SCPS CONSEQUENCE UNIT

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Office of Alternative Programs is to utilize school, home, and community collaboration to empower students to achieve their maximum potential in academic development, personal growth, and career development while reflecting on their past, present and future, enabling them to exceed all expectations.

Provide the school's vision statement

The vision of the Office of Alternative Programs is to effectively impact student achievement by providing an academically sound education, positive behavior supports, consequences and structure, and life-long learning opportunities for students to be productive members in society.

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
Deirdre M. Garnes

Position Title
Director of Alternative Programs

Job Duties and Responsibilities

Personnel Hiring/Management, Administrator for SCPS Alternative Programs, SCPS Code of Conduct and Discipline Procedures, Informal Discipline Hearings, Administrative Assignments/ Recommendations for Expulsion, SCPS Transition Contact for Department of Juvenile Justice youth, Hope Scholarship Management, Safe and Drug Free Schools Initiatives, Anti-Bullying Policy and Initiatives, and SESIR District Contact, and Student Discipline Data.

Leadership Team Member #2

Employee's Name
Siobhan N. Pitters

Position Title
Assistant Principal for Alternative Programs

Job Duties and Responsibilities

Teacher Observations/Evaluations, Lesson Plan Management/ Review, Master Schedules, LEA for MTSS, Student Study Team, and IEP/504 meetings, Professional Development Implementation, Student Discipline, Management/Monitoring of Student Achievement Data, and Oversight of Professional Learning Committees, and Title I Programming/Compliance.

Leadership Team Member #3

Employee's Name
Dia Shelton

Position Title
School Administrtion Manager

Job Duties and Responsibilities

Student/Enrollment/Academic Placement, Student Attendance Monitoring,Transportation Liaison, Parent Liaison, PBIS, Student Field Trips, Treatment Team Coordination, Transition Coordinator, Summer Tutorial Program, Parent Expo/Family Enggagement, Title I Compliance, Instructional Materials Management/Inventory, and Assessment (Testing) Coordination.

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.

Annually, the director and assistant principal develop a draft school improvement plan and share the draft plan with the members of the school advisory council (SAC) for their input and recommendations. The SAC consists of all required stakeholders (teachers, community members, parent representation, etc.).

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

The school will monitor the SIP on a quarterly basis for effective implementation and impact on achievement. After each Florida Assessment of Student Thinking (FAST) administration, school leadership will review achievment data, share it with school staff, and make recommendations for SIP revisions, if needed. The recommendations will then be shared with the SAC at the following monthly meeting for input and additional recommendations.

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	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23: *** **2021-22: I** **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								2	8	10
One or more suspensions								3	8	11
Course failure in English Language Arts (ELA)								0	0	0
Course failure in Math								0	0	0
Level 1 on statewide ELA assessment								1	5	6
Level 1 on statewide Math assessment								1	6	7
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								2	8	10

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	0
Students retained two or more times								0	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										0
One or more suspensions										0
Course failure in 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

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										0

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										0

2. Grades 9-12 (optional)

Current Year (2024-25)

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

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

Current Year (2024-25)

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

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

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	55	57		55	50		57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63	57							
ELA Learning Gains Lowest 25%	61	55							
Math Achievement *	44	45	55	39	55	38		40	38
Math Learning Gains	50	47							
Math Learning Gains Lowest 25%	54	49							
Science Achievement *	72	68	49	69	64		48	48	40
Social Studies Achievement *	74	71	68	70	66	64	51	48	40
Graduation Rate	92	90	71	0	94	89	0	70	61
Middle School Acceleration			90					48	44
College and Career Readiness	61	67		60	65		71		67
ELP Progress	64	49		59	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

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

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
	0%	0%	4%		0%	0%

* 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%

> No ESSA data found for this school and year

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%
Economically Disadvantaged Students	0%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

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

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS	GRADE 3 ELA ACH.	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											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											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.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	* 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.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* 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.				
Algebra		* 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.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Student attendance data showed the most improvement. In the 2022-2023 school year, 87% of Consequence Unit students had 15+ unexceused absences; however, in the 2023-2024, 78% of students had 15+ days of unexcused absences, a 4% decrease in absenteeism. The school staff implemented various PBIS student student attendance incentives and utilized a family and community outreach worker to monitor daily attendance and provide outreach to the families of absent students.

Lowest Performance

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

Student behavior data showed student behavior in the classrom was at the lowest throughout the school for the 2023-24 school year. Discipline data for the 2022-23 school year revealed that 23.1% of all misconduct occured in the classroom and for the 2023-24, the percentage increased to 28.7%. Factors which contributed to this low performance include newer teachers with inexperience in classroom management and students experiencing difficulty in self-regulation/focus.

Greatest Decline

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

A review of assessment data revealed that the number of students passing the end of course exam for Algebra declined from the previous school year. In the 2022-23 school year 10% of all Algebra I students passed the Algebra EOC and for the 2023-24 school year there were no passing students. Factors contributing to this decline include failure to provide targeted/individualized supports in areas of deficiencies for Math 3 students and Algebra I students. Also, there was inconsistent analysis of assessment data to make the informed instructional decisions or modifications necessary for student achievement in math.

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.

A review of the data for the ELA progress monitoring assessment (PMA) third administration revealed that the gap between the ovrall state ELA achievement level for 8th and 10th graders versus the same students enrolled in the Consequence Unit was substantial. State ELA-PMA3 data indicated that 51% of 8th graders and 53% of 10th graders were performing at a proficiency level of 3 or better while 100% of all Consequence Unit 8th and 10th graders scored at a an proficiency level of 2 or below on the same assessment. Factors contributing to this include a history of poor achievement in ELA/Reading and inconsistent review of ELA/Reading data to make informed instructional decisions.

EWS Areas of Concern

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

No data provided

Highest Priorities

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

Increase passing numbers for the Algebra I EOC, increase ELA achievement levels, decrease discipline referrals for classroom misconduct, and decrease school-wide unexcused absences.

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.

The Consequence Unit is required to provide students assigned for violations of the coded of conduct/law with academic support for progression towards a high school diploma. Students are administered mandatory, periodic assessments to identify achievement levels and areas of deficiency in ELA. A review of 2023-24 data revealed that 80% of all Consequence Unit students were non-proficient at the ELA-PMA3 administration. Through a consist review of ELA assessment data and targeted instructuion throughout the 2024-25 school year, students will demonstrate increasing proficiency on progress monitoring assessments.

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.

For the 2024-25 school year, 100% of students in grades 6-10 will increase one achievement level in ELA as evidenced by the PMA3 assessement.

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.

Utilzing assessment data gathered from classroom assessments and PMAs, the ELA and Reading teachers, in collaboration with the assistant principal, will meet monthly to review achievement data and identify students in need of small group/one on one support. Consistent, early identification and targeted support will improve the likelihood of students' success on the final ELA progress monitoring assessment for the 2024-25 school year.

Person responsible for monitoring outcome
Assistant Principal-Siobhan Pitters

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:
The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence). The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:
A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

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

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

Action Step #1
Provide small group instruction and tutoring

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students in grades 6-10 will be provided individualized support in small groups by the Title I ELA teacher twice per week and tutoring biweekly for identified areas of deficiency in ELA. The ELA and Reading teachers will monitor progress through review of PMA data.

Action Step #2
Provide differentiated instruction

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identified high school students will utilize Achieve 3000 to complete a minimum of two activities per week. The Reading teacher will monitor student progress through weekly review of Achieve 3000 data.

Action Step #3
Provide intensive reading courses

Person Monitoring:
Assistant Principal-Siobhan Pitters

By When/Frequency:
Ongoing thtoughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The assistant principal will enroll non-proficient, middle school students in an intensive reading class. The reading teacher will use formative assessments and PMAs to monitor progression in reading fluency and comprehension.

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.

The purpose of the academic program at Eugene Gregory/Consequence Unit is to support students in the continued pursuit of their high school diploma while they serve sanctions for violations of the SCPS code of conduct/law. While enrolled, students are required to participate in all mandatory progress monitoring assessments. Because data indicates a high number of students are not passing the the Algebra EOC exam (10% non-passing in 2022-23 and 0% non-passing in 2023-24), which is a requirement for graduation, EGMYA/CASU will focus on increasing the number of students who pass the exam for the 2024-25 school year. This will position students for attainment of their high school diploma.

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.

For the 2024-25 school year, 25% of all Algebra I students will pass the EOC exam resulting in a 15% increase from the the 2022-23 school and a 25% increase from the 2023-24 school year.

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.

Utilzing assessment data gathered gathered from classroom assessments and PMAs, the math teacher and assistant principal will meet monthly to review math data and identify students in need of small group/one on one support in the areas of alegebraic thinking and reasoning. Consistent, early identification and targeted support for will improve the likelihood students' success on summative assessments.

Person responsible for monitoring outcome
Assistant Principal-Siobhan Pitters

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:
The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

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

Action Step #1
Provide individualized support and math tutoring

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Monthly throughout the 2024-25 school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The assistant principal will refer students to the Title I math/science teacher and to tutoring for individualized support based on identified areas of deficiency gathered from Algebra unit tests and PMAs.

Action Step #2
Utilize an algebra support curriculum

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructonal paraprofessional will work in collaboration with the math teacher to implement the Transition to Algebra curriculum concurrently with the SCPS curriculum framework for Pre-algebra and Math 3.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Students assigned to EGMYA/CASU frequently demonstated decreased self-regulation and focus in the classroom resulting in poor academic achievement. A review of discipline data for students assigned to EGMYA/CASU indicates that 40% of all EGMYA/CASU were issued discipline referrals for classroom disrutpions during the 2024-25 school year. Through implementation of interventions to address academic and behavioral needs students will remian in class, in lieu of suspension, where they can continue learning and achievment in core instruction.

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.

School leadership, classroom teachers, and support staff will work collaboratively to reduce the number of discipline referrals issued to students in grades 6-12, for classroom disruptions, from thirty-three (33) referrals in the 2023-24 school year by 50% to sixteen (16) or fewer referrals for the 2024-25 school year.

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 school leadership will generate discipline profile reports for EdInsight on a monthly basis and review/discuss the data with staff during monthly faculty meetings.

Person responsible for monitoring outcome

School Administration Manager-Dia Shelton

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:
The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these

areas.

Rationale:
MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Reset/Refocus Room for Disruptive Students

Person Monitoring:	**By When/Frequency:**
School Administration Manager-Dia Shelton	Ongoing throughout 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Eugene Gregory Memorial Youth Academy/Consequence Alternative Sanctions Unit (EGMYA/CASU) will staff an instructional paraprofessional to work one on one with students in a temporary classroom setting when students display problematic classroom behaviors and are in need of support with self-regulation and academic re-focus.

Action Step #2
Behavior Intervention Form (BIF) Revision

Person Monitoring:	**By When/Frequency:**
School Administration Manager-Dia Shelton	August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The School Administration Manager will work with the classroom teachers and Juvenile Intervention Officers (JIOs) to revise the current BIF to include a specific plan for utilization of the instructional paraprofessional for avademic support and behavioral reset/refocus, in lieu of referral to the office or suspension.

Action Step #3
Student Advisory Period

Person Monitoring:	**By When/Frequency:**
School Administation Manager-Dia Shelton	Biweekly throughout 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The teachers will meet with assigned students on a bi-weekly basis during the Commuity Connections Period to review their academic, behavioral and discipline data. Teacher advisors will log student progress data and stakeholder input on a MTSS Google doc for intervention and strategy development during weekly MTSS meetings and monthly treatment team meetings.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Students assigned to Eugene Gregory/Consequence Unit are expected to maintain regular attendance, as absenteeism and truancy directly impact a student's academic progress and achievement. Successful academic progress is a requirement for each student's re-entry into the zoned school. For 2023-24 school year, 83% of all students had 15+ days of unexcused absences. EGMYA/CASU will work with families and staff through PBIS incentives and outreach so that students will attend regulary and experience academic progression.

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.

Most students enter the Consequence Unit having already accrued excessive absences for the school year. Therefore, the goal will be to reduce each individual student's number of unexcused absence to 5 or fewer days of unexcused absence while enrolled in the Consequence Unit for the 2024-25 school year.

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.

Utiilizing attendance/truancy reports generated form EdInsight, EGMYA/CASU staff will review daily attendance during weekly Multi-tiered Systems of Support (MTSS) review meetings to inform decisions regarding individual interventions and supports.

Person responsible for monitoring outcome
Assistant Principal-Siobhan Pitters

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:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Provide referrals to school social worker

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS administrator will refer students with chronic absenteeism to the school school social worker for outreach and home viisits, as needed. By monitoring students' daily attendance and providing early intervention students attndance is expected to improve and progression towards high school diploma attainment is expected to continue.

Action Step #2
Initiate daily telephone/email contact

Person Monitoring:	**By When/Frequency:**
Assistant Principal-Siobhan Pitters	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will staff a Family and Community Outreach Worker, through Title I funding, who will make daily contact with the parent/guardian of each absent student. Through this contact, the school will beable to identify family issues, concerns, or needs which create obstacles and barriers to students' regular attendance. The outreach worker will make referrals to the school social worker, as needed.

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.

The SIP is disseminated via the school website (https://eugenegregory.scps.k12.fl.us/ eugene_gregory). It is also shared with stakeholders via treatment team meetings, school advisory council meetings and parent expos. A copy is also available for parent review in the waiting area of the school lobby.

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))

Information regarding school events, treatment team meetings, student field trips, mentoring and counseling opportunities, restorative practices, the school pantry, resources for the SCPS-FIN (Families in Need) program and more are shared via the school website (https://eugenegregory.scps.k12.fl.us/eugene_gregory), a school program brochure, letters from the Director, School Messenger (an email distribution from the district student database) and personal telephone calls from school leaders and staff. Additionally, families are invited to participate in special school events such as holiday and cultural appreciation luncheons. Parent expos monthly student treatment team meetings are excuted to provide parents with information on available resources and their individual student's progress.

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))

Students will continue use of the Plato computer-based instructional program for credit recovery and an added instructional paraprofessional will provide one on one academic support for targeted students. Additionally, an additonal ESE teacher has been staffed for enhanced case management and to provide more class sections of support facilitation. Teachers will continue to participate in district PLCs to improve and increase their competency and comfort with the B.E.S.T. standards. Title I teachers will continue to provide supplemental academic support in the classroom for students who qualify for the GED preparation program and small group instruction for remedation and enrichment in ELA and math.

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))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include
discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary
schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I,
Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being

proposed have the
highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

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))

Eugene Gregory/Counsequence Unit students are provided counseling and mental health services by a district mental health counselor and a school social worker. Mentoring services are provided by community partners such as area churches and staff from the Seminole County Sherrif's Office.

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))

Each student is enrolled in the Personal, School, and Career Development Course where they explore career options and post secondary educational options. Middle school students are enrolled in the iJourneys course where they explore their interests, strengths and occupational possibilities.

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)).

The shool facilitates weekly MTSS meetings where each new enrollee's academic, attendance and behavior data is reviewed and team determinations are made regarding initioation or revision of Tier II and Tier III intervention are made as needed. The MTSS provides ongoing monitoring of intervention for tiered students while enrolled in Eugene Gregory. Each student with an IEP or Section 504 plan is also reviewed through a student studey team case review, upon entry, to review his/her plan for required accomodations or determine the need for plan updates/revisions.

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)).

Teachers and support staff receive training in the conditions for learning, restorative practices, self-

care strategies, ESE/504 implementation and compliance, and trauma-informed care. Teachers also participate in school-based PLCs, as well as, district PLCs where they examine student data to improve instruction and student achievement.

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))

Eugene Gregory/Consequence Unit does not serve preschool students.

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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

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

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26 th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

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
Plan Budget Total					0.00