School District of Osceola County, FL

Professional & Technical High School

2023-24

Schoolwide Improvement Plan (SIP)

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Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

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.

The mission of Professional & Technical High School is to ensure that, "every student, future ready."

Provide the school's vision statement.

Professional & Technical High School is an institution designed to train students for entry level employment, to improve current job skills for our employed students, and to provide quality academic education. The primary goal of Professional & Technical High School is to equip our students with the best possible training in the Osceola County area to ensure that all students are future ready.

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
Roman, Kelly	Principal	Mrs. Kelly Roman, Principal: Provides instructional leadership and support to the English/Reading, Social Studies, and Foreign Language Departments; develops, submits and implements the school budget and funds; builds and strengthens community relationships; provides regular updates and communication regarding school performance to all stakeholders; works collaboratively with the School Advisory Council, and plans and executes weekly administrative leadership team meetings.
McCall, Juanita	Assistant Principal	Dr. Juanita McCall, Assistant Principal of Instruction: Provides instructional leadership and support to the Math, Science and CTE Departments and oversees the Guidance Department; creates the master schedule, oversees acceleration; coordinates the dual enrollment program, supervises the schoolwide MTSS process; organizes report cards/progress reports; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction and analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction.
Arias, Rebeca	Instructional Coach	Mrs. Arias, Literacy Coach: Provides instructional coaching to the ELA Department. She also serves as the MTSS Coach, PLC facilitator and new teacher mentor.
Crotty, Morgana	School Counselor	Mrs. Molly Crotty, College & Career Counselor: Provides academic guidance and post-secondary planning through scheduling/tracking, college & career events/activities and coaching. She also serves as the FIT Liaison.
Shiver, Amy	School Counselor	Mrs. Amy Shiver, School Counselor: Provides academic guidance and social emotional counseling. She also serves as the 504 Coordinator and PBIS Coach.
Swartz, Jeremiah	Dean	Mr. Swartz, Dean: Supervises schoolwide discipline and implements the Student Code of Conduct accordingly. He also serves as the Senior class sponsor and Graduation Coordinator.

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.

Professional & Technical High School strives to have an inclusive and collaborative environment, this includes developing the SIP. During the initial planning process the Administrators and school leaders attend Districtwide training on developing the SIP. During pre-planning the SIP goals are reviewed with all teachers and their input is included. The leadership team then works to outline the appropriate action

steps and aligns these action steps to the school's professional development plan, walkthroughs, and a plan for monitoring. Lastly, the SIP is presented to SAC and the SAC members are provide the opportunity to give feedback and make suggestions. The SAC includes families and community members, which provides the appropriate for these stakeholders to provide input as well.

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))

The SIP will be regularly monitored during the monthly school Stocktake process. The Stocktake process is a collective meeting that all leadership team members attend and the provide updates on the areas of focus outlined in the SIP. Progress monitoring data is reviewed and action steps for continuous growth are identified and monitored.

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)	Career and Technical Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) 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: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	83	46	50	85	45	51	77		
ELA Learning Gains				74			72		
ELA Lowest 25th Percentile				70			70		
Math Achievement*	61	27	38	70	37	38	65		
Math Learning Gains				65			54		
Math Lowest 25th Percentile				60			53		
Science Achievement*	93	63	64	87	32	40	90		
Social Studies Achievement*	98	61	66	97	39	48	97		
Middle School Acceleration					38	44			
Graduation Rate	100	86	89	99	54	61	100		
College and Career Acceleration	100	60	65	100	60	67	91		
ELP Progress		46	45				75		

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)	N/A
OVERALL Federal Index – All Students	89
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	807
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	99

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				
ELL	89			
AMI				
ASN				
BLK	87			
HSP	89			
MUL				
PAC				
WHT	88			
FRL	83			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD				
ELL	83			
AMI				
ASN				
BLK	85			
HSP	81			
MUL				
PAC				
WHT	87			
FRL	80			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	83			61			93	98		100	100	
SWD												
ELL	78			66			93	94		100	6	
AMI												
ASN												
BLK	91			69				100			3	
HSP	82			57			97	98		100	6	
MUL												
PAC												
WHT	80			69			78	100		100	6	
FRL	82			55			96	99			4	

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	85	74	70	70	65	60	87	97		99	100	
SWD												
ELL	76	81	82	70	67	62	89	100		100	100	
AMI												
ASN												
BLK	90	74	64	91	71		91	92		91	100	
HSP	83	74	76	63	64	63	86	97		100	100	
MUL												
PAC												
WHT	88	79		77	62		93	100		100	100	
FRL	83	74	67	68	66	61	88	93		98	100	

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	77	72	70	65	54	53	90	97		100	91	75
SWD												
ELL	63	68	67	61	57	46	83	94		100	91	75
AMI												
ASN												
BLK	81	79		78	71		100					
HSP	74	70	70	58	53	53	85	96		100	93	75
MUL												
PAC												
WHT	84	78	77	75	40		100	100		100	89	
FRL	77	75	75	64	51	43	95	98		100	88	

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	87%	47%	40%	50%	37%
09	2023 - Spring	79%	43%	36%	48%	31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	40%	3%	50%	-7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	36%	51%	48%	39%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	65%	27%	63%	29%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	57%	41%	63%	35%

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.

The data component that showed the lowest performance was Math achievement at 64%. The contributing factors to last year's low performance in Math achievement is due to the following factors: Math teacher vacancy, absence of a full time Math Coach and a brand new teacher with limited instructional pedagogy.

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

The data component that showed the greatest decline from the prior year is Math achievement, which showed a 16% decline. This decline is due to the following factors: Math teacher vacancy, absence of a full time Math Coach and a brand new teacher with limited instructional pedagogy.

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.

All data components outlined in the School Improvement Plan exceed the State average. The data component that was closet to the State average is overall Math achievement. Impact on this data component includes Math teacher vacancy, absence of a full time Math Coach and a brand new teacher with limited instructional pedagogy.

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

The data component that showed the most improvement from the prior year was Science achievement. The actions the school took to impact this area included tier 1 focus on reading comprehension, in-school targeted interventions, Biology summer enrichment opportunities and department common planning/assessments and supplemental after hours enrichment.

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

When reflecting on the EWS data, potential areas of concern are students with attendance below 90% and students who scored a level on prior year ELA assessments.

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

The order of priorities for the 2023-2024 school year are as follows:
1) Math achievement (tier 1 instruction, targeted interventions, reading comprehension, FNSI framework implementation)
2) ELA achievement (tier 1 instruction, targeted interventions, reading comprehension, common assessments)
3) PLCs (ensure that all teams are operating at stage 6, additional PLC hours, common planning)
4) Positive Culture & Environment (improve students' sense of belonging, schoolwide PBIS events and clubs, targeted small focused groups)
5) Science achievement (tier 1 instruction, targeted interventions, reading comprehension, common assessments)

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

#1. Instructional Practice specifically relating to ELA

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.

Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's ELA performance.

In order to succeed academically and transition throughout their K12 years, students must be proficient in ELA, as reading comprehension and writing are the foundation of learning and instruction. This Area of Focus was identified to align with the District's strategic plan goals.

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

The intended outcome for ELA overall achievement for the 2023 - 2024 school is to improve achievement to 85% by the end of the year, which is a goal of a 2% increase from the 2022 - 2023 school year.

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

School administration and the Literacy Coach will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following
observations, school administration will calibrate and discuss details to provide targeted feedback to teachers
and assist with building teacher instructional capacity

Person responsible for monitoring outcome:

Kelly Roman (kelly.roman@osceolaschools.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.)

The evidence-based interventions being implemented for this Area of Focus are targeted scheduled classroom grouping, weekly in-school interventions, after school remediation, additional department PLC team, schoolwide focus on reading, common bellwork and formative assessments and weekly Literacy Coach push-in support. There is a strong focus on department commonality and explicit instruction.

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

Schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning and effectiveness of the team (William, 2007 & Marzano, 2003).

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.

School administration and the Literacy Coach will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions.

Person Responsible: Kelly Roman (kelly.roman@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Most up to date assessment data will be reviewed and next steps for improvement will be identified. May 2024.

School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity

Person Responsible: Kelly Roman (kelly.roman@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

The Literacy Coach will conduct a full coaching cycle with all Category 1 ELA teachers.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

The ELA Team will utilize common formative assessments and a focus on writing to provide individualized support for students. The Literacy Coach and Principal will monitor lesson plans and conduct classroom walkthroughs to ensure effectiveness.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

#2. Instructional Practice specifically relating to Math

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.

Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's Math performance.

The structure of our school provides students with the opportunity to participate in a dual enrollment technical program. A vast majority of the technical certification programs require our students to have a strong conceptual understanding of the basic math skills and processes. This Area of Focus was identified to align with the District's strategic plan goals.

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

The intended outcome for Math overall achievement for the 2023 - 2024 school is to improve achievement to 85% by the end of the year, which is a goal of a 17% increase from the 2022 - 2023 school year.

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

School administration, Math Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observation school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.

Person responsible for monitoring outcome:

Juanita McCall (juanita.mccall@osceolaschools.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.)

The evidence-based interventions being implemented for this Area of Focus are targeted scheduled classroom grouping, weekly in-school interventions, after school remediation, additional department PLC team, schoolwide focus on reading, common bellwork and formative assessments and FNSI framework implementation. There is a strong focus on worked problems and text annotation regarding mathematics word problems.

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

A worked example provides students with a step-by-step guidelines for finding the solution. An aim is to enable students to focus on discrete problem-solving tasks, rather than attempting to hold each of the steps in their working memory while solving a complex problem (Visible Learning, 2023).

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.

School administration and the will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Most up to date assessment data will be reviewed and next steps for improvement will be identified. May 2024

School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

The Literacy Coach will conduct a full coaching cycle with all Category 1 Math teachers.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of the first semester, December 2023. Instructional feedback will be shared with administrators and additional support for teacher's capacity will be provided

The Geometry and Algebra 1 teaches will work with FNSI to incorporate best practices and gather assessment data.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings and at FNSI collaboration meetings from September 2023 - May 2024.

Targeted students in Algebra 1, Geometry and students in need of a Math concordant score will patriciate in weekly MTSS small group intervention.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: December 2023 and May 2024

#3. Instructional Practice specifically relating to Science

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.

Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's Science performance.

In the ever-changing world of education and the workforce, there has been a push for more STEM related jobs and industries. The vision of our school is to equip every student to be future ready. Thus, requiring students a strong conceptual understanding of the basic scientific skills and processes to thrive in compete in today's society. This Area of Focus was identified to align with the District's strategic plan goals.

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

The intended outcome for Science overall achievement for the 2023 - 2024 school is to improve achievement to 93% by the end of the year, which is a goal of a 1% increase from the 2022 - 2023 school year.

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

School administration, Science Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.

Person responsible for monitoring outcome:

Juanita McCall (juanita.mccall@osceolaschools.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.)

The evidence-based interventions being implemented for this Area of Focus are targeted weekly in-school interventions, after school remediation, additional department PLC time, schoolwide focus on reading, common bellwork and formative assessments.

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

Studies show that analysis of student assessment data serves a critical role in teachers' decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities.

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.

School administration will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Most up to date assessment data will be reviewed and next steps for improvement will be identified. May 2024.

School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

The Literacy Coach will conduct a full coaching cycle with all Category 1 Science teachers.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of semester 1, December 2023.

The Science Team will utilize common formative assessments and a focus on vocabulary to provide individualized support for students. The Assistant Principal will monitor lesson plans and conduct classroom walkthroughs to ensure effectiveness.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

#4. 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.

Area of Focus: Strengthen teachers' ability to collaboratively meet in an effective matter to improve teachers' instructional capacity and student achievement.

If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.

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

The intended outcome for schoolwide Collaborative Learning Teams/Professional Learning Communities for the 2023 - 2024 school is that all teams will improve by 1 stage and operate at stage 6.

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

1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure that time is being used effectively and to evaluate the level of each PLC Team weekly.
2. PLC Seven Stages rubric will be used to measure Pre/Mid/End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.
3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Kelly Roman (kelly.roman@osceolaschools.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.)

The evidence-based intervention for this Area of Focus targeted support for each PLC team from the PLC Facilitator and leadership team observation and participation in all PLCs. The leadership team conducts rotating observation to provide immediate feedback and coaching.

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

According to Hattie (2023) teacher collaboration in planning and evaluating lessons and outcomes has a positive impact on student achievement.

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.

Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure that time is being used effectively and to evaluate the level of each PLC Team weekly.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data and observations notes will be reviewed at weekly leadership team meetings.

PLC Seven Stages rubric will be used to measure Pre/Mid/End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.

Person Responsible: Kelly Roman (kelly.roman@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data will be reviewed at monthly Stocktake meetings from September 2023 - May 2024.

School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.

Person Responsible: Juanita McCall (juanita.mccall@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year.

A PLC observation plan will be created to ensure that a member of the leadership team is attending each subject area PLC. Notes will be tracked and feedback will be provided.

Person Responsible: Kelly Roman (kelly.roman@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data and observation notes will be reviewed at weekly leadership team meetings.

#5. 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.

Area of Focus: Strengthen students' sense of belonging by fostering more positive student-teacher and peer-peer relationships schoolwide.

Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. For the 2022-2023 Panorama Survey showed a 40% of students answered favorably about school belonging. Improvement in this area will be achieved by fostering a safe environment, strong student and staff relationships, and supports for learning.

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

The intended outcome for the 2023-2024 school year is for 45% or more students to answer favorably about school belonging on the Panaroma survey, which will result in a 5% increase from data gathered during the 2022-2023 school year.

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

AII surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. Additionally, the leadership team will conduct a monthly review of PBIS during the Stocktake, behavior and attendance data for subgroups will also be reviewed, and interventions will be developed as required.

Person responsible for monitoring outcome:

Juanita McCall (juanita.mccall@osceolaschools.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.)

A student-teacher mentoring program will be developed in which targeted students, based on behaviors, attendance, academic performance and teacher recommendations will be placed with a caring adult mentor. Students were surveyed to identified areas of stress and frustration. School counselors will utilized the data gathered to developed small focus groups. Lastly, schoolwide PBIS efforts will be increased to provide more opportunity for "school connectedness".

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

According to Hattie student-teacher relationships have an effect size of 0.62.The extent to which students feel respected, included, accepted, and encouraged by others in the social environment of school. Also called "school connectedness," this affective relationship to the culture of school has been shown to shape a student's emotional, behavioral, and cognitive engagement with schooling (Visible Learning, 2023).

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. |

All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.

Person Responsible: Amy Shiver (amy.shiver@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Survey data will be analyzed in October 2023 and February 2024.

The leadership team will conduct a monthly review of PBIS during the Stocktake, behavior and attendance data for subgroups will also be reviewed, and interventions will be developed as required.

Person Responsible: Morgana Crotty (morgana.crotty@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data and observations will be reviewed monthly from September 2023 - May 2024.

School Counselors and the Social Worker will facilitate small groups based on topics that outlined in student surveys in which students indicated needing additional support.

Person Responsible: Amy Shiver (amy.shiver@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data and observations will be reviewed monthly from September 2023 - May 2024.

A student-teacher mentoring program will be created to provide support for identified students and increase their self of belonging. Students will meet with mentors on a biweekly basis to check grades and discuss any concerns. Data gathered from mentor-mentee checkins will be reviewed biweekly at MTSS meetings.

Person Responsible: Rebeca Arias (rebeca.arias@osceolaschools.net)

By When: By the end of the 2023 - 2024 school year. Data and observations from mentors will be reviewed monthly from September 2023 - May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

PATHS was not identified as ATSI.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our school strives to involve all parents and key stakeholders in the planning, review, and improvement of the SIP and Title I programs. All parents are invited to attend meetings and events through flyers, school marquee, school website and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Professional & Technical High School recognizes that families have varying work, personal and family schedules. Throughout the school year, we will offer various events and activities on a variety of weekly nights and mornings offered at different times. School meetings, regarding Title i will be offered on different days and two different times to accommodate different work schedules.

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 III of the SIP. (ESSA 1114(b)(7)ii))

At the beginning of the year school administration develops a professional development plan to identify the professional development needs of teachers to ensure high levels of instruction. Additionally, curriculum being used at the school is addressed at the school SAC and PTO meetings. At our Title I Annual Meeting, a PowerPoint is shared with the parents and families regarding information on the standards the child is expected to achieve, what the child is learning, how the children are being evaluated, and how to get in touch with the teacher.

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). (ESSA 1114(b)(5))

PATHS will coordinate the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of post secondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

School counselors are available to open office hours to provide mental health counseling services for students on a need basis. The school Social Worker is available on campus once a week to provide an additional layer of mental health support for students. Counselors facilitate monthly wellness Wednesday lessons to provide knowledge and coping mechanisms on various topics. Additionally, school counselors facilitate small groups and provide counseling and guidance on topics shared in student surveys.

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. (ESSA 1114(b)(7)(iii)(II))

College & Career Counselor, Mrs. Crotty follows the scope and sequence outlined in the District to facilitate Xello lessons. Xello serves as the school's college & career exploration platform. Additionally, the school has a built in partnership with Osceola Technical College (oTECH) in which students take dual enrollment classes at oTECH. These dual enrollment classes provide students with opportunity to earn industry certifications.

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 ESSA 1114(b)(7)(iii)(III).

The school uses the MTSS process to provide tiered supports for identified support. This support includes in-school small group intervention and mentoring. The MTSS teams meets bi-weekly to review data and progress monitoring. Additionally, the support facilitator provides individualized push-in support for students with IEPs.

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. (ESSA 1114(b)(7)(iii)(IV))

School administration developed a survey for teachers to indicate the areas that they believe they are in need of professional development. The survey results, classroom observation notes and District learning cycle walkthrough data is used to develop the schoolwide professional development plan for all teachers and staff.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No