



Seminole County Public Schools

JACKSON HEIGHTS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 9
 - D. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup..... 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement..... 21
- IV. Positive Learning Environment 29
- V. Title I Requirements (optional)..... 32
- VI. ATSI, TSI and CSI Resource Review 35
- VII. Budget to Support Areas of Focus 36

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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to provide engaging, personalized learning experiences and high-quality instruction that prepare every student for individual growth and success.

Provide the school's vision statement

Our vision is to provide our students with quality instruction to prepare them for future success best.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Claudomy Pierre

claudomy_pierre@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are implemented with fidelity and monitor student achievement. Provide strategic direction, head the decision-making process, and monitor school budgetary decisions. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #2

Employee's Name

Andrew Porter

andrew_porter@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are implemented with fidelity and monitor student achievement. Support and execute the decisions and vision of the school principal. Provide PD opportunities to teachers. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #3

Employee's Name

Trina Grenon

trina_grenon@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are implemented with fidelity and monitor student achievement. Support and execute the decisions and vision of the school principal. Provide PD opportunities to teachers. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #4

Employee's Name

Michelle Mouton Pentz

michelle_mouton-pentz@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Administer district and state assessments to all students with fidelity. Monitor the school facilities to maintain a well-run building for the safety and comfort of our students. Connect with PTSA and

stakeholders for additional resources to support the school.

Leadership Team Member #5

Employee's Name

Kimberly Hall

hallkp@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents. Ensure staff is following the implemented safety plan with fidelity.

Leadership Team Member #6

Employee's Name

Reese Stock

stockra@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents. Ensure staff is following the implemented safety plan with fidelity.

Leadership Team Member #7

Employee's Name

Laura McKown

laura_mckown@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide PD opportunities to teachers and offer meaningful instructional feedback for growth using a

non-evaluative approach. Use the district-approved coaching cycle to assist teachers in recognizing areas of strength and growth. Suggest and provide resources as needed.

Leadership Team Member #8

Employee's Name

James McNeil

james_mcneil@scps.k12.fl.us

Position Title

Behavior Specialist

Job Duties and Responsibilities

Monitor student behavior and provide support school-wide with the Restorative Practices and Behavior Coaching Academy programs. Communicate with counselors and administrators regarding students in need of further Restorative Practice tools. Ensure staff is following the implementation of Restorative Practices and Behavior Coaching Academy with fidelity.

Leadership Team Member #9

Employee's Name

Joseph Darcy

joseph_darcy@scps.k12.fl.us

Position Title

Academic Interventionist

Job Duties and Responsibilities

Monitor students below a 2.0 GPA from the 2023-2024 school year to ensure academic success in the Academic Intervention Program and provide tools to enhance their learning potential. Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents.

Leadership Team Member #10

Employee's Name

Victoria Cusworth

cusworvz@scps.k12.fl.us

Position Title

Math Coach

Job Duties and Responsibilities

Provide PD opportunities to math teachers and offer meaningful instructional feedback for growth using a non-evaluative approach. Use the district-approved coaching cycle to assist teachers in recognizing areas of strength and growth. Suggest and provide resources as needed.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Jackson Heights Middle School is committed to fostering meaningful partnerships with all stakeholders to support the continuous improvement of our school community. Multiple groups contribute to our school's success through collaboration, leadership, and feedback.

The School Leadership Team—which includes administration, the AIP, instructional coaches, behavior specialist, and curriculum leaders—works collaboratively to ensure the school's mission and vision remain central to all decision-making. This team champions evidence-based practices, supports the implementation of data-driven instruction, and fosters a positive and productive learning environment. Their work includes setting clear expectations, promoting student well-being, and upholding high academic standards.

The Oviedo Police Department plays a vital role in maintaining campus safety by stationing a school resource officer on site and providing safety training to staff throughout the year.

The PTSA (Parent, Teacher, and Student Association) is an active and integral part of the JHMS community. Composed of staff, parents, and students, the PTSA contributes to campus beautification efforts, organizes student spirit days, hosts the annual 8th-grade dance, and continually supports staff morale by coordinating special treats and appreciation initiatives. They also maintain an active presence on social media, using their Facebook page to keep families informed and engaged.

The School Advisory Council (SAC) includes parents, staff members, and a student representative. This group stays informed about school developments and provides financial support to key programs, such as tutoring initiatives. SAC also reviews and provides feedback on school improvement plans.

Student voice and leadership are fostered through the Student Council, led by instructional staff. Each homeroom elects a representative, and student council members meet regularly to share ideas, raise concerns, and serve as liaisons between students and staff. In addition, the Principal's Focus Group meets regularly to promote positive behaviors and attitudes across campus and provides student feedback on school-wide initiatives.

Jackson Heights values stakeholder input and invites students, families, and staff to participate in surveys such as Snapshot, 5Essentials, Safety, and Panorama. The feedback gathered from these tools is carefully analyzed to celebrate strengths and identify opportunities for growth. SAC members also review and contribute feedback on the school improvement plan.

Through these collaborative efforts, Jackson Heights Middle School ensures all stakeholders have a voice in shaping a positive, inclusive, and high-achieving school environment.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To ensure the successful implementation of the School Improvement Plan (SIP) and its positive impact on all students—particularly those within the greatest achievement gaps—Jackson Heights Middle School has established a structured and collaborative approach to continuous improvement.

The administration and instructional coaches work closely with teachers to analyze and interpret student performance data from a variety of sources, including formative and summative assessments, progress monitoring tools, and classroom-based measures. This data is used to identify trends, pinpoint instructional gaps, and develop targeted interventions aimed at improving student outcomes.

Professional development is provided to teachers on a regular basis, with a specific focus on research-based instructional strategies that address learning gaps, promote differentiation, and support struggling learners. Training also includes guidance on using data to inform instruction and monitor student progress effectively.

The administrative team, instructional coaches, Academic Intervention Program (AIP) staff, and the behavior specialist meet monthly to evaluate SIP implementation. During these collaborative sessions, team members review progress toward academic and behavioral goals, examine disaggregated data for equity analysis, and identify any necessary mid-course corrections.

In addition to internal monitoring, stakeholder input plays a critical role in shaping the direction and effectiveness of the plan. Feedback is routinely gathered from a variety of stakeholder groups, including the School Advisory Council (SAC), Professional Learning Communities (PLCs), the Principal's Focus Group, Student Council, and Curriculum Leadership Team. Insights from these groups inform the school's decision-making process and ensure that the SIP remains responsive to the evolving needs of the school community.

If warranted, adjustments to the SIP are made in real time to maintain its relevance, improve implementation fidelity, and ensure continued alignment with student needs, district priorities, and state expectations. This dynamic and inclusive process reflects Jackson Heights Middle School's commitment to equity, academic excellence, and student-centered improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							452	407	417	1,276
Absent 10% or more school days							40	39	56	135
One or more suspensions							11	21	15	47
Course failure in English Language Arts (ELA)							6	4	5	15
Course failure in Math							27	17	17	61
Level 1 on statewide ELA assessment							42	33	41	116
Level 1 on statewide Math assessment							35	20	22	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							14	14	6	34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							1	0	0	1

Current Year 2025-26

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							41	37	37	115

Current Year 2025-26

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							20	11	0	31
Students retained two or more times							4	5	2	11

Prior Year (2024-25) 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							48	53	71	172
One or more suspensions							11	29	27	67
Course failure in English Language Arts (ELA)								2	19	21
Course failure in Math							8	27	24	59
Level 1 on statewide ELA assessment							33	49	62	144
Level 1 on statewide Math assessment							43	33	50	126
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

Prior Year (2024-25) 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							37	48	60	145

Prior Year (2024-25) 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								18	17	35
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	72	64	58	67	57	53	64	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	63	62	59	61	56	56			
ELA Lowest 25th Percentile	56	54	52	48	50	50			
Math Achievement*	81	69	63	78	65	60	74	61	56
Math Learning Gains	72	64	62	74	65	62			
Math Lowest 25th Percentile	68	57	57	59	60	60			
Science Achievement	75	62	54	69	56	51	70	56	49
Social Studies Achievement*	89	78	73	83	73	70	87	72	68
Graduation Rate									
Middle School Acceleration	88	82	77	88	77	74	84	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	66	53	67	65	49	66	50	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	741
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	69%	71%	66%	62%		73%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	46%	No		
English Language Learners	60%	No		
Asian Students	82%	No		
Black/African American Students	64%	No		
Hispanic Students	69%	No		
Multiracial Students	69%	No		
White Students	77%	No		
Economically Disadvantaged Students	63%	No		

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	72%		63%	56%	81%	72%	68%	75%	89%	88%			77%
Students With Disabilities	32%		50%	50%	41%	56%	54%	27%	59%	48%			
English Language Learners	47%		48%	36%	64%	63%	57%	58%	70%	76%			77%
Asian Students	88%		68%	40%	98%	87%	90%	85%	86%	93%			
Black/African American Students	53%		63%	65%	55%	60%	60%	59%	89%	72%			
Hispanic Students	65%		59%	52%	73%	67%	62%	65%	81%	86%			79%
Multiracial Students	66%		61%	50%	82%	75%	55%	78%	79%	71%			
White Students	77%		65%	57%	87%	73%	73%	81%	93%	90%			
Economically Disadvantaged Students	53%		56%	52%	63%	66%	61%	55%	76%	74%			71%
09/2025													

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	67%		61%	48%	78%	74%	59%	69%	83%	88%			67%
Students With Disabilities	26%		44%	43%	43%	57%	48%	32%	44%	74%			
English Language Learners	42%		62%	62%	68%	67%	59%	50%	61%	80%			67%
Asian Students	85%		75%	59%	95%	87%		88%	90%	94%			
Black/African American Students	50%		51%	35%	58%	69%	69%	39%	69%	82%			
Hispanic Students	56%		52%	44%	68%	64%	49%	56%	79%	83%			56%
Multiracial Students	65%		66%		80%	79%		79%	79%	92%			
White Students	71%		64%	55%	82%	76%	65%	77%	86%	89%			
Economically Disadvantaged Students	48%		52%	46%	60%	62%	53%	54%	68%	80%			55%

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	64%				74%			70%	87%	84%			66%
Students With Disabilities	24%				34%			36%	48%	69%			
English Language Learners	51%				66%			53%	89%	92%			45%
Asian Students	83%				98%			88%	100%	97%			
Black/African American Students	47%				50%			44%	79%	78%			
Hispanic Students	56%				64%			58%	79%	79%			47%
Multiracial Students	77%				73%			65%	94%	83%			
White Students	67%				78%			78%	88%	85%			
Economically Disadvantaged Students	49%				55%			52%	76%	77%			46%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	77%	66%	11%	60%	17%
ELA	7	71%	63%	8%	57%	14%
ELA	8	68%	62%	6%	55%	13%
Math	6	76%	71%	5%	60%	16%
Math	7	86%	72%	14%	50%	36%
Math	8	30%	33%	-3%	57%	-27%
Science	8	76%	61%	15%	49%	27%
Civics		88%	76%	12%	71%	17%
Algebra		90%	61%	29%	54%	36%
Geometry		100%	60%	40%	54%	46%

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?

Mathematics lowest quartile learning gains showed the most improvement in the percentage of students making a learning gain in the lowest quartile. JHMS improved from 59% to 68%. Students were supported with targeted intervention through Bobcat Time, use of learning tools in the classroom, and differentiated instruction to close learning gaps.

ELA lowest quartile learning gains showed the most improvement from 48% to 55%, a 8% increase in growth. ELA teachers identified students for targeted intervention through Bobcat Time, provided differentiated instruction in the classroom, and supported students with vocabulary and comprehension strategies to tackle difficult text.

Lowest Performance

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

JHMS black subgroup reflects the lowest percentage of level 3+ in ELA at 56%. Based on sublevel learning gains, 26 students scored a level 1, while 23 students scored a level 2. Historically, our black subgroup has performed lower than our white subgroup.

Greatest Decline

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

Mathematics learning gains showed the greatest decline from the previous year when analyzing the percentage of students making a learning gain from 74% to 72%, a decrease of 2%.

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 with the greatest gap compared to the state average is 8th grade Pre-Algebra

Mathematics. When examining the percentage of students scoring Level 3 or higher, performance declined from 33% in 2023–24 to 30% in 2024–25, widening the gap with the state average. Some students entered 8th grade without mastery of foundational math skills from earlier grades, impacting their ability to engage successfully with Pre-Algebra content. The multi-year data indicate a downward trend in proficiency for this group, suggesting a need for targeted interventions, including small-group remediation, enhanced progress monitoring, and professional development focused on differentiation and best practices for math instruction.

EWS Areas of Concern

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

The number of 8th grade students scoring a level 1 on the ELA and/or math assessment is an area of concern.

Highest Priorities

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

1. Supporting level 3 students new to this achievement level in ELA and Math
2. Black Subgroup for ELA and Math
3. Supporting level 2 students to continue growth towards learning gains and achievement

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

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.

Prioritizing ELA data enables all stakeholders to make informed, strategic instructional decisions that align with the BEST ELA benchmarks and promote the consistent use of best practices across all reading and ELA classrooms. This focus was chosen based on trends in ELA achievement, overall learning gains, and progress among students in the lowest quartile.

Measurable Outcome

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.

Based on prior year data, ELA learning gains for the lowest quartile will increase from **56% to 66%**, representing a **10-percentage-point improvement**. This measurable goal is data-driven and aligns with school-wide efforts to enhance student proficiency and learning acceleration.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and progress of this Area of Focus will be monitored through a collaborative and data-driven approach. Reading teachers, the Instructional Coach, Assistant Principal, and Principal will regularly analyze:

- i-Ready diagnostic and progress monitoring data
- Oral Reading Fluency (ORF) results
- FAST PM1 and PM2 assessments
- District- and teacher-created formative assessments

PLCs (Professional Learning Communities) will meet on a weekly basis to:

- Analyze student performance data
- Identify trends and gaps in ELA instruction
- Share and reflect on high-impact strategies aligned to the B.E.S.T. standards

- Develop and adjust targeted intervention plans for students not making adequate progress
- Collaborate on common formative assessments and use results to inform next instructional steps
- Provide actionable feedback to students to promote growth and guide learning

This continuous cycle of data analysis and instructional planning within PLCs ensures timely intervention, promotes shared ownership of student outcomes, and drives consistent instructional improvement across all ELA classrooms.

Person responsible for monitoring outcome

Claudomy Pierre, Trina Grenon, Laura McKown and all Reading and ELA teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

i-Ready is a comprehensive, evidence-based program that integrates adaptive diagnostic assessments and personalized online instruction to support student learning in reading. Designed for grades K–8, i-Ready provides teachers with detailed insight into students' individual needs and tailors instructional paths that target skill gaps and promote grade-level mastery. The program includes a diagnostic assessment administered three times a year, real-time progress monitoring, and individualized lessons aligned to state standards, including Florida's B.E.S.T. standards. In middle school, i-Ready supports student growth by: Diagnosing foundational skill gaps that often persist into grades 6–8 Providing scaffolded instruction that adapts to student responses Delivering targeted lessons to support Tier 1, Tier 2, and Tier 3 intervention Allowing teachers to track growth and adjust instruction through data-driven decisions Enhancing student ownership of learning through goal-setting and personalized feedback

Rationale:

Differentiated small group instruction ensures targeted support for students based on ongoing progress monitoring and diagnostic data. This intervention is designed to close foundational skill gaps and accelerate learning for students performing below grade level.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small Group Instruction in Reading

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Weekly

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

Students will receive differentiated small-group instruction tailored to their shared learning needs. Instructional decisions will be guided by a range of data sources, including i-Ready diagnostics, i-Ready growth monitoring, the Core Phonics Survey (Foundations), oral fluency measures, and FAST progress monitoring assessments. Reading teachers will track student progress daily and meet monthly with the instructional coach and assistant principal to review group placement, instructional strategies, and goal setting. To ensure instruction remains targeted and effective, administrators and the instructional coach will conduct weekly walkthroughs focused on the implementation and quality of small-group instruction.

Action Step #2

Individualized i-Ready Instruction

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Weekly

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

Students will engage in individualized iReady instruction tailored to address specific skill deficits. Teachers and instructional coaches will review historical and current diagnostic data to adjust placement and learning paths. FAST Progress Monitoring data will also be utilized to address student needs and ensure placement is appropriate. Instructional usage and performance data will guide instructional decisions and help close achievement gaps.

Action Step #3

Small Group Support During Bobcat Time/Intervention

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

Jackson Heights Middle School will implement dedicated small group intervention during Bobcat Time, a scheduled block built into the weekly academic schedule for targeted instruction and academic support. This time will be intentionally structured to deliver Tier 2 and Tier 3 interventions in reading for students identified as performing below grade level or making insufficient progress based on diagnostic and formative assessment data. Students will be grouped by specific instructional needs using data from i-Ready, FAST PM1/PM2, teacher-created formative assessments, and classroom performance. Intervention groups may include students struggling with comprehension, vocabulary, text analysis, and benchmark specific areas of struggle. Progress will be monitored weekly through i-Ready lesson completion and pass rates, FAST formative checks, and classroom performance task and other evidence. Student groupings will be revisited and adjusted biweekly based on performance trends and growth data. Monitoring and Fidelity Checks Will Include: Weekly data reviews by ELA teachers during PLCs Monthly intervention meetings with the instructional coach, administration, and teachers Walkthroughs and fidelity checks conducted by the principal, AP, and coach using an intervention implementation rubric Documentation of group rosters, lesson plans, and progress monitoring results This action step ensures that all students—especially those in the lowest quartile—receive timely, targeted, and data-driven intervention during the school day without compromising core instruction. The structured use of Bobcat Time maximizes instructional minutes, supports acceleration of learning, and helps reduce achievement gaps in reading.

Action Step #4

Facilitated Small Group Instruction

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

Support facilitators will deliver differentiated small group instruction designed to reinforce key reading skills, address misconceptions, and support mastery of B.E.S.T. ELA benchmarks. Instruction will be adapted based on ongoing formative assessments, student engagement levels, and observed learning needs. Facilitators will track student understanding through exit tickets, discussion protocols, and skill-specific checks for understanding. The Principal, Assistant Principal, and Instructional Coach will conduct weekly walkthroughs to observe implementation fidelity and provide feedback on grouping practices, instructional delivery, and student responsiveness. This action step ensures that all students—especially those requiring Tier 2 and Tier 3 support—receive additional, targeted instruction that complements their core ELA block and maximizes growth opportunities.

Action Step #5

Monitoring of the Lowest Quartile in ELA

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

Teachers will maintain and regularly update a roster of students in the lowest quartile, based on the 2024–25 FAST Reading assessment and the 25-26 Progress Monitoring Assessments of PM1 and PM2. These students will receive focused academic attention, and teachers will document their understanding of key concepts and benchmarks during each lesson. The administration will conduct weekly walkthroughs and classroom observations, with a focus on differentiation, student engagement, and standards-based instruction. In addition, school leaders will hold monthly data chats with ELA teachers to review formative and summative performance data, intervention progress, and instructional adjustments. This action step ensures that the lowest-performing students are closely monitored, supported with tailored instruction, and progressing toward mastery of grade-level expectations.

Action Step #6

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Literacy coaches, ELA teachers, and school administrators will participate in professional development aligned to the SCPS K–12 Comprehensive Reading Plan and B.E.S.T. benchmarks. Trainings will be led by district curriculum specialists and focus on: Analyzing reading data, especially for students needing Tier 2 and Tier 3 interventions Identifying instructional gaps and areas of need Strengthening the use of high-impact, evidence-based reading strategies Preparing literacy leaders to redeliver training and support to site-based staff Literacy coaches will collaborate with the district to prepare materials, model strategies, and facilitate professional learning communities (PLCs) that focus on reading improvement. Administrators will meet quarterly with district specialists to review data trends and instructional alignment. This action step builds internal capacity to address literacy deficits through consistent, research-based instructional practices and sustained professional learning.

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

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.

Focusing on math learning gains, particularly among students in the lowest quartile, enables all stakeholders to make informed, strategic instructional decisions that directly support student achievement. This focus was selected to address identified learning gaps and ensure targeted interventions for students demonstrating the greatest need.

Measurable Outcome

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.

The percentage of students in the lowest quartile making math learning gains will increase from 68% to 78%, reflecting a 10 percentage point improvement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The progress of this Area of Focus will be monitored through the analysis of FAST Progress Monitoring (PM) 1 and PM 2 data, as well as teacher- and district-developed formative assessments. The math teachers, Instructional Coach, Assistant Principal, and Principal will collaboratively review this data during PLCs and leadership meetings to identify trends and areas of need.

Ongoing monitoring will enable timely instructional adjustments to better meet the needs of individual students. By using real-time data to inform instruction, our teachers can provide targeted interventions and personalized feedback. This proactive approach ensures that both teachers and students remain aware of progress toward mastery of the B.E.S.T. standards, ultimately driving improved student achievement outcomes.

Person responsible for monitoring outcome

Claudomy Pierre, Andrew Porter, Michelle Pentz, and Victoria Cusworth

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small Group Focused Intervention During Bobcat Time

Person Monitoring:

Claudomy Pierre, Andrew Porter, Michelle Pentz, and Victoria Cusworth

By When/Frequency:

Weekly

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

Students will receive targeted, differentiated small-group instruction during Bobcat Time based on identified areas of need. Instructional groupings will be formed using data from progress monitoring assessments and teacher/district-created assessments. The goal is to address specific skill gaps and accelerate learning for students in the lowest quartile. Math teachers will monitor student progress weekly and engage in monthly data review meetings with the Assistant Principal and Instructional Coach to evaluate student outcomes and adjust instruction as needed. To ensure fidelity of implementation, administrators and the instructional coach will conduct weekly walkthroughs focused on the use of evidence-based instructional practices. Small-group rosters will be rotated every 3–4 weeks to provide support to a wider range of students and respond to evolving instructional needs.

Action Step #2

Monitoring Students in the Lowest Quartile

Person Monitoring:

Claudomy Pierre, Andrew Porter, Michelle Pentz, and Victoria Cusworth

By When/Frequency:

Ongoing

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

Teachers will maintain a current list of students identified in the lowest quartile for math based on the 2024–2025 FAST Math Assessment. These students' understanding of key concepts and B.E.S.T. benchmarks will be actively monitored during each lesson segment. To ensure accountability and support, administrators will conduct weekly classroom walkthroughs with a focus on the progress of these targeted students. Additionally, administration will hold regular data chats with teachers to discuss each student's trajectory toward mastery and determine necessary instructional adjustments or interventions.

Action Step #3

Facilitated Small Group Instruction

Person Monitoring:**By When/Frequency:**

Claudomy Pierre, Andrew Porter, Trina Grenon, Ongoing
Michelle Pentz, and Victoria Cusworth

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

Support facilitators will implement differentiated small group instruction designed to increase student engagement and deepen understanding of mathematical concepts. Instructional strategies will be adjusted based on ongoing formative assessments and observations of student performance during group activities. Support Facilitators will monitor individual student progress within each group and adapt instruction to address emerging needs. The Principal, Assistant Principal, and Instructional Coach will conduct weekly walkthroughs focused on the quality and effectiveness of small group facilitation, ensuring that differentiation is intentional and aligned to each student's learning goals. The walkthroughs will also provide opportunities for timely feedback and support for continuous instructional improvement.

IV. Positive Learning Environment

Area of Focus #1

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.

The 2024–2025 school year data revealed an increase in the percentage of students with 10 or more unexcused absences compared to the previous year. Due to this upward trend, student attendance has been identified as a critical area of focus. Research consistently demonstrates a strong correlation between regular school attendance and student achievement. Students who attend school consistently benefit from greater continuity in learning, improved academic performance, and stronger relationships with peers and teachers. Addressing chronic absenteeism is essential to closing achievement gaps and promoting overall student success.

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.

The percentage of students with 10 or more unexcused absences will decrease by at least 5 percentage points by the end of the 2025–2026 school year, compared to 2024–2025 baseline data. Similarly, the percentage of students with 15 or more unexcused absences will decrease by at least 5 percentage points.

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 social worker, AIP teacher, guidance counselors, administrators, and the MTSS team will monitor attendance and identify students with chronic absenteeism or emerging attendance issues.

Person responsible for monitoring outcome

Claudomy Pierre/ Andrew Porter/Joseph Darcy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

MTSS

Rationale:

The MTSS team will provide targeted support to students with chronic absenteeism or those with emerging absenteeism to reduce the number of school days missed. This will ensure that students receive the instruction and interventions they need to succeed in school.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Encourage and Promote Student Attendance

Person Monitoring:

Claudomy Pierre/Andrew Porter/Dajana Jones/
Joseph Darcy/Classroom Teachers/Guidance
Counselors

By When/Frequency:

Monthly

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

To promote consistent student attendance, the school will implement a multifaceted approach designed to motivate students while creating a supportive school culture. Key elements of the plan include rewarding students with three or fewer unexcused absences and no behavior referrals with access to special block parties, using visual displays to track and motivate progress in school-wide attendance in a positive manner, and establishing clear attendance and behavior criteria for participation in field trips.

Action Step #2

Monitor Attendance Data

Person Monitoring:

Claudomy Pierre/Andrew Porter/Dajana Jones/

By When/Frequency:

Ongoing

Joseph Darcy

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

The MTSS team will regularly review student attendance data to identify trends and determine if additional supports or interventions are necessary. For students with 5–10 unexcused absences (Tier 2), the school will implement targeted supports such as early identification through real-time data, collaborative Attendance Success Plans with families, and weekly goal check-ins. Teachers will contact families during 1st and 5th periods for students who have 3 or more unexcused absences in any 5 calendar day period and 5 or more unexcused in any 30 calendar day period. Mentorship programs like Check & Connect and daily homeroom check-ins will build relationships and accountability. Home visits or phone outreach by attendance teams will focus on understanding and addressing root causes in a supportive, non-punitive way. For students with over 10 absences (Tier 3), a multidisciplinary team will provide intensive interventions, addressing barriers such as transportation, housing, or mental health. Community partnerships, flexible scheduling, and restorative truancy interventions will ensure a wraparound support system for chronically absent students.

Action Step #3

Clear Communication with Families Regarding Attendance

Person Monitoring:

Claudomy Pierre/Andrew Porter/Dajana Jones/
Joseph Darcy

By When/Frequency:

Ongoing

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

Families will be educated on the importance of regular attendance and how absences impact student achievement. Guidance counselors will send regular, personalized attendance updates, with all communication translated as needed to support non-English speaking households through ESOL staff or multilingual team members. Attendance data will be shared and discussed during SAC/PTSA meetings to engage the school community in improving attendance. Teachers will communicate absences to parents/guardians and strengthen the home-school connection. All outreach efforts, including calls, emails, and in-person meetings, will be documented in EdInsight.

Action Step #4

Improve Student Engagement

Person Monitoring:

Claudomy Pierre/Andrew Porter/Trina Grenon

By When/Frequency:

Ongoing

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

To build relationships with chronically absent students and help them find purpose and meaning in their school experience, the school will provide diverse, interest-based curriculum and electives that align with student passions. Extracurricular activities, clubs, and morning engagement programs will offer additional opportunities for connection and motivation.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
--	----

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00