Bloomingdale High School

2023-24

Schoolwide Improvement Plan (SIP)

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Bloomingdale High School

1700 BLOOMINGDALE AVE, Valrico, FL 33596

[no web address on file]

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Bloomingdale High School will maintain standards of excellence for all students in the pursuit of academic, social, and civic responsibilities.

Provide the school's vision statement.

Students, staff, parents and community members will work together to ensure a safe learning environment and provide a wide-range of knowledge and experiences to help students formulate their lifelong goals and the ability to succeed in the global community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Marcos	Principal	The Principal, High School, directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards
Smith, Austin	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school related to student affairs. They will supervise and assist with the execution of the SIP goals and action steps.
Corey, Leigh	Curriculum Resource Teacher	Assists with the implementation of district initiatives in the area of English Language Arts. Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for strategies and materials to increase English Language Arts achievement. Assists with professional development opportunities. Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals.
Bogue, Sara	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school. They will supervise and assist with the execution of the SIP goals and action steps.
Snyder, Thomas	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school related to student affairs. They will supervise and assist with the execution of the SIP goals and action steps.
DiPrima, Tracy	Administrative Support	Assists with the implementation of district initiatives in the area of English. Language Arts. Demonstrates a strong working knowledge of best practices in writing/ language arts instruction across content areas. Continues to develop professional expertise through, professional readings, trainings, and conferences. Serves as a resource to the school for strategies and materials to increase English Language Arts achievement.

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. (ESSA 1114(b)(2))

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

The Instructional Leadership Team (ILT) collaborated to define the focus for the year based on the assessment data from the 22-23 school year and, by faculty vote and input, our school chose the creation of common assessments by departments in PLCs, to help drive instruction. These common assessments will be used to
monitor student achievement and provide evidence of academic progression as discussed and implemented in our schoolwide Professional Learning Communities. Students, parents, and community leaders are invited to join both the SAC and steering to provide feedback on the schools progress towards its academic and community goals outline in the SIP.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration, the Instructional Leadership Team, and PLC's will monitor our students progression based on State academic standards. Data to be utilized includes, but is not limited to, state progress monitoring data, common assessment data, student grades, and make up testing. Students with the greatest achievement gap will be identified by administration and the instructional leadership team, so additional strategies and methods can be utilized to close the gap. Administration and the Instructional Leadership Team will continuously revise the plan and develop professional development opportunities throughout the school year to meet the needs of teachers and students. Administration and the Instructional Leadership will continuously solicit for feedback from all stakeholders to ensure the needs of parents, teachers, and students are being met.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 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.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	56	51	50	55	52	51	55		
ELA Learning Gains				54			53		
ELA Lowest 25th Percentile				37			44		
Math Achievement*	61	42	38	58	39	38	41		
Math Learning Gains				57			33		
Math Lowest 25th Percentile				50			29		
Science Achievement*	75	64	64	71	46	40	70		
Social Studies Achievement*	75	69	66	75	49	48	72		
Middle School Acceleration					41	44			
Graduation Rate	94	89	89	97	64	61	96		
College and Career Acceleration	64	62	65	63	72	67	57		
ELP Progress	44	39	45	72			43		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	689
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

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%
SWD	45			
ELL	52			
AMI				

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%
ASN	92			
BLK	52			
HSP	61			
MUL	69			
PAC				
WHT	79			
FRL	58			

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%
SWD	40	Yes	3	
ELL	47			
AMI				
ASN	83			
BLK	45			
HSP	59			
MUL	66			
PAC				
WHT	69			
FRL	57			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	56			61			75	75		94	64	44
SWD	26			32			42	44		31	6	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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
ELL	31			47			60	36		61	7	46
AMI												
ASN	84			94			100	85		87	6	
BLK	37			43			49	62		31	6	
HSP	46			55			69	65		58	7	44
MUL	54			57			64	72		75	6	
PAC												
WHT	67			69			83	84		73	6	
FRL	42			53			63	65		53	7	39

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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	55	54	37	58	57	50	71	75		97	63	72
SWD	18	26	17	36	46	40	38	48		93	36	
ELL	23	42	33	34	52	38	41	34		93	56	72
AMI												
ASN	70	79		71	69		100	87		100	87	
BLK	33	38	30	31	41	38	42	60		95	40	
HSP	46	52	39	51	56	47	63	69		96	58	68
MUL	53	60	50	50	59	60	87	75		100	70	
PAC												
WHT	66	57	35	72	61	64	79	84		97	71	
FRL	44	49	36	50	55	48	62	62		95	50	75

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	53	44	41	33	29	70	72		96	57	43
SWD	21	38	34	17	27	28	32	41		90	34	
ELL	14	39	40	15	29	27	29	51		96	40	43
AMI												
ASN	65	50		69	73		80			96	73	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
BLK	36	44	45	21	27	30	51	42		93	43	
HSP	47	49	39	32	29	25	62	63		97	51	38
MUL	58	53	50	61	34		79	89		94	65	
PAC												
WHT	66	60	47	52	37	31	77	82		97	62	
FRL	43	48	43	27	28	25	55	60		94	39	38

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	59%	50%	9%	50%	9%
09	2023 - Spring	54%	48%	6%	48%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	55%	-3%	50%	2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	49%	15%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	62%	10%	63%	9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	65%	7%	63%	9%

III. Planning for Improvement

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

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

Data not yet available for 22-23.

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

Data not yet available for 22-23.

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.

Data not yet available for 22-23.

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

Data not yet available for 22-23.

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

Data not yet available for 22-23.

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

Data not yet available for 22-23.

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

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To create a welcoming and engaging learning environment, Bloomingdale High School will work to incorporate information from stakeholder communication that is responsive to student interest, practical application, and academic excellence.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A survey will be administered by the Student Connection Team in the Fall and Spring of the 23 - 24 school year the data will be collected and reviewed by the team, and other stakeholders, for progress monitoring and action steps.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Culture Committee will monitor student engagement to the learning environment. The Culture Committee will also ensure stakeholder input is implemented to create a welcoming environment for all students.

Person responsible for monitoring outcome:

Austin Smith (austin.smith@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Schoolwide implementation of Positive Behavior Intervention Strategies (PBIS), a state approved program for the targeting of positive student behaviors, thereby fostering a positive school community and increasing school spirit. Therefore, decreasing the amount of unwanted behaviors on campus that hinder students abilities to engage in the learning environment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific, district approved, strategy is the school, state and federal data that show student connectivity to their school increases overall student achievement and a decrease in schoolwide
behavior issues.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Survey data related to the welcoming and engaging learning environment at Bloomingdale High School will be analyzed by the Instructional Leadership Team to determine action steps that would improve sense of community at our school.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: September, 2023 and continuously

Based on data analysis, the Instructional Leadership Team will determine gaps that need to be filled to increase how welcoming and engaging the learning environment is at Bloomingdale High School. These gaps can be filled with evidence based strategies such as PBIS incentives, Professional Development, or Community Building activities.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: September, 2023 and continuously.

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Bloomingdale High School will support student mastery of curriculum by incorporating professional and collaborative learning related to progress monitoring, student engagement, and student ownership in order to expand learner growth related to critical thinking, problem-solving, and reasoning skills.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State, and classroom student academic growth and achievement, as indicated by evidence of student learning gains at all levels, by administering department based common assessments through PLC's.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student mastery will be progress monitored through both summative and formative practices. State based progress monitoring data, common assessment data, and student grades will all be used to monitor for the desired outcome.

Person responsible for monitoring outcome:

Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using common assessments, as created by Professional Learning Communities (PLCs), students will be measured by evidence of academic progression.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Instructional Leadership Team (ILT) collaborated to define the focus for the year based on the most recent data and, by faculty vote and input, chose the creation of common assessments by departments, in PLCs, to help drive instruction. These common assessments will be used to monitor student achievement and provide evidence of academic progression as discussed and implemented in our schoolwide Professional Learning Communities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement department based PLC's with inquiry cycles that emphasize increasing student mastery of state standards through common assessments and other data collection tools. This will allow our Administration and Instructional Leadership team to support teachers in progress monitoring student performance, engagement, and ownership.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: August, 2023.

PLC's meet to determine their academic focus for the school year (subject to change based on teacher/student needs) and develop common assessments to be used for upcoming units.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: August, 2023 and continuously.

PLC's collaborate and utilize the inquiry cycle to determine strategies, through data collection, that increase student mastery of state standards.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: September, 2023 and continuously.

Administration, Department Heads, and the Instructional Leadership Team, determine the needs of teachers and students utilizing assessment data, walk through data, observation data, and survey data to determine the professional development opportunities that would most benefit our school. The Instructional Leadership Team will use this information to implement Professional Development opportunities once a month.

Person Responsible: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

By When: September, 2023 and continuously.

#3. -- Select below -- specifically relating to
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:
[no one identified]
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus