

Miami-Dade County Public Schools

COPE CENTER NORTH



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Continuing Opportunities for Purposeful Education (C.O.P.E.) Center North endeavors to create a culture where children are nurtured, supported, educated and respected. Throughout the school year we challenge our students to use the discovery process to learn more about themselves while simultaneously constructing an understanding of subject matter imparted via simulations, demonstrations, explicit explanations and representations. The C.O.P.E. community teaches self and parental awareness as well as social responsibility. Our faculty and staff prepare our students to transform the world beginning with their own well-being, reaching forward to transform their community, their state and the universe.

Provide the school's vision statement

Continuing Opportunities for Purposeful Education (C.O.P.E.) Center North empowers students to become change agents that enter the real world equipped with knowledge, expertise, consciousness, values and social justice mindfulness. Our students are the innovators, leaders, entrepreneurs, engineers and pioneers of the 21st Century.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Ebony N. Dunn

Position Title

Principal

Job Duties and Responsibilities

The job duties and responsibilities of the principal are to oversee all aspects of the daily operational and academic functions of the school-site.

The principal is also responsible for monitoring the leadership team to ensure proper implementation

and execution of all components of the SIP.

Leadership Team Member #2

Employee's Name

Kecia Smith-Blissett

Position Title

Administrative Support

Job Duties and Responsibilities

The job responsibilities and duties as it relates to SIP implementation include monitoring and analyzing the outcomes of each area of focus within the positive culture and environment section.

Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that support the mental health of all stakeholders and provide an overall sustainable and positive culture.

Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section.

Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

Leadership Team Member #3

Employee's Name

Kizzy Thomas-Spratley

Position Title

School Social Worker

Job Duties and Responsibilities

The job responsibilities and duties as it relates to SIP implementation include monitoring and analyzing the outcomes of each area of focus within the positive culture and environment section.

Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that support the mental health of all stakeholders and provide an overall sustainable and positive culture.

Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section.

Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

Leadership Team Member #4

Employee's Name

Nicole Walker

Position Title

School Counselor

Job Duties and Responsibilities

The job responsibilities and duties as it relates to SIP implementation include monitoring and analyzing the outcomes of each area of focus within the positive culture and environment section.

Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that support the mental health of all stakeholders and provide an overall sustainable and positive culture.

Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section.

Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

Leadership Team Member #5

Employee's Name

Sandra Merkerson

Position Title

School Counselor

Job Duties and Responsibilities

The job responsibilities and duties as it relates to SIP implementation include monitoring and analyzing the outcomes of each area of focus within the positive culture and environment section.

Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that support the mental health of all stakeholders and provide an overall sustainable and positive culture.

Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section.

Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

In effort to involve all stakeholders in the SIP Developmental process the following actions are implemented: (1) School Principal invites new and returning instructional members to participate through a yearly interest email. (2) Title 1/Schoolwide Social Media Communications to involve parents and community partners in the process. (3) Educational Excellence School Advisory Council (EESAC) which invites school staff, parents, students, families and community leaders to monthly meetings to further collaborate and improve educational development and involvement through SIP Phases.

SIP Monitoring

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

To effectively monitor SIP Implementation and impact increased student achievement in meeting state academic standards; specifically targeting Level 1 students the following will be implemented: (1) SIP Committee Introduction of Team and Plans for Improvement during Opening of School (2) SIP Committee representation will collaborate with Leadership Team quarterly meetings (3) SIP Progress Monitoring quarterly check prior to progress report distribution, (4) SIP Reflection Check prior to closing of each grading period. (5) SIP Committee representation will collaborate with Activities Director and or Activities Chairperson throughout the school year to ensure continuous improvement on all implemented areas of focus.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	100.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days									0	0
One or more suspensions									0	0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

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

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days								1		1
One or more suspensions										0
Course failure in ELA								1		1
Course failure in Math								1		1
Level 1 on statewide ELA assessment								1		1
Level 1 on statewide Math assessment								1		1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										1

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	2	2	2	0	6
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)		2			2
Course failure in Math					0
Level 1 on statewide ELA assessment		3	4		7
Level 1 on statewide Algebra assessment		0	0		0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	3	0	0	5

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	1	0	0	2
Students retained two or more times	1	0	1	1	3

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**			
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	
ELA Achievement *	60		55		55		50		54	51
ELA Grade 3 Achievement **										
ELA Learning Gains	58		57							
ELA Learning Gains Lowest 25%	55		55							
Math Achievement *	51		45		43		38		10	42
Math Learning Gains	50		47							
Math Learning Gains Lowest 25%	56		49							
Science Achievement *	68		68		62		64		41	40
Social Studies Achievement *	73		71	30	69		66		56	48
Graduation Rate	0	92	90	0	89		89	0	56	61
Middle School Acceleration									56	44
College and Career Readiness	74		67		70		65		67	67
ELP Progress	57		49		49		45			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	0%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	0
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	0%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
0%	15%	5%	0%		25%	8%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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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%
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Economically Disadvantaged Students

0%

Yes

4

4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

English Language Learners

Native American Students

Asian Students

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%
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	0%	Yes	3	3

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students												
										0%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students											30%		0%
Economically Disadvantaged Students													0%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students					10%						0%		
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students											0%		

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	55%	-46%	50%	-41%
History		36%	70%	-34%	67%	-31%
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	17%	-17%	16%	-16%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	18%	-9%	17%	-8%

III. Planning for Improvement

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

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

Most Improvement

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

The B.E.S.T. Algebra 1 data component showed the most improvement.

According to the Florida Reporting System, students scoring at a level 3 or higher increased from 0% in the 22-23 SY to 9% during the 23-24 SY.

With the implementation of Data Driven decisions, we were able to retrieve students' data results from Topic Assessments. We quickly addressed students' weakest benchmarks through interventions and strategic groupings. After addressing students' weaknesses, they were tested to see if they were successful on those particular benchmarks.

Lowest Performance

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

The lowest performing data component was the FAST ELA PM3 for grades 9 and 10.

According to the Florida Reporting System, results showed an increase of Level 1s from 61% to 70%, a decrease of level 2s from 28% to 20% and a decrease in students performing on grade level at level 3 from 11% to 10%.

One major contributing factor for the low performance is student attendance. When students are not in attendance, teachers are challenged with delivering instruction fully and in a timely manner. Teachers are also not able to fully deliver interventions to address lowest benchmarks when students are absent.

Greatest Decline

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

The FAST ELA PM3 for grades 9 and 10 showed the greatest decline from the previous year.

According to the Florida Reporting System, results showed an increase of Level 1s from 61% to 70%, a decrease of level 2s from 28% to 20% and a decrease in students performing on grade level at level 3 from 11% to 10%.

One major factor that contributed to the decline is student attendance. 87% of our students have 15 or more absences. When students are not in attendance, teachers are challenged with delivering instruction fully and in a timely manner. Teachers are also not able to fully deliver interventions to address lowest benchmarks when students are absent.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Geometry. 0% of our students scored at proficiency (Level 3 or above) compared to the state average of 56%.

Contributing factors for this gap is student attendance. When students are absent, they miss out on instruction. Interventions are also not able to be delivered when students don't come to school.

EWS Areas of Concern

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

Upon reflecting on the EWS data, student attendance is an area of concern. According to PowerBi, 86% of the students had 15 or more absences during the 23-24 SY.

Highest Priorities

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

Our highest priorities for school improvement for the upcoming 24-25SY include student attendance and academic success.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to the 2023-2024 Power-Bi EWI FAST ELA-Reading PM3 data, 10% of 9th-10th grade students earned proficiency in comparison to the Districts 54%. The identified contributing factors to this area of concern include: 70% of students scored Level 1 on FAST PM3, which included (3) Level 1 and (1) Level 2 ELL Students, and (3) ESE students, and 90% of students with 15 or more absences, as evident through Power-Bi EWI.

Measurable Outcome

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

With the implementation of Flexible/Strategic Grouping and Data Driven Decisions to drive Instructional Delivery and Intervention, 40% of 7th-12th grade students are projected to show academic improvement via proficiency or learning gains in ELA on May-June 2025 Spring State Assessments.

Monitoring

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

This Area of Focus will be monitored internally through State Progress Monitoring FAST PM1, PM2 and PM3. Using District Baseline Data, teacher observations, student feedback(Data Chats), Intervention, Differentiated Instruction/Customized instructional delivery to engage and meet student needs.

Teachers will use classroom technology purchased by UniSIG as a resource to assign individualized instruction assignments to students during teacher-led flexible/strategic grouping small group rotations.

Celebration boards will highlight results through resources purchased by UniSIG highlighting student

successes via learning gains, mastery of specified skills and or proficiency on Fall, Spring Assessments including but not limited to PM1, PM2, PM3, MYA Writing Exams, and AP1/2/3.

Teachers will create opportunities to monitor student understanding of genres of literature through real-world exploration via Academic/Cultural fieldtrips sponsored by UniSIG.

Teachers will use student folders (purchased by UniSIG), showcasing student data progress reports, data chats, assessment results and authentic assignments aligned to classroom instruction pacing guides.

Person responsible for monitoring outcome

Kecia Smith-Blissett

Evidence-based Intervention:

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

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

The rationale for selecting Flexible/Strategic Grouping and Data-Driven Decision Making and Intervention practices are to help teachers overcome academic challenges and engage students to embrace their learning styles. As a result of implementing these interventions for the 24-25SY, students will master state benchmarks via FAST/EOC PM3.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

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

Action Step #1

Flexible/Strategic Grouping based on Data Driven Decisions

Person Monitoring:
Kecia Smith-Blissett

By When/Frequency:
August 15, 2024

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

Instructional and non-Instructional support staff will analyze and interpret student data using assessment results. Instructional support staff will create Flexible/Strategic Grouping based on Data Driven Decisions for the purpose of designing Differentiated Instruction and/or Individualized Student Intervention Plans within the learning environment.

Action Step #2

Common Planning

Person Monitoring:
Kecia Smith-Blissett

By When/Frequency:
September 27, 2024

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

Instructional and Non-Instructional support staff will collaborate and use Data-Driven Decisions during Common Planning to create and produce Intervention Flexible/Strategic Groups for the first nine weeks and student folders (resources purchased by UniSIG). Department Chairpersons will submit department groupings electronically to Test Chairperson. UniSIG grant resources support action steps 2 to assure Instructional and Intervention flexible/strategic grouping sessions are managed with fidelity and academic progress learning systems are aligned schoolwide in effort to improve overall student achievement.

Action Step #3

Truancy Monitoring

Person Monitoring:
Nicole Walker

By When/Frequency:
Ongoing from August 2024 - September 27, 2024

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

SIP Committee Representation will meet with the Attendance (ARC) Committee and Student Services to review truancy data bi-weekly in effort to assure Flexible/Strategic grouping goals are met in ELA-Reading and Social Studies. SIP/Student Services will discuss options of engagement and celebrating success for students who meet their Academic Flexible/Strategic goals during Intervention Sessions. UniSIG funds support action steps 3 to engage and celebrate student success for meeting academic goals in the area of ELA-Reading and Social Studies.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 Power-Bi, B.E.S.T./EOC Mathematics showed 9% proficiency for students in 9th-10th grade, in comparison to the District's 54%. The identified contributing factors included: 27% students earned Level 1 and 64% earned Level 2 on B.E.S.T./EOC Mathematics (3) Level 1, (1) Level 2 ELL Students, and (3) ESE students, and 90% of students with 15 or more absences, as evident through Power-Bi EWI.

Measurable Outcome

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

With the implementation of Flexible/Strategic Grouping and Data Driven Decisions to drive Instructional Delivery and Intervention, 30% of 8th-12th grade students are projected to show academic improvement via proficiency or learning gains in Mathematics FAST, PM3/EOC on May-June 2025 Spring State Assessments.

Monitoring

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

This Area of Focus will be monitored internally through State Progress Monitoring FAST PM1, PM2 and PM3. Using District Baseline Data, teacher observations, student feedback(Data Chats), Interventions, Differentiated Instruction/Customized instructional delivery to engage and meet student needs.

Teachers will use classroom technology purchased by UniSIG as a resource to assign individualized instruction assignments to students during teacher-led flexible/strategic grouping small group rotations.

Teachers will create celebration boards purchased by UniSIG to highlight student successes via learning gains, mastery of specified skills and or proficiency on Fall, Spring Assessments including but not limited to PM1/2/3, EOC Exams, Unit Test, MYA and Topic Exams.

Teachers will create opportunities for monitoring of student understanding mathematical terms through real-world problems and exploration via Academic/Cultural fieldtrips and schoolwide projects sponsored by UniSIG.

Teachers will create student folders purchased by UniSIG, showcasing student data progress reports, data chats, assessment results and authentic assignments aligned to classroom instruction pacing

guides.

Person responsible for monitoring outcome

Kecia Smith-Blissett

Evidence-based Intervention:

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

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

The rationale for selecting Flexible/Strategic Grouping and Data-Driven Decision Making and Intervention practices are to help teachers overcome academic challenges and engage students to embrace their learning styles. As a result of implementing these interventions for the 24-25SY, students will master state benchmarks via FAST/EOC PM3.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Flexible/Strategic Grouping

Person Monitoring:

Kecia Smith-Blissett

By When/Frequency:

August 15, 2024

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

Instructional and Non-Instructional support staff will analyze and interpret student data using assessment results. Instructional support staff will create Flexible/Strategic Grouping based on Data

Driven Decisions for the purpose of designing Differentiated Instruction and/or Individualized Student Intervention Plans within the learning environment.

Action Step #2

Common Planning

Person Monitoring:

Kecia Smith

By When/Frequency:

September 27, 2024

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

Instructional and Non-Instructional support staff will collaborate and use Data-Driven Decisions during Common Planning to create and produce the initial rotations of Flexible/Strategic Groups and Individualized Intervention Plans for the first nine weeks and student folders (resources purchased by UniSIG). Department Chairpersons and Interventionist will submit department groupings electronically to Test Chairperson.

Action Step #3

Truancy Monitoring

Person Monitoring:

Nicole Walker

By When/Frequency:

Ongoing August 2024 - September 27, 2024

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

SIP Committee Representation will meet with the Attendance (ARC) Committee and Student Services to review truancy data bi-weekly in effort to assure Flexible/Strategic grouping goals are met in Mathematics and Science. SIP/Student Services will discuss options of engagement and celebrating success for students who meet their academic Flexible/Strategic goals during Intervention Sessions. UniSIG grant funds will be used to expose Level 1 students to Career-Entrepreneurship/Academic Field Trips incorporated to motivate and engage Level 1 students in effort to connect content mathematic specific standards with real-world scenarios.

Area of Focus #3

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

According to Power-BI EWI data report, 87% of students had 15 or more absences in the 23-24SY. The 22-23SY ESSA Subgroup Data Summary, reflects this Economically Disadvantaged (ED) subgroup has missed the target for three years. Based on this data, student attendance is identified as a contributing factor for high numbers of Level 1 and Level 2 students not mastering state benchmark goals.

We will implement consistent attendance incentives for the purpose of building resiliency, improved

health and mental wellness in an effort to target our ED students with 87% attendance with 15 or more absences, as evident in Power-BI. The objective of these strategies is to aide students towards accomplishing their academic and post-secondary goals while improving their overall health and mental wellness.

Measurable Outcome

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

With the implementation of consistent attendance incentives initiatives throughout the school year, improving health and mental wellness through Mindfulness activities, seeking additional Community Partners and effectively utilizing the potential resources from all stakeholders. Our goal is to improve student attendance where we have 80% or less of our students with 15 or more absences.

Monitoring

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

The Attendance Committee (ARC) will monitor and conduct monthly attendance meetings to discuss targeted students.

Attendance Task force will make daily attendance calls to parents regarding student absences and report to ARC committee.

Teachers will conduct parent calls for students not in attendance in excess of 3 days and submit truancy referrals to student counselor for extra support.

ARC committee and SIP committee representatives will promote Entrepreneurship and Career-Training fieldtrips for ED subgroup students who earn 85% or higher attendance per month funded by UniSIG.

The Attendance Committee will create a monthly attendance celebration board/wall to highlight targeted ED subgroup students with perfect attendance monthly.

Person responsible for monitoring outcome

Nicole Walker and Kizzy Thomas-Spratley.

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:

Our school will focus on implementing a Strategic Attendance Initiative, which will involve close monitoring and reporting of student absences. The initiatives will also include calls to parents, and more direct measures including home visits. In an effort to improve mental health and wellness, students will receive counseling, referrals to the Mental Health Coordinator and referrals to outside agencies, as needed. Additionally, incentives for ED subgroup students will be promoted to encourage students to earn 85% or higher attendance.

Rationale:

Our rationale for implementing a Strategic Attendance Initiative is to improve our ED targeted subgroup's attendance through the use of more direct measures to include home visits, referrals for mental health services, and incentives to promote an increased rate of regular attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Collaboration Meeting

Person Monitoring:

Nicole Walker and Kizzy Thomas-Spratley

By When/Frequency:

September 2024

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

The Attendance Review Committee (ARC) Task Force will meet with the faculty and staff to set attendance goals and protocols for the 24-25SY. To support the Schoolwide implementation of consistent attendance incentives, mindfulness activities to improve mental wellness, and effectively utilizing resources from all stakeholders. Initiatives will be promoted and posted via various platforms to improve student attendance where 75% or less of our students have 15 or more absences.

Action Step #2

Attendance Highlights

Person Monitoring:

Kizzy Thomas-Spratley

By When/Frequency:

Ongoing August 2024-June 2025

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

Promotion and Celebration of monthly attendance celebration board/wall to highlight targeted ED subgroup students with perfect attendance each month sponsored by UniSIG. Project Pop-Up projects will be based on survey results and sponsorship through UniSIG. These projects funded by UniSIG will be used to aide in managing students health and mental wellness and giving them a chance to work together and give each other positive reinforcement.

Action Step #3

Student Interests - Clubs and Extracurricular Programming

Person Monitoring:

Nicole Walker

By When/Frequency:

September 2024

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

Based on our rationale for implementing a Strategic Attendance Initiative, the SIP Committee will survey students to identify their interest in clubs, extracurricular programming, entrepreneurship, and post-secondary educational opportunities. These projects funded by UniSIG will be used to support the improvement and management of students' health and mental wellness with positive reinforcement in addition to improving student attendance.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

Area of Focus Description and Rationale

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

According to 23-24SY Power-BI staff report 72% of faculty and staff have five or more absences during the year. However, the School Climate Survey Report Q#27 shows 50% of faculty and staff strongly agree they enjoy working at their school. Therefore, the focus will be to continue to empower teachers and staff by increasing staff attendance, positive retention of staff and physical and mental health.

Measurable Outcome

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

With Empowering and Retention Faculty and Staff strategies, our goal is to reduce the 72% of faculty and staff with 5 or more absences to 50% This outcome will be achieved through strategic goal collaboration with administration and leadership team.

Monitoring

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

Administration will monitor faculty and staff attendance and work collaboratively with staff to improve attendance for the 24-25SY.

Person responsible for monitoring outcome

Dr. Ebony N. Dunn

Evidence-based Intervention:

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

Description of Intervention #1:

For this area of focus, to improve attendance, support will be provided through Empowering Faculty and Staff through collaborative efforts for the 24-25SY.

Rationale:

Positive Faculty and Staff attendance contributes to overall school improvement process. Faculty and staff play a pivotal role in the overall climate and culture of the educational organization.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Sunshine Committee Social Club

Person Monitoring:

Kecia Smith-Blissett

By When/Frequency:

Ongoing August 2024 - June 2025

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

Sunshine Committee will promote monthly schoolwide activities for faculty and staff participation.

Action Step #2

Staff Survey

Person Monitoring:

Yola Menard and Deandra Everett-Offord

By When/Frequency:

September 2024

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

SIP Committee will survey faculty and staff on personal reflections on how staff attendance can be improved for the 24-25SY.

Action Step #3

Celebrate and Recognize

Person Monitoring:

Dr. Ebony N. Dunn

By When/Frequency:

Ongoing August 2024 - June 2025

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

Leadership will celebrate attendance success with certificates during faculty meetings and schoolwide recognition announcements.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

To disseminate the SIP, UniSIG budget and SWP to stakeholders, (e.g., students, families, school staff and leadership and local businesses and organizations) will be invited to monthly EESAC meetings and Title 1 events throughout the school year to receive implementation procedures and updates. Stakeholders will be able to review the SIP publicly from the school's webpage <http://copecenternorth.org/>.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

To continue 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, stakeholders will be notified and invited to participate in all EESAC meetings, Back to School and Open House Community Fair, PFEP-Title 1 promoted monthly Parent-Community activities, monthly school events and quarterly invitations to review students' overall progress. Stakeholders will have access to School Activity information for the 23-24SY via Schoology, school's website page and on all social media platforms and school messenger notifications. The School's Family Engagement Plan will be made available on the school's webpage <http://copecenternorth.org/>.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

To strengthen the academic program in the school specifically targeting ED ESSA subgroup, increase the quality of learning time through an enriched and accelerated curriculum, the evidence-based strategies identified in the Area of Focus (flexible/strategic grouping and Data-Driven Decision Making are projected to address:

The improvement of teachers overcoming academic proficiency challenges and engage students to embrace their learning styles during all phases of all areas of Instructional Delivery with use of resources purchased through UniSIG grant. In addition, students will develop accountability of their attendance and ownership of their educational experience funded by UniSIG as evident in Instructional Practices specifically related to ELA and Mathematics and the targeted Economically Disadvantaged ESSA Subgroup.

To increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, the school plans to use UniSIG fund resources and collaboration with Dade Partners to support meeting the needs of all students (Academic Proficiency, Reduction in the number of student absences, Graduation Requirements met and or Post Secondary Decision Making Opportunities).

How Plan is Developed

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

The School Improvement Plan is developed to support and continuously progress monitor the improved outcomes for all students through use of evidenced based strategies, data driven decision making, strategic problem solving, capacity building, and the implementation of multi-tiered levels of support systems in the areas of: Instructional Practices, ESSA (ED) Economically Disadvantage subgroup, and Positive Culture and Environment.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school ensures that the Student Services Team which consist of academic counselors, social worker and a school nurse develop and implement school and district initiatives, promote activities on a monthly or weekly basis. Counseling, school-based mental health services, specialized support services, mentoring services and other strategies are evident schoolwide and promoted to improve students skills outside the academic subject areas.

Preparing for Postsecondary Opportunities and the Workforce

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

The counselors ensure that all students are productive citizens by awareness of postsecondary opportunities are enhanced through academic advisement, utilizing SCOIR app, postsecondary survey, college and career fair, OJT opportunities, taking Industry certification exam for culinary and CTE dual enrollment courses with DA Dorsey Technical College.

Addressing Problem Behavior and Early Intervening Services

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

A Multi-tiered system of support (RTI) is implemented schoolwide in an effort to prevent and address behavior and early intervention services. Our Intervention Program is a strategic plan developed and implemented yearly with collaborative efforts between school leadership, teachers and student services department. Student data outcomes are reviewed continuously during common planning for the purpose of updating intervention plans and creating flexible/strategic groups for students based on critical areas of need.

The Threat Assessment Team which consists of School Leadership and Student Services meet to discuss preventive behavior measures and or strategies along with addressing problem behavior

monthly in effort to identify the accurate services needed to meet student needs.

Professional Learning and Other Activities

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

Yearly Instructional and non-instructional personnel are required to participate in two mandatory district-wide Professional Learning days. These Professional Learning Sessions allow participants to take in content, process information and demonstrate mastery of their learning. To improve instruction and the use of data from academic assessments reports, internally the SIP Team along with School Leadership disaggregates student outcomes at the Opening of Schools Meeting, student data is reviewed weekly during common planning sessions, and leadership encourages personnel to participate in district offered professional learning opportunities throughout the year in effort to recruit and retain effective teachers, particularly in high needs subjects. Paraprofessionals are required to complete 10 hours of Child Care Professional Development, to keep abreast of new childcare policies and procedures, along with two district-wide Professional Developments to stay current with educational practices.

In addition, the SIP Committee analyzes the school climate survey in effort to identify professional learning needs of instructional and non-instructional personnel. The Professional Learning Support Teams (PLSTs) uses this information to provide relevant professional learning opportunities that are aligned with school data based on academic assessments.

Strategies to Assist Preschool Children

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

The Nurturing Center uses the Ages and Stages assessment tool to monitor infants' and toddlers' progress. Through this tool we are able to identify areas of academic and social-emotional deficiencies. Using this information, the teachers are able to tailor their instruction for each child. The Nurturing Center follows the same daily schedule as the elementary school pre-kindergarten programs which helps to make their transition to elementary school smoother.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Data driven decision making is embedded to assure data and appropriate resources are used at every level to make informed decisions on what is best for students in the learning environment. Instructional staff collaborate to review and identify resources that meet the identified needs of the students.

Specifics to Address the Need

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

With the use of customized District adopted text books and software (i.e., IXL, Performance Matters, i-Ready, Edgenuity) that allow students to work at their own pace, our goal is for students to show proficiency on ELA FAST PM1, PM2, PM3 and Math EOCs in the Spring of 2025.

VII. Budget to Support Areas of Focus

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

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<p>Areas of Focus</p> <p>Reading and B.E.S.T. Writing project lesson – Print Shop: UniSIG grant funding will allow Level 1 and Level 2 students to integrate reading and writing activities. Students will design personalized bookmarks with motivational quotes, book titles and characters on the front. After finishing the book, students can write short summaries or reflections on the back. The bookmarks can be used while reading, reinforcing the connection between reading and writing. In addition, students will be able to cut out story elements (characters, settings, plot points). They can arrange these cutouts to create visual summaries of the stories they read. Book review posters can be designed with the book cover, title, author, and a brief summary. Students write their reviews, sharing their thoughts on the book. These posters can be hung in the classroom or library to inspire other readers. This funded initiative will work to increase learning gains in various ELA – Reading tested benchmarks. Poster Studio Express B Package 36": \$4995.00 Permanent Vinyl for Cricut – 12Pk: (3) @ \$31.99 = \$95.97 Rolling Craft Cart and Storage Table for Cricut: (2) @ \$119.99 = \$239.98 WORKKLON Cutting Mat 12x12 for Cricut: (2) @ \$7.69 = \$15.38</p>	<p>Instructional Practice - ELA</p>	5000/500	UNISIG	0.0	5,436.33
<p>Areas of Focus</p> <p>UniSIG grant funding will be used to expose Level 1 and Level 2 students to mathematical labs and activities that will engage the learner and increase learning gains and/or proficiency in Algebra and Geometry. Mathematics lab will include activities and materials such as: TB26299-Magnetic Foam Fraction Tiles & Circles (Demo Tiles Set): (3) @ \$15.95 = \$47.85 TB26303-Magnetic Foam Fraction Tiles & Circle (Demo Circle Set): (3) @ \$26.95 = \$80.85 TB20219-Color Spinner Set of 20: (3) @ \$22.00 = \$66.00 TB23843-Geometry and Measurement Poster Set: (3) @ \$30.95 = \$92.85 TB24646-Math Graffiti Word Wall Posters Part 1. (48 posters): (2) @ \$74.95 = \$224.85 TB25062-Math Graffiti Word Wall Posters Part 2. (50 posters): (2) @ \$74.95 = \$224.85 TB23844-Geometry Shape Poster Set: (3) @ \$22.95 = \$68.85 TB23603-Clearview Rulers (3) @ \$4.95 = \$14.85 9725478-Ruler Box (3) @ \$3.76 = \$11.28 TB24282-Algebra 1 Poster Set: (3) @ \$64.95 = \$194.85 TB22205-Algebra Tips Posters: (3) @ \$64.95 = \$194.85 TB18666-Vertical is Better! Number Line: (3) @ \$27.95 = \$83.85 TB20887-Vertical Decimal/Fraction Number Line: (3) @ \$24.95 = \$74.85 TB21666-Inter Number Line Rulers (3) @ \$16.50 = \$49.50</p>	<p>Instructional Practice - Math</p>	5000/500	UNISIG	0.0	1,430.13
<p>Areas of Focus</p> <p>The UniSIG grant will fund the Tri-Fold Display Project Boards in Action Step 3. This project will be used in collaborative spaces to promote extracurricular programming schoolwide and student centered for improvement of attendance, health and mental wellness for the 24-25SY. Students will use Display boards to participate in the Mental Health and Wellness month fair to present their overall understanding and improved health and mental wellness for the 24-25SY. Flipside White Mini Project Display Boards - 15inX20in Case pack of 48 (2)</p>	<p>ESSA Subgroups - Economically Disadvantaged Students (FRL)</p>	5300/510	UNISIG	0.0	360.00
<p>Areas of Focus</p> <p>UniSIG grant funding will be used to Expose Level 1 students to Career-Entrepreneurship/ Academic Field Trips incorporated to motivate and engage Level 1 students in effort to connect content mathematic specific standards with real-world scenarios while celebrating success of academic mathematics goals as stipulated in action step 3. Buses & Fees for</p>	<p>Instructional Practice - Math</p>	533200/500	UNISIG	0.0	6,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>fieldtrips include, yet are not limited to: Museum of Discovery and Science, SKYZONE, Police Academy/Forensics, Air and Space Technology, MD Transportation & Publics Works, and Fashion Design for approximately 30 students.</i>					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5300/590	UNISIG	0.0	5,250.00
<i>The UNISIG Grant funding will support Entrepreneurship and Career Planning Fieldtrip Initiatives in Action Step 1. Buses & Fees for Career-Training Post Secondary Fieldtrips to prepare for post secondary. Fieldtrips include, yet are not limited to: Dental Hygienist, Cosmetology, Air and Space Technology, Fashion Design, Mortuary, Police Academy/ Forensics for approximately 30 students.</i>					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/300	UNISIG	0.0	4,200.00
<i>The UNISIG grant will fund a Professional and Career Development Program. This Professional and Career Development Program is designed to educate students with essential skills and knowledge to navigate the ever-evolving job market successfully. The course will focus on career planning, effective communication, job search strategies, and professional development. Students will be able to develop a comprehensive career plan tailored to their goals, enhance their communication and networking skills, apply effective job search strategies, including resume and cover letter writing, understand the importance of continuous professional development as well as work collaboratively in a team to solve real-world career-related challenges. These sessions will be conducted during school hours by an outside expert. Outside facilitating expert's cost will not exceed (12) 90 min. sessions x \$350.00. This project will be funded by UNISIG to support the Entrepreneurship and Career Planning Initiative.</i>					
Areas of Focus	Instructional Practice - ELA	5000/510	UNISIG	0.0	750.00
<i>Students will use journals for the planning stages for various genres of writing. Facilitators will use various writing tools to engage students throughout the writing process. This will include exposure and activities including expository, augmentative, poetry, and creative writing. Students will use personal experiences inclusive of parenting and teen pressures to add voice and creativity to their pieces. Students will further develop their writing pieces with expressions of gratitude and other emotions while extending these artifacts to include but not limited to essays, letters, poetry, scrapbooking and or storytelling milestones.</i>					
Areas of Focus	Instructional Practice - ELA	5100/690	UNISIG	0.0	426.20
<i>Studies have shown that collaborative writing can enhance students' writing fluency, not just in the collaboratively written papers but also in their individual writing efforts. Working with others provides an opportunity to learn from their strengths, writing styles, and research methods, which can broaden one's own writing repertoire. Engaging in collaborative writing can help less experienced writers develop expert-like behaviors, as they are exposed to the practices and feedback of more seasoned writers. In an effort to strengthen targeted subgroups writing skills for the Spring 2025 Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing exam, students will engage in collaborative writing mixed classes. Facilitators will use various writing tools to engage students throughout the writing process</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>including activities with expository, argumentative, poetry and creative writing. Collaborative writing activities can include items such as: Carson Dellosa Evidence-Based Reading and Writing Bulletin Board Set (110290), 17" x 24", 17" x 12", Multicolor (10) @ \$16.74 = \$167.40</p> <p>The Writing Teacher's Activity-a-Day: 180 Reproducible Prompts and Quick-Writes for the Secondary Classroom (10) @ \$13.89 = \$138.90. The Odyssey: An Instructional Guide for Literature - Novel Study Guide for High School Literature with Close Reading and Writing Activities (Great Works Classroom Resource) (10) @ \$11.99 = \$119.90</p>				
Areas of Focus	Instructional Practice - ELA	5100/500	UNISIG	0.0	1, 838.25
	<p>Level 1 and Level 2 students can use critical thinking skills while reading science content. Science teachers can encourage them to analyze, evaluate, and synthesize information. Students can identify and write down the main concepts from the text. This helps consolidate understanding. Students can use graphic organizers such as concept maps, Venn diagrams, and flowcharts to visually represent information and relationships in science texts. Teachers can foster group and class discussions around science content. This promotes deeper understanding and collaborative learning. These funded materials will assist in working to increase learning gains in various ELA-Reading tested benchmarks: 264402- Mendelian Genetic Dihybrid Cross: (2) @ 82.00 = \$164.00 264400- Mendelian Genetic Monohybrid Cross: (2) @ 62.00 = \$124.00 489730A- Microslide- Cell structure: (20) @ \$13.20 = \$26.00 294060 - Bacterium types: (2) @ \$13.00 = \$26.00 187206 - Endanger species kit: (2) @ \$91.80 = \$183.60 894024 - pH test paper: (3) @ \$16.55 = \$49.65 571204 - Cell poster: (2) @ \$22.25 = \$44.50 319900 - Microscope: (20) @ \$8.50 = \$170.00 489732A - Cell of your body: (2) @ \$13.20 = \$26.40 489734A - Cell of plants: (2) @ \$13.20 = \$26.40 489735A - The five kingdoms of life: (2) @ \$13.20 = \$26.40 489736A - Animal mitosis: (2) @ \$13.20 = \$26.40 489737A - Plant mitosis: (2) @ \$13.20 = \$26.40 489738A - Meiosis: (2) @ \$13.20 = \$26.40 489740A - The virus: (2) @ \$13.20 = \$26.40 489760A - Chromosomes and genes in action: (2) @ \$13.20 = \$26.40 489770A - Ecology under the microscope: (2) @ \$13.20 = \$26.40 489870A - Photosynthesis: (2) @ \$13.20 = \$26.40 665404 - Rapid test soil kit: (3) @ \$30.50 = \$91.50 652748 Carolina shirt pocket water test kit: \$50.80 651936 Bird nesting box: (5) @ \$18.66 = \$93.30 651938 Bird nesting box: (5) @ \$20.19 = \$100.95 956209 Solar energy beads: (5) @ \$30.00 = \$150.00 747024 Sun art paper: (5) @ \$17.60 = \$88.00 187218 Carolina Eco kit Air quality survey: \$69.50 181066 Primary productivity and energy flow kit: \$136.50 180715 Digital teacher manual: \$5.95</p>				
Areas of Focus	Instructional Practice - ELA	5000/330	UNISIG	0.0	6, 000.00
	<p>Exposing Level 1 students to Tier 3 vocabulary and genres of literature through South Florida Culture Awareness Fieldtrips. Buses & Fees for fieldtrips include, yet are not limited to: Holocaust Museum, Freedom Tower, Black History Tour, FROST Museum, Shandrell Rivers Theatre, Adrienne Arsht Center, Haitian Heritage Museum, for approximately 50 students. Unisig funds will support action step 3 to engage and celebrate student success for meeting academic goals in the area of ELA-Reading and Social Studies.</p>				
Areas of Focus	Instructional Practice - ELA	5100/590	UNISIG	0.0	1, 450.00
	<p>Reading and Writing lesson: A Mother's Garden, Level 1 and Level 2 students will study and understand the author's point of view while reading various, literary nonfiction and informational texts centering around gardens. Students will work collaboratively to develop a</p>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>Lioness Mother's Garden with Mosaic detail highlighting personal perspectives and experiences as an end project where learners show knowledge and understanding of (1) organization of study through the Scientific methods, (2) accountability of journals and lab reports, (3) development of garden blueprint with use of historical imagery, mathematical concepts (4) personal perspectives and (5) comparing points of view. This funded initiative will work to increase learning gains in various ELA-Reading tested benchmarks. This project will be a schoolwide initiative and infused within the school day. Mosaic Tiles LITMIND 120 Pieces (5) \$16.99 1000 PC Mosaic Tiles Craft Bulk (4) \$17.99 Stepping Stones set of 6 (2) \$29.49 Comfy Gloves 100 PK (2) \$11.99 Whaleine 7 Pieces Mosaic Tools (20) \$9.99 Jennifer's Mosaics White Powered Grout 2lbs. (6) \$15.47 Survival Seeds for Planting Vegetables and Fruits, 4800 (1) Miracle-Gro Water-Soluble All-Purpose Plant food 8oz (4) Novelty MFG 30301 Watering Can (2) International Mulch NuScape 0.8cu ft Red Playground rubber (4) 20 flower seeds variety pack-individual flowers seeds (2) Professional indoor herb plant soil Ready (6) Potting Mix (8) Garden Claw Gloves (6) 5-Tier Pink Strawberry and Herb Garden Planter Stackable (5) Garden Tool Set (2)</p>				
Areas of Focus	Instructional Practice - ELA	5100/590	UNISIG	0.0	3,033.82
<p>The Classical Learning Test (CLT) Student Guide will be used to help students improve achievement. UniSIG grant resources support action step 2 to assure Instructional flexible grouping sessions are managed with fidelity in the effort to improve student academic achievement. According to Strategies to Improve Student Achievement – U.S. Department of Education: https://www2.ed.gov/about/initiatives/raise-the-bar/ 1_9_AcademicSuccessBookletResource_v2_508_v3rev59.pdf, teachers can use the CLT Student Guide to identify areas where students need extra help and offer personalized tutoring accordingly. Regularly using quizzes, class discussions, and other formative assessments can help teachers monitor student learning and provide timely feedback. The CLT Student Guide can be a tool for students to self-assess and set goals for improvement. Teachers will use the courses and resources from the ClassicalU online teacher training platform. Classic Learning Test (CLT) Student Guide Paperback – (SKU: 9781600514975); (40) @ \$36.76 = \$1,470.00 + Shipping @ \$110.28 = \$1,580.68; ClassicalU Online teacher training platform: (9) @ \$161.46 = \$1,453.14</p>					
Areas of Focus	Instructional Practice - ELA	5000/510	UNISIG	0.0	4,693.28
<p>The purpose of office supplies for instructional flexible/strategic grouping sessions with Level 1 and Level 2 students is to ensure students have the right supplies (such as pencils, paper, folders, and art materials) so they feel more prepared for the school day, in an effort to improve academic achievement. Folders will be used by teachers for flexible group rotations. UniSIG grant resources support action steps 1 and 2 to assure academic progress learning systems are aligned schoolwide. Pacon Spectra Art Kraft Roll (Bulletin Board Paper): (10) @ \$78.86 = \$788.60 Ctosree 12 Roll Colorful Bulletin Board Borders: (2) @ \$55.99 = \$111.98 Post-It Super Sticky Easel Pad (6 Pads): (2) @ \$119.99 = \$239.98 Letter Multipurpose Paper: (3) @ \$46.99 = \$140.97 Legal Multipurpose Paper: (2) @ \$92.49 = \$184.98 Laminating Film: (2) @ \$146.99 = \$293.98 Letter Size Manila Folders: (5) @ \$28.99 = \$144.95 Prang Color Pencils Classroom Pack Assorted Colors: (3) @ \$27.97 = \$83.91 Watercolors Paint Set with 100 Colors: (10) @ \$19.99 = \$199.90 100 Pack Heavy Colored Paper Cardstock: (3) @</p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>\$24.99 = \$74.97 Hard Cover Journal Notebook -10 Pack: (4) @ \$35.99 = \$143.96 Ticonderoga Golf Wood-Cased Pencils - 72 Count: (5) @ \$12.37 = \$61.85 Mr. Pen Dual Tip Brush Pen - 12 Pcs: 40 @ \$4.99 = \$199.60 Premium Colored Pencils, Soft Count: 40 @ \$#.99 = \$159.60 MaxGear Large White Board With Stand 36x24: (3) @ \$67.49 = \$202.47 Write Hard Cover Blank Books: 14 @ \$ 15.49 = \$216.86 Premium Economy 2-Inch Binders, 3-Ring - Pack of 6: (4) @ \$54.99 = 219.96 Eljison Capital Letters Sure-Cut Die - Block: \$427.95 Eljison Sure-Cut Die Block Lowercase Letters: \$218.71 Expo Low-Odor Dry Erase Markers - Pack of 36: (4) @ 37.00 = \$151.96 Sharpie Metallic Markers - Pack of 6: (10) @ \$15.89 = 158.90 Brea Reese Dual-Tip Glitter Markers - 12Pk: (8) @ \$12.29 = \$98.32 Sharpie Flip Chart Markers Assorted 8Pk: (8) @ 19.99 = \$159.92</p>				
Areas of Focus	Instructional Practice - ELA	5000/510	UNISIG	0.0	7, 536.65
<p>Printers and ink will be used at computer stations for student engagement and to improve academic achievement. UniSIG grant resources support action steps 2 to assure instructional flexible/strategic grouping sessions are managed with fidelity in the effort to improve student academic achievement. BRTHL8360CDW - Brother HL-L8360CDW Color Laser Printer (33 ppm) (800 MHz) (512 MB) (2400 x 600 dpi) (Max Duty Cycle 60,000 Pages) (Duplex) (USB) (Ethernet) (Wireless) (Touchscreen) (300 Sheet Input Capacity): (6) @ 442.50 = \$2,655.00 MONTN433BK - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW/High Yield Black Toner Cartridge (4,500 Yield): (3) @ \$48.50 = \$145.50 MONTN433C - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW/High Yield Cyan Toner Cartridge (4,000 Yield): (3) @ \$48.50 = \$145.50 MONTN433M - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW/High Yield Magenta Toner Cartridge (4,000 Yield): (3) @ \$48.50 = \$145.50 MONTN433Y - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW/High Yield Yellow Toner Cartridge (4,000 Yield): (3) @ \$48.50 = \$145.50 L8900CDW/High Yield Yellow Toner Cartridge (4,000 Yield): (3) @ \$48.50 = \$145.50 Computer Speakers for Desktop Pc: (12) @ \$24.98 = \$299.76 H300 Wireless Headphones Bluetooth with Microphone, Over Ear Headsets with USB Dongle & Mute, Environmental Noise Cancelling Retractable Mic for Work Office Meeting Laptop Computer (Black): (10) @ \$59.90 = \$599.00 C3003 Ricoh Copier: \$2795.00 FLASHFORGE Adventurer 5M 3D Printer: \$379.00 OVERTURE PLA Filament 1.75mm PLA 3D Printer Filament: (12) @ \$18.99 = \$227.88</p>					
Areas of Focus	Instructional Practice - Math	5000/330	UNISIG	0.0	8, 479.40
<p>ACT and SAT Study guides cover all sections of the exam - English, Mathematics, Reading, Science, and the optional Writing test. They provide detailed explanations of concepts and topics that are likely to appear on the test. Many guides include full-length practice tests that mimic the format and timing of the actual ACT and SAT. This helps students get used to the test's structure and manage their time effectively. Guides offer practical tips and strategies for tackling different types of questions. This includes advice on how to approach multiple-choice questions, time management techniques, and methods for eliminating incorrect answers. The ACT and SAT study guides provide exercises and drills to help students strengthen their skills in specific areas. This targeted practice can be particularly useful for improving weaknesses. Using a study guide can significantly boost a student's confidence and readiness for the ACT</p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	and SAT, ultimately leading to better performance on test day. UniSIG grant funds will support the purchase of these materials. The Official ACT Prep Guide 2024- 2025: Book + 9 Practice Tests + 400 Digital Flashcards + Online Course: (30) @ \$29.49 = \$884.70 800+ SAT Test Preparation): (30) @ \$21.49 - \$644.70 Concordant Kit for ACT English and Reading: (25) @ \$75.00 = \$1,875.00 Concordant Kit for ACT Math: (2) @ \$75.00 = \$1,500.00 Concordant Kit for Digital SAT Math: (20) @ \$75.00 = \$1,500.00 Concordant Kit for Digital SAT Reading and Writing: (25) @ \$75.00 = \$1,875.00 Mastery for the ACT English Teacher Manual, Parts 1 & 2 - 5th Edition: \$40.00 Mastery for the ACT Math Teacher Manual, Parts 1 & 2 - 5th Edition: \$40.00 Mastery for the ACT Online Student Resources: (45) @ \$0.00 Mastery for the ACT Online Teacher Resources: \$0.00 Mastery for the ACT Reading Teacher Manual - 5th Edition: \$40.00 Mastery for the Digital SAT: Advanced Math and Data Analysis Teacher Manual: \$40.00 Mastery for the Digital SAT: Algebra and Geometry Teacher Manual: \$40.00				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5300/590	UNISIG	0.0	777.24
	<p>Career and Technical Education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. The UniSIG grant will fund materials specifically related to Students future Entrepreneurship and Career Interest and support action step 3. 7th Edition ServSafe Manager Book ISBN -13 978=013481259: (5) @ \$69.99 = \$349.95 ServSafe 2024-2025 Manager Full Study Guide: (5) @ \$22.57 = \$112.85 ServSafe Study Guide 2024-2025 by Wilkinson: (5) @ \$29.99 = \$149.95 ServSafe Study Guide 2024-2025 Updated by Jessy Allwith: (5) @ \$39.99 3 Books in One Food and Safety: (5) @ \$24.90 = \$124.50</p>				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	51000/300	UNISIG	0.0	4,039.70
	<p>Pregnant teens and teen mothers face unique challenges, and a Career and Technical Education (CTE) parenting class can play a crucial role in supporting their mental health and overall well-being. Here are some ways CTE parenting classes can help: CTE parenting classes provide a safe space for pregnant teens and young mothers to share their experiences, fears, and emotions. They learn coping strategies to manage stress, anxiety, and other emotional challenges related to parenting and schoolwork. These classes offer practical guidance on parenting skills, including infant care, nutrition, and child development. Understanding parenting techniques can boost confidence and reduce anxiety for young mothers. Pregnant teens and teen mothers often feel isolated. CTE parenting classes facilitate connections with peers who are going through similar experiences. Building a supportive network can positively impact mental health and wellness. CTE classes integrate parenting education with career-focused skills. By learning about job opportunities, financial literacy, and time management, young mothers can envision a brighter future for themselves and their children. CTE programs connect students to community resources, such as mental health services, childcare options, and nutrition programs. These resources enhance overall well-being and reduce stressors. These materials will be funded by UniSIG to support the</p>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	improvement of academic achievement while managing students' health and mental wellness with positive reinforcement in Action Step 2. WA32301 - Drink Water Poster: \$18.50 WA33085 - Junk Food Facts Poster: \$21.40 WA34968 - Nutrition Facts Label Lowdown Poster Set: \$21.40 WA26275 - Fat Facts Poster: \$18.70 WA29672 - My Plate Classroom Kit: \$1,250.95 WA27541 - Favorite Foods Kit: \$466.95 WA29089 - Dessert Kit: \$381.95 WA29804 - MyPlate for Expecting Moms Tablet: (2) @ \$17.70 WA24382 - Child Development Poster Set: \$56.45 WA20849 - Child Development Stages Poster: \$21.40 WA23291 - Tablet: (2) @ \$14.75 = \$29.50 WA29316 - 5-Minute Parenting Activities: \$38.65 WA27905 - 5 - Minute Child Development Activities: \$38.65 WA21377(A) - Ready-or-Not Tot Parenting Simulator (White Male): \$409.95 WA31377(D) - Ready-or-Not Tot Parenting Simulator (Brown Female): \$409.95 WA21377(E) - Ready-or-Not Tot Parenting Simulator (Black Male): \$409.95 WA21377(H) - Ready-or-Not Tot Parenting Simulator (Asian Female): \$409.				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/5900	UNISIG	0.0	6,000.00
<p>Yoga offers several benefits for pregnant teens' mental and physical well-being, both during pregnancy and while attending school. Research shows Yoga benefits high school students who are stressed, anxious, depressed, or those at risk for abusing substances or dropping out of school which includes students serviced at our (TAPP) Teenage Parent Program facility. TAPP which is defined as an educational program designed to provide a specialized curriculum and other services to meet the needs of students who are either pregnant or are already teen mothers or fathers, and the children of these students. Caldarella, P., Rajesh, L. & Saanya (Mar 2022). Reported Benefits of Yoga in High Schools: A Review of the Literature. Education, v142 n3 p137-152. These sessions will be conducted during school hours by an outside expert. Outside facilitating experts' cost will not exceed (18) 45min. sessions x \$350 each. The facilitator will teach the benefits of yoga, support the health and well-being of the teenage mothers, and their infants physically, psychologically, and academically. The facilitator will conduct sessions to include: (1) Increase Health and Mental Wellness, (2) Self-care breathing techniques, which can be utilized when faced with anxiety during state assessments, and (3) stretching practices for current and expecting mothers to reduce levels of stress during testing and classroom assignments. Students will examine how yoga positively improves their academic achievement during instruction and district and state mandated assessments. This project will be funded by UniSIG to support the improvement of academic achievement while managing students' health and mental wellness with positive reinforcement in Action Step 2.</p>					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/5900	UNISIG	0.0	2,800.00
<p>Studies show that each day a student is absent, there is a lost opportunity for learning. Excessive absences affect student achievement, disrupt the learning for other students and make effective planning difficult for educators. Truancy is an important issue facing U.S. school systems as it is known that students who are truant are more likely to participate in criminal activity later in life (Baker, Sigmon & Nugent, 2001; Henry & Thornberry, 2010). C.O.P.E. Center North will host a series of four workshops engaging students to understand</p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>the purpose of positive attendance and how truancy can negatively impact academic achievement specifically with their performance in ELA. These series will be conducted during school hours by an outside expert. The facilitator will discuss best practices that focus on targeted subgroups attendance inclusive of the implications associated with truancy. The facilitator will utilize techniques to promote positive student attendance through discussion circles and journaling effective strategies to encourage superior attendance for all students. Current trends and intervention strategies will be explored for students who need more support to reduce student absences while improving student learning gains and overall academic achievement. Facilitators will support students' charting of attendance, create attendance goal plans, and compare attendance and academic data outcomes quarterly. This quarterly project funded by UniSIG will support Action Step 1. Outside Facilitating Experts costs will not exceed (8) 1 hour sessions x \$350 each.</p>				
Areas of Focus	Instructional Practice - ELA	5000/120	UNISIG	0.0	19,999.00
<p>An interventionist and/or hourly teacher plays a crucial role in improving reading comprehension and improving test scores and student achievement. They can identify struggling readers by assessing their reading levels, fluency, and comprehension skills. They can analyze data to understand specific areas of weakness and provide personalized, targeted instruction based on individual needs. Both will use evidence-based practices such as guided reading, explicit instruction, and scaffolded support. Interventionists and/or hourly teachers can teach vocabulary explicitly, focusing on context clues, word roots, and word families. Level 1 and Level 2 students can be encouraged to use new words in their writing and discussions. They can teach test-taking skills, including time management, understanding question types, and eliminating incorrect answers. Consistent support and individualized attention from both entities can lead to significant improvements in reading comprehension and overall academic performance. UniSIG grant funds will be used to employ two hourly Interventionists for 5 days a week @ 4 hours a day totaling 20 hours a week each.</p>					
Positive Culture and Environment	Teacher Attendance	531000/	UNISIG	0.0	3,500.00
<p>Professional Development Engagement Workshops on Engaging Students While Engaging Yourself in a Positive Culture and Environment Schoolwide for all stakeholders. This mental health growth activity will contribute to the retention of personnel and improve staff attendance. The benefits of this engagement includes maximizing morale and positive health and wellness of faculty and staff while impacting the success of student achievement as stipulated in Action Step 2.</p>					
Positive Culture and Environment	Teacher Attendance	531000/	UNISIG	0.0	1,000.00
<p>Candle making activities can indeed contribute to positive teacher attendance by fostering a supportive and engaging classroom environment. Here are some ways this creative activity encourages collaboration and bonding among teachers. When teachers feel connected to their colleagues, they are more likely to attend school consistently. Engaging in hands-on activities like candle making can reduce stress and promote well-being. Relaxed teachers are more likely to show up consistently and be present in the classroom. Participating in enjoyable activities boosts intrinsic motivation. Teachers who find joy in their work are more likely to prioritize attendance. Candle making workshops can serve as professional</p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<p><i>development opportunities. When teachers see value in these activities, they are more likely to attend willingly which is in direct relation to positive student achievement. Candle making is just one way to foster that sense of community and well-being among teachers. UnISIG grant funds will support this activity. Facilitator will guide teachers through the process of candle making. Outside facilitating expert cost will not exceed (2) 2 hour session x \$25.00/per. staff member.</i></p>					
Plan Budget Total					95,000.00