to attend local post-secondary institutions. Our School Counselors ensure that students complete the Naviance activities.

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)).

We have a robust PBIS school-wide plan as well as Restorative Practices model that assists teachers and students and help them work through any issues. Our VE Specialist works with Administration in order to ensure SWD accommodations are being met.

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)).

Staff is provided with pre-school training, District training, faculty and staff meetings in which the school-wide academic expectations and model for academic for success. Students who have children have the opportunity to send their children to day care at PTC-Clearwater while they are in

school. This is to assist our students, but also to have a safe learning space for their babies as well.

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))

Students who have children have the opportunity to send their children to day care at PTC-Clearwater while they are in school. This is to assist our students, but also to have a safe learning space for their babies as well.

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.

Based on a review of our attendance data, content area learning gains, and graduation data, the stakeholders determined that our funding should be allocated to attendance incentives, to include increased parent engagement and professional development for both instructional and leadership staff.

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---------------------|-------------------|-----|-----------|
| Indirect Costs <i>Indirect costs @ 4.19%.</i> | | 7200/790 | UNISIG | 0.0 | 5,237.50 |
| Areas of Focus | Instructional Practice - Math | 5100/510 | UNISIG | 0.0 | 2,500.00 |
| Supplies: Classroom materials and supplies: scientific calculators, math manipulatives, paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners, colored paper. | | | | | |
| Areas of Focus | Instructional Practice - ELA | 5100/510 | UNISIG | 0.0 | 2,500.00 |
| Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners. | | | | | |
| Areas of Focus | Instructional Practice - Science | 7800/390 | UNISIG | 0.0 | 1,200.00 |
| Other purchased services: Estimated transportation for Tampa Bay Watch \$600 (1 bus x 1 day) and Clearwater Aquarium \$600 (1 bus x 1 day). SC.912.E.7.4 Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans. SC.912.E.7.6 Relate the formation of severe weather to the various physical factors. SC.912.E.7.9 Cite evidence that the ocean has had a significant influence Grade Levels of Anticipated Attendees- 9th = 5; 10th = 15; 11th = 15; 12th = 15 | | | | | |
| Areas of Focus | Graduation/Acceleration - Graduation | 6150/160 | UNISIG | 0.5 | 12,348.00 |
| Other support personnel: The family and community liaison (F&CL) position will be a new part-time position (4 hours/day) and focus their day on activities for bridging the communication between the family, community and school. Typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities, organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$12,348 (\$15.75 x 4 hours/day x 196 days) | | | | | |
| Areas of Focus | Instructional Practice - ELA | 7800/390 | UNISIG | 0.0 | 1,200.00 |
| Other purchased services: Estimated transportation for Straz performances in Tampa \$600 (1 bus x 1 day) and Duke Energy Center in St. Petersburg \$600 (1 bus x 1 day). | | | | | |
| Areas of Focus | Instructional Practice - Science | 5100/330 | UNISIG | 0.0 | 750.00 |
| Travel: Field Trips will be attended by our science scholars to enhance the classroom learning experience. Field Trips will be attended by each grade level. These include trips to: Tampa Bay Watch and the Clearwater Marine Aquarium (offering programs directly tied to all grade level content areas). Estimated costs for Tampa Bay Watch = \$250 (Single day @ \$250/day for each grade level [50 students per day]. Estimated costs for Clearwater Aquarium = \$497.50 (single day @ 50 tickets x \$9.95 per day). Transportation costs are a separate budget line. SC.912.E.7.4 Summarize the conditions that contribute to the climate of | | | | | |

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|-----------------------|---|---------------------|-------------------|-----|-----------|
| | a geographic area, including the relationships to lakes and oceans. SC.912.E.7.6 Relate the formation of severe weather to the various physical factors. SC.912.E.7.9 Cite evidence that the ocean has had a significant influence Grade Levels of Anticipated Attendees- 9th = 5; 10th = 15; 11th = 15; 12th = 15 | | | | |
| Areas of Focus | Instructional Practice - Science | 5100/510 | UNISIG | 0.0 | 2,500.00 |
| | Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners. | | | | |
| Areas of Focus | Instructional Practice - Social Studies | 5100/510 | UNISIG | 0.0 | 2,500.00 |
| | Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners. | | | | |
| Areas of Focus | Graduation/Acceleration - Graduation | 6150/210 | UNISIG | 0.5 | 1,684.00 |
| | Retirement: F&CL at 13.63%. | | | | |
| Areas of Focus | Graduation/Acceleration - Graduation | 6150/220 | UNISIG | 0.5 | 766.00 |
| | FICA/Social Security: F&CL FICA taxes at 6.2%. | | | | |
| Areas of Focus | Instructional Practice - Professional Learning | 6400/330 | UNISIG | 0.0 | 15,300.00 |
| | Travel: The school would like to attend the HTH Deeper Learning Conference that is being held in San Diego, California on April 2-4, 2025, 2024. One administrator and four teacher/leaders will attend. This is a national conference held annually at different locations; it is not available in Florida. It is important for one teacher from each content area to attend. Research-based and peer-reviewed training to enhance instructional practice for new team leaders and administration. Extensive training will be provided addressing instructional strategies for personalized instruction, project based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include registration \$1,000, airfare \$600, parking/mileage/ride shares \$304, meals \$256 (4 days x \$64), lodging \$900 (3 nights x \$300) = \$3,060 per person x 5 staff = \$15,300. | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/160 | UNISIG | 1.0 | 25,152.00 |
| | Other support personnel: Clerk specialist II position will be a new full-time position and focus their day on activities for preparing and ensuring that students are in an efficient position for graduation as well as preparing them for success after graduation. Typical duties will include assisting with the development of specific objectives for testing, post-secondary prep, and working with PBIS and Behavior Teams in organizing involvement activities; organizing a plan to keep students and families informed about progress, and providing the communication link between the principal, teachers, parents, and students. Wages: \$25,152 (\$17.11 x 7.5 hours/ | | | | |

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|--|---------------------|-------------------|-----|-----------|
| <i>day x 196 days)</i> | | | | | |
| Areas of Focus | ESSA Subgroups - Black/African American Students (BLK) | 5100/510 | UNISIG | 0.0 | 671.50 |
| <i>Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating; composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners.</i> | | | | | |
| Areas of Focus | Instructional Practice - Social Studies | 7800/390 | UNISIG | 0.0 | 2,730.00 |
| <i>Other purchased services: History and Higher Education College Tour. Estimated cost for transportation = \$2,730 (\$1,950 for 10 hours +\$195/hours for 4 additional hours). We plan to take two college day trips, and the cost is budgeted under both the AOF for ELA and Social Studies.</i> | | | | | |
| Areas of Focus | Graduation/Acceleration - Graduation | 6150/221 | UNISIG | 0.5 | 180.00 |
| <i>FICA/Medicare: F&CL FICA taxes at 1.45%.</i> | | | | | |
| Areas of Focus | Instructional Practice - ELA | 5100/330 | UNISIG | 0.0 | 1,685.00 |
| <i>Travel: Students will attend field trips to experience literature coming to life through plays and other works. This student experience will support literacy by allowing students to interact with the literary works. Play options are offered at both the St. Petersburg, Florida Duke Energy Center for the Arts (through Chamber Theatre) and Tampa, Florida Straz theater. The plays offered align with grade level content. We estimate approximately 50 tickets will be needed per field trip for our students. Estimated admission costs for Straz performances = \$600 (\$12 x 50) and for Duke Energy Center \$1,097.50 (\$21.95 x 50). Transportation costs are a separate budget line. ELA.11.R.1.3 Analyze the authors choices in using juxtaposition to define character perspective. ELA.11.R.2.3 Analyze an authors choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. ELA.11.V.1.3 Apply knowledge of context clues, figurative language ELA.12.R.1.3 Evaluate the development of character perspective, including conflicting perspectives. ELA.12.R.2.2 Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. Grade Levels of Anticipated Attendees- 11th = 25; 12th = 25</i> | | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/210 | UNISIG | 1.0 | 3,429.00 |
| <i>Retirement: Clerk spec II at 13.63%.</i> | | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/220 | UNISIG | 1.0 | 1,560.00 |
| <i>FICA/Social Security: Clerk spec II FICA taxes at 6.2%.</i> | | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/221 | UNISIG | 1.0 | 365.00 |
| <i>FICA/Medicare: Clerk spec II FICA taxes at 1.45%.</i> | | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/231 | UNISIG | 1.0 | 13,912.00 |
| <i>Health Insurance: Clerk spec II health insurance.</i> | | | | | |
| Areas of Focus | Instructional Practice - Intervention | 5100/232 | UNISIG | 1.0 | 80.00 |

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|--|--|---------------------|-------------------|-----|-------------------|
| <i>Life insurance: Clerk spec II life insurance.</i> | | | | | |
| Areas of Focus | Instructional Practice - Professional Learning | 6400/330 | UNISIG | 0.0 | 18,250.00 |
| <p><i>Travel: The school would like to attend the Learning Forward Conference in Denver, CO on December 8-11, 2024. One administrator and four teacher/leaders will attend. This is a national conference held annually at different locations; it is not available in Florida. Research-based and peer-reviewed training to enhance instructional practice for veteran team leaders and administration. Extensive training will be provided addressing instructional strategies for personalized instruction, project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs includes membership \$75 (provides discounted registration fees), registration \$1,230, airfare \$600, parking/mileage/ride shares \$300, meals \$320 (5 days x \$64), lodging \$1,125 (5 nights x \$225) = \$3,650 per person x 5 staff = \$18,260.</i></p> | | | | | |
| Areas of Focus | Instructional Practice - Social Studies | 5100/330 | UNISIG | 0.0 | 2,250.00 |
| <p><i>Travel: History and Higher Education College Tour- Scholars in grades 9-11 will attend a college tour encompassing multiple levels of post-secondary education in Florida. Scholars will also visit historic sites, museums and municipal institutions to make connections to benchmarks, standards and critical information addressed in ELA and Social Studies curriculum. Scholars have projects and this will aid scholars in reaching proficiency as evaluation on Progress Monitoring and End of Course assessments. We estimate approximately 45 scholars will attend the college tour designed for 9th-11th grade students. Estimated trip duration is 14 hours. Estimated cost per student includes \$25 admission to a museum (or similar experience) and meals \$25 (\$10 lunch and \$15 dinner). Total cost per trip = \$2,250 (\$25 entry fee + \$25 meals x 45 scholars). Estimated costs include two separate college field trip days with a social studies add-on. Transportation costs are a separate budget line</i></p> | | | | | |
| Plan Budget Total | | | | | 118,750.00 |