

Manatee County Public Schools

Bayshore High School



2023-24

Schoolwide Improvement Plan (SIP)

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Bayshore High School

5401 34TH ST W, Bradenton, FL 34210

<https://www.manateeschools.net/bayshore>

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.

To provide to all students an education which prepares them to be college and career ready by engaging them in rigorous academic work that promotes student achievement.

Provide the school's vision statement.

Creating personalized educational experiences and developing productive life-long learners contributing to a global and technological society.

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
Butler, Wendell	Principal	
Carlson, Dorlinda	Assistant Principal	
Wilson, Robert	Graduation Coach	Monitor and support at-risk graduation students primarily at the 11-12 grade levels. Works on goal setting and career/college development.
Gehlot, Allison	Assistant Principal	Oversees discipline and the MTSS process. In addition, oversees Title 1 compliance.
Joyner, Andrea	School Counselor	
Sancho, Gretta	Teacher, K-12	
Lamar, Amber	Teacher, K-12	
French, Donald	Assistant Principal	
Distelhurst, Andrea	Teacher, K-12	
Lentzke, Rose	Teacher, K-12	
Burtless, Christopher	Teacher, K-12	
Spikes, Lagarius	Attendance/ Social Work	

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.

Input for our school improvement plan is derived from our development of the comprehensive needs assessment for Title 1. This assessment allows us to analyze a variety of progress monitoring data from Aleks and Reading Plus, our district benchmark data and state progress monitoring data, as well as reference attendance and behavior data to make informed decisions to support student learning on campus. We gain input from our stakeholders through staff and parent surveys, as well as through parent feedback forms provided after certain title 1 events. In addition, we solicit input from our school advisory council which is a comprised of parents, teachers, staff, and community/business partners.

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))

School improvement efforts are monitored daily through formal and informal classroom walkthroughs. During this time information is collected regarding the learning environment and specifically what both the student and teacher are doing. To focus on improving student achievement levels we work from a district wide instruction plan that tiers the level of support provided to students that include using Aleks and Acaletics to support our intensive students in Fundamental Math and Algebra 1-A; Lexia Power-Up for our 9th and 10th grade reading intensive courses and Study Island and Performance Learning for our 11th and 12th grade reading students. For ELA we leverage No Red Ink to focus on grammar and vocabulary.com to support extending student understanding of words across content areas. We have monthly department meetings where our teachers are asked to monitor their student growth efforts and discuss instructional strategies. Additionally, we have quarterly instructional leadership meetings that look holistically at our school data and make recommendations to support our schoolwide efforts. With our school improvement efforts we make adjustments at the end of each quarter and in between semesters to support students learning needs.

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	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* 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: C 2019-20: C 2018-19: C 2017-18: C

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	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	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	0	667
One or more suspensions	0	0	0	0	0	0	0	0	0	0	232
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	469
Course failure in Math	0	0	0	0	0	0	0	0	0	0	502
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	563
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	420
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	0	562

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	0	291

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	0	
Students retained two or more times	0	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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	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*	22	44	50	29	48	51	27		
ELA Learning Gains				43			34		
ELA Lowest 25th Percentile				37			25		
Math Achievement*	27	42	38	32	35	38	18		
Math Learning Gains				37			22		
Math Lowest 25th Percentile				37			32		
Science Achievement*	32	64	64	41	45	40	31		
Social Studies Achievement*	41	59	66	44	43	48	45		
Middle School Acceleration					37	44			
Graduation Rate	67	84	89	80	63	61	80		
College and Career Acceleration	50	61	65	60	66	67	31		
ELP Progress	30	41	45	43			36		

* 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)	TSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	67

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	80

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	24	Yes	4	4
ELL	25	Yes	4	1
AMI				
ASN				
BLK	28	Yes	1	1
HSP	35	Yes	1	
MUL	37	Yes	1	
PAC				
WHT	57			

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%
FRL	37	Yes	1	

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	30	Yes	3	3
ELL	32	Yes	3	
AMI				
ASN				
BLK	42			
HSP	41			
MUL	55			
PAC				
WHT	57			
FRL	43			

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	22			27			32	41		67	50	30
SWD	10			17			15	23		15	6	
ELL	7			17			20	23		29	7	30
AMI												
ASN												
BLK	15			21			18	17		34	6	
HSP	17			24			28	38		42	7	28
MUL	34			40							2	

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
PAC												
WHT	39			41			54	65		64	6	
FRL	20			27			30	39		44	7	30

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	29	43	37	32	37	37	41	44		80	60	43
SWD	10	38	35	14	44	39	17	16		79	5	
ELL	8	33	33	22	33	38	22	16		70	38	43
AMI												
ASN												
BLK	22	42	35	20	31	35	56	24		85	68	
HSP	25	39	32	30	34	38	34	39		82	54	44
MUL	48	52		42	42		25	70		91	70	
PAC												
WHT	42	52	69	46	55		56	60		69	64	
FRL	27	43	40	31	36	42	40	44		78	57	37

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	27	34	25	18	22	32	31	45		80	31	36
SWD	8	21	18	8	14	21	20	18		86	17	
ELL	9	31	35	9	18	26	12	15		78	17	36
AMI												
ASN												
BLK	12	22	19	11	21	27	19	23		86	25	
HSP	24	33	29	16	22	37	24	41		80	29	35
MUL	45	25								76	38	
PAC												
WHT	43	44	12	26	19		52	67		78	38	
FRL	24	32	25	18	23	36	30	47		79	30	45

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	20%	44%	-24%	50%	-30%
09	2023 - Spring	22%	46%	-24%	48%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	58%	-22%	50%	-14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	56%	-31%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	64%	-35%	63%	-34%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	58%	-22%	63%	-27%

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.

This year our lowest performance was in reading. Our score last during 21-22 was a 29. A review of the 22-23 data projects us to be somewhere between 17 to 23. Contributing factors include losing 2 reading teacher allocations, being directed to schedule level 2s in reading rather than level 1s, and having 2 new reading teachers. Also for the last several years (since COVID) we have not had the funding to have push-in ESE support in our English classes. This has negatively impacted the performance of our ESE students. We have also had a large growth in our ELL population. While we strive to keep a reasonable class size, the growth in the ELL population has outstripped our ESOL teachers' capacity.

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

Our graduation rate showed the biggest decline. Our graduation rate was 80% in 21-20 and fell to 67% in 22-23. Poor attendance and lack of engagement are researched-based reasons why people drop out of school and Bayshore High School is no exception. While our attendance was up last year (22-23) from the previous year, it was still well below our normal from before COVID. In addition, many of our students took jobs during COVID as their parents could not find work or were ill. After COVID, many of our students did not return to school and chose to stay in the work world. Finally, this was the first year since COVID that students had to meet assessment graduation requirements again. This led to a very low cohort graduation rate.

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.

Review our data over the 22-23 school term to that of 21-22, Biology provided the largest gap at a -35% difference, followed by ELA 10 at a -30% difference and USH at a -27% difference. A large majority of our students lack skills in reading comprehension, integration of knowledge and ideas, vocabulary, grammar and language. The combination of these factors greatly reduces our student's likelihood of scoring a level 3 (proficiency).

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

BHS did not improve any scores. The math scores only declined by 1 point.

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

There are many areas to be concerned about in our early warning data. 48% of our students are at risk in ELA or math for course failure. 46% of our students are at risk due to their attendance. In addition, 10% of our students with disabilities have 3 or more risk factors and 9% of our English language learners have 3 or more risk factors to overcome to reach graduation.

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

Our highest priorities include all of our assessment scores, so we must make an impact on tier 1 instruction. In addition, our students must pass their math and English classes to develop the skills they need to pass the assessments and to earn the credits they need to graduate. We must also address the 46% of our students that are at risk due to their attendance. Our at risk data is in line with our federal index groups under 40%, so another area of concern must be English Language learners and Students with disabilities.

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.

AVID is a system that's goal is to close the opportunity gap by preparing all students for college and career readiness in a global society, AVID (Advancement Via Individual Determination) fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. AVID's professional learning is high quality and covers all content areas and all levels. It teaches research-based instructional strategies and comes with well packaged, easy to use resources. These tools help educators provide the supports our students need to achieve their goals. AVID also provides a framework of shared school leadership. Since AVID specifies all students, it certainly applies to our English Language Learners. Students who are learning English receive the same high quality instruction and have the benefit of the same expectations while receiving the support of AVID strategies and ESOL accommodations. AVID is also helpful for our students with disabilities as they also receive high quality instruction throughout their day and the support of AVID strategies and instruction in writing, inquiry, collaboration, organization, and reading.

Likewise, CHAMPS is a Behavioral Management system that improves behavior and strengthens learner engagement through a system of closely defined expectations. The system organizes procedures, routines, and rules in an comprehensible way allowing students to understand expectations. CHAMPS stands for conversation, help, activity, movement, participation, and success. All students are able to access the rubric and determine how they can participate successfully within the classroom. CHAMPS is a helpful framework for ELLs because they are coming from different countries with different cultural expectations. Utilizing CHAMPS allows them to quickly determine how they should react in a classroom where they might otherwise be confused or act inappropriately inadvertently. CHAMPS is also valuable for students with disabilities who may struggle with regulating their behavior.

Measurable Outcome:

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

By the end of quarter 1, all students will be introduced to the WICOR strategies across all grade levels and content areas. All teachers will create a schoolwide expectation for a common language and practice with using the strategies. Additionally, using CHAMPS, we will see a 10% reduction in classroom disruptions resulting in referrals or student removals.

Monitoring:

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

Our methods for monitoring high-quality instruction includes:

- *Monitoring lesson plans to insure engaging, standards-based strategies are being used to teach the appropriate standards

- *Ensuring administrations' visibility in the classrooms to include walk throughs and observations, as well as drop ins

Second we will monitor student behavior through our MTSS process, specifically your IST team in reviewing discipline data will be able to determine frequency of behaviors for students holistically and on an individual basis. Likewise, the data will allow us to support classroom management for teachers by providing reinforcement of best practices in their class correlating with their CHAMPS routines.

Person responsible for monitoring outcome:

Allison Gehlot (gehlot@manateeschools.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.)

Florida Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS starts with strong high-quality tier 1 culture-building. If the tier 1 culture is not solid, then the students who don't buy into the culture will overwhelmed the system and the school culture cannot move students forward appropriately. In addition, attendance data, discipline data, tardies, engagement, and collaboration are all factors that lead to a functional culture-based MTSS.

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.

Attendance will be monitored and checked for compliance with tier one expectations.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: Attendance is monitored beginning at the end of the ten-day count. At the end of each week, students are separated into tier 1-3. Tier 2/3 attendance is addressed by GETS.

All teachers will set up CHAMPS expectations in their classrooms. Evidence that teachers have accomplished this expectation will be in the form of the CHAMPS expectations hanging in their room.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: All teachers will have expectations hanging in their room by progress reports in Qtr 1.

All teachers will use AVID strategies and treat all students as AVID students even if they are not in the elective.

Person Responsible: Robert Wilson (wilsonr@manateeschools.net)

By When: During the first two weeks of school, teachers will teach a different AVID lesson to their students each day for a week. Afterwards, teachers' lesson plans must include AVID strategies.

New teachers need to be trained on AVID strategies until they can go to AVID Summer Institute.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: New teachers must attend 80% of the after school "Learn and Earns." They must speak to their corresponding supervising administrator if they are going to miss a session.

Monitor teachers for understanding of CHAMPS.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: Teachers who have a tier 3 number of referrals in their rooms will have CHAMPS training and supports by one of the deans.

Students who have a tier 2/3 number of referrals will receive remedial training and supports from one of the deans.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: Students will be tiered twice a quarter and retrained and monitored.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Tier 1 standards-based instruction is at the heart of every school improvement effort. Tier 1 instruction reaches every student and makes the biggest impact. If instruction is engaging, rigorous, and scaffolded to reduce misconceptions, and based in the standards, it will make an impact. Tier 1 instruction applies to English Language learners, though it may need to be scaffolded more and require appropriate ESOL accommodations. Tier 1 instruction also applies to students with disabilities, though it may also require more scaffolding, explicit teaching, and ESE accommodations.

Measurable Outcome:

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

Reading proficiency will increase from 23% to 36%. Math will increase from 31% to 41%. US History scores will increase from 36% to 46%. Biology scores will increase from 29% to 45%. We will be setting our baseline writing score this year.

Monitoring:

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

Our methods for monitoring high-quality instruction includes:

- *Monitoring lesson plans to insure engaging, standards-based strategies are being used to teach the appropriate standards
- *Ensuring administrations' visibility in the classrooms to include walk throughs and observations, as well as drop ins
- *Ensuring fidelity of instructional programming
- *Facilitated planning for tested areas to determine best strategies, areas for acceleration, and areas to remediate.
- *Ensure universal use of instructional non-negotiables such as common board configuration, essential question, standard being taught, the KUD of the day, and the agenda.

Person responsible for monitoring outcome:

Wendell Butler (butlerw@manateeschools.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.)

Florida's Multi-Tiered System of Support (MTSS)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS starts with strong high-quality tier 1 instruction. If the tier 1 instruction is not solid, then the system will be overwhelmed and cannot function properly. In addition, assessment data, identification of students who need additional or different instruction, focused instruction on the deficiencies in instruction, and collaboration to determine these items is all crucial to a functional MTSS.

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.

Monitoring lesson plans to insure engaging, standards-based strategies are being used to teach the appropriate standards.

Person Responsible: Wendell Butler (butlerw@manateeschools.net)

By When: Teacher lesson plans are monitored on a weekly basis with the mindset that they are always improving. Administrators coach teachers' throughout the year toward writing engaging, standards-based plans of instruction.

Ensuring administrations visibility in the classrooms to include walk throughs and observations, as well as drop ins. Classrooms are visited early and often, with and without notice.

Person Responsible: Wendell Butler (butlerw@manateeschools.net)

By When: Formal visits begin as soon as administrators are trained and occur throughout the entire year. Informal walk throughs occur immediately.

Ensuring fidelity of instructional programming. Walk classrooms utilizing a look for sheet and check instructional reports if they are available.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Fidelity checks occur on a weekly basis by reviewing reports. Teachers are visited bi-monthly and the administrator will utilize a look-for walkthrough sheet.

Facilitated planning for tested areas to determine best strategies, areas for acceleration, and areas to remediate. PLCs are beginning this year in English 2, who will meet bi-monthly with facilitated support from Jennifer Johnson and Lindy Carlson. In second semester, English 1 will also begin PLCs.

Person Responsible: Wendell Butler (butlerw@manateeschools.net)

By When: Planning should occur on a monthly basis at a minimum.

Ensure universal use of instructional non-negotiables such as common board configuration, essential question, standard being taught, the KUD of the day, and the agenda. Have classes for teachers who do not understand the portion of the common board configuration they are missing (i.e. essential question).

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Spot checks by building will occur on a bi-monthly basis. Classes will occur on an as needed basis.

#3. Graduation specifically relating to Graduation

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.

Students are at risk of not graduating due to their attendance and their failure of their math and English courses. 9% of our English Language learners and 10% of our students with disabilities have 3 or more risk factors that endanger their graduation.

Measurable Outcome:

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

BHS will reduce the number of students who are at risk for their attendance by 20% including those students in the English Language Learner and students with disabilities categories. We will reduce failures in English and math classes by 20%, including in the English Language Learners and students with disabilities category.

Monitoring:

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

The focus area of Tier 2 and 3 Absences and Tier 2 and 3 failure of Math and English classes will be monitored:

- *weekly and GETs assigned to visit Tier 2 (when possible) and Tier 3 absentees.
- *by educating parents on expectations of attendance and the dangers of absenteeism.
- *grades will be monitored weekly by the graduation coach.
- *using their binders to write down important class information in Math and English.
- *by personally inviting them to subject tutoring and reporting attendance to graduation coach and the parent.
- *by encouraging them to attend Bruin Life if appropriate to address their needs.

Person responsible for monitoring outcome:

Allison Gehlot (gehlot@manateeschools.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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier 1 absenteeism and grades are not concerning. When absenteeism and grades start to depart from the norm, then we need to let students and parents know that we notice. Sometimes noticing is enough to pull students back to Tier 1. Sometimes we can catch an issue a student is experiencing before it becomes a problem. Once it becomes a problem, students must have specific actionable steps to overcome barriers.

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.

Attendance will be monitored weekly and GETs assigned to visit Tier 2 (when possible) and Tier 3 absentees.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: Attendance will be monitored weekly and GSTs assigned weekly as well.

Tier 2 and 3 students' parents will be educated on expectations of attendance and the dangers of absenteeism.

Person Responsible: Robert Wilson (wilsonr@manateeschools.net)

By When: Weekly as a student becomes a Tier 2 or a Tier 3 student

Tier 2 and 3 students at risk in English and math will be monitored by the graduation coach.

Person Responsible: Robert Wilson (wilsonr@manateeschools.net)

By When: Grades will be monitored weekly. Parents and school counselors will be informed to take the action appropriate for each student.

Tier 2 and 3 students must use their agenda to write down important class information in Math and English

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: All English and Math teachers will be tasked with having their students fill out their agendas.

Tier 2 and 3 students at risk of failing math and English will receive personal invitations to tutoring and those who agree to attend will have attendance monitored by tutors and reported back to parents.

Person Responsible: Andrea Joyner (joynera@manateeschools.net)

By When: Students and parents receive their information on tutoring from counselors' weekly report from the grad coach. Tutors report attendance to the tutor coordinator to inform parents.

Tier 2 and 3 students will be encouraged to attend Bruin Life if appropriate to address their needs.

Person Responsible: Andrea Joyner (joynera@manateeschools.net)

By When: Students will be introduced to Bruin Life as it becomes likely that a student needs additional support and opportunities to make up work and classes.

#4. 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.

When reviewing our school data and student power index, it would take us 2.0 students to move our school grade 1% point towards our overall school improvement goals. Students who experience ongoing rigor increase their ability to read complex texts and solve complex problems. As a result, students have greater opportunities and greater academic success across content areas such as science (biology).

Measurable Outcome:

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

Increase the number of students scoring at proficiency or higher on the Biology 1 BEST EOC by 15%: (45%).

Monitoring:

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

Our methods for monitoring high-quality instruction includes:

- *Monitoring lesson plans to insure engaging, standards-based strategies are being used to teach the appropriate standards
- *Ensuring administrations' visibility in the classrooms to include walk throughs and observations, as well as drop ins
- *Ensuring fidelity of instructional programming
- *Facilitated planning for tested areas to determine best strategies, areas for acceleration, and areas to remediate.
- *Ensure universal use of instructional non-negotiables such as common board configuration, essential question, standard being taught, the KUD of the day, and the agenda.

Person responsible for monitoring outcome:

Andrea Distelhurst (distelhursta@manateeschools.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.)

Some of the evidence-based strategies the biology teachers will use to increase scores include writing, in this case, including a minimum of one lab report that contains analysis for the first three quarters of the year. Science will also use appropriate graphic organizers to aid students in becoming proficient in analysis. In addition, vocabulary acquisition is imperative. We use interactive word walls on the most important words per unit. We use district benchmarks and, when necessary, additional department common assessments on power benchmarks. In addition, students will use Performance Learning Biology Standards to reinforce their content knowledge.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to our traditionally low reading scores, we work to increase our students' reading comprehension and reading fluency. Writing and vocabulary are an important part of building these skills. We believe content-specific writing, developing analysis skills, and increasing vocabulary acquisition will improve students' ability to perform on the test. District benchmarks will help us identify student deficiencies and when we receive results, we will mediate and then check for improvement through common assessments. Finally, we will reinforce the content knowledge through repetition of facts through Performance Learning.

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.

Collaborative planning provided during the school day quarterly for biology teachers to discuss best practices, create common lessons, and assessments to monitor student progress and growth.

Person Responsible: Allison Gehlot (gehlot@manateeschools.net)

By When: Ongoing collaborative process that will end April 2024.

Leverage the use of interactive word walls to highlight and teach key academic words and phrases specific to the content.

Person Responsible: Andrea Distelhurst (distelhursta@manateeschools.net)

By When: Ongoing process that will end April 2024.

#5. ESSA Subgroup specifically relating to English Language Learners

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.

Another Area of Focus is our English Language Learners. Our ELL students are below 41% this year, but have not been under 31% for three years.

Measurable Outcome:

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

BHS wants to raise the achievement of our ELLS in the area of learning gains by 5%. Since we do not have learning gains for our baseline year, we will be monitoring this figure based on last year's proficiency levels.

Monitoring:

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

Students are scheduled into ESOL classes based on IPT/ACCESS scores, have tutoring options, and have push in help in ELA classes.

Person responsible for monitoring outcome:

Dorlinda Carlson (carlsonl@manateeschools.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.)

Florida Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida's MTSS ensures that the students with the highest needs get only the help they need. It is crucial that ESOL students perform up to the level they are capable of. A tier 1 student should not be receiving tier 3 interventions if they do not need them. The tier system also ensures that students can be moved up and down the tiers as they need support and back to tier one in areas where they have a solid understanding.

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.

ELL students must be tested yearly to determine their level and develop goals. Students will be placed in ESOL English, ELD or DLA classes, and potentially Spanish for Spanish Speakers. A student could end up in three language classes based on their needs.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: ELL students will be tested during district testing windows and within 20 days when they first enroll.

ELL students will have specialized tutoring through our after-school ESOL tutoring and through Paper.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Tutoring will be available for ESOL students by the week after the 1st Qtr progress reports. Paper will be available at the same time.

Students who qualify (As and Bs in English) will be placed in Spanish for Spanish Speakers to increase their understanding of their home language and thereby improve their understanding of English.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Students will be scheduled in classes prior to the beginning of school.

Teachers are prompted to place students in the correct WIDA categories based on ACCESS scores. Teachers will also use the new ELLlevation program to scaffold student work and use the information to best determine the appropriate accommodations for students.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Classroom instruction daily SY2324.

#6. ESSA Subgroup specifically relating to Students with Disabilities

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.

One area of focus is our students with disabilities. For the last three years, our ESSA for students with disabilities has been below 31%.

Measurable Outcome:

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

BHS wants to raise the achievement of our students with disabilities in the area of learning gains by 5%. Since we do not have learning gains for our baseline year, we will be monitoring this figure based on last year's proficiency levels.

Monitoring:

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

Students are scheduled into Learning Strategies classes based on their IEP an other performance criteria, have tutoring options, and have push in help in ELA classes.

Person responsible for monitoring outcome:

Donald French (frenchd@manateeschools.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.)

Florida Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida's MTSS ensures that the students with the highest needs get only the help they need. It is crucial thatv ESE students perform up to the level they are capable of. A tier 1 student should not be receiving tier 3 interventions if they do not need them. The tier system also ensures that students can be moved up and down the tiers as they need support and back to tier one in areas where they have a solid understanding.

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.

Students will be scheduled into Learning Strategies based on their IEP.

Person Responsible: Dorlinda Carlson (carlsonl@manateeschools.net)

By When: Students will be scheduled as much as possible prior to the beginning of school.

Tutoring will be available for students with disabilities.

Person Responsible: Andrea Joyner (joynera@manateeschools.net)

By When: Tutoring will be set up and ready to run the week after Q1 progress reports. Paper will also be ready to have ESE students use it.

For students in need of tier 2 and 3 intervention, an ESE teacher will push into their English classroom

Person Responsible: Donald French (frenchd@manateeschools.net)

By When: As soon as possible but prior to the Progress reports for 1st Qtr.

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).

State funds are not provided to assist TSI schools. However, local funds are provided to schools based on PPA in the School District of Manatee County (Mission Critical). These funds are used to address areas of focus to support Federal Index Groups that are performing below 41% proficiency. Once schools are given an allocation school leadership team in collaboration with the Executive Directors of Elementary and Secondary review plans and ensure resources are used appropriately.

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.

The SIP is provided to parents at our SAC meetings, where it is annually reviewed and tentatively approved. In addition, we receive annual survey and feedback data from our parents and other stakeholders that help to drive our Title 1 CNA and budget to support school improvement efforts. Both the SIP and PFEP are reviewed during our Annual Title 1 Meeting and copies are made available for parents to take. Finally, copies of the SIP are posted on our schools webpage or can be emailed or mailed to parents at their request. A physical copy is also kept at the front desk for parents to review.

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))

We plan to build positive relationships with parents through our school and community events such as the Annual Title One Meeting, New Student Orientation, Back to School Night, AVID Meetings, Parent University Meetings, College Night, Family Financial Aid Night, Choice/AICE Night, and our annual Awards Ceremony among other opportunities.

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)

The process through which school leadership identifies and aligns all available resources to meet the needs of all students and maximizes student outcomes begins with a detailed analysis of data. The data set includes, but is not limited to, FAST, EOC, Quarterly Benchmarks, and data that is produced through student use of a variety of programs such as Lexia PowerUp, Aleks, Acaletics, Performance Learning, No Red Ink, WriteScore, and Study Island. Analysis reveals areas of strength and areas in need of improvement. Data is analyzed by school, by student, by teacher, and by strand. The subsequent analysis provides BHS' goals for improvement. Those goals are translated for staff by the administrative and instructional leadership teams.

Once priorities have been established, resources are allocated accordingly. Department meetings are held for teachers of FAST in order to facilitate meetings during which progress toward articulated goals can be monitored and plans for improvement implemented, modified, and evaluated. Ongoing professional development to improve instructional practices is based on AVID and funded through Title I. Targeted sessions meet monthly on Mondays throughout the year. A resource teacher was added to support the acceleration of learning and differentiated instruction opportunities. An additional GET was added to support students falling into Early Warning indicators to maintain on-track graduation requirements.

Implementing the discipline plan with a focus of fair, firm, and consistent is the responsibility of administration. Improvement and Accountability is the responsibility of Administration and ILT.

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))

The process for developing our SIP and Title 1 plan are consistent with the policies set forth by our LEA. This includes stakeholder input via surveys, feedback forms, and SAC meetings. Their suggestions are taken into consideration as the plans are developed to best address the needs of the students, staff, and families for the communities we serve. We take into consideration our partnerships with local business and community partners and work to leverage them to support our stakeholder needs. Additionally, we work with our local post-secondary and technical colleges to provide our students exposure and access to the programs offered through them.

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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Graduation: Graduation	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00

5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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