

Seminole County Public Schools

SCPS CONSEQUENCE UNIT



2025-26 Schoolwide Improvement Plan

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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

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, 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

Deirdre M. Garnes

Deirdre_Garnes@scps.k12.fl.us

Position Title

Director of Alternative Programs

Job Duties and Responsibilities

Principal for Alternative Programs, Personnel Hiring/Management, 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.

Leadership Team Member #2

Employee's Name

Siobhan Pitters

Siobhan_Pitters@scps.k12.fl.us

Position Title

Assistant Principal of 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

Dia_Shelton@scps.k12.fl.us

Position Title

School Administration 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 Engagement, Title I Compliance, Instructional Materials Management/Inventory, and Assessment (Testing) Coordination.

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.

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) during the September SAC meeting for their input and recommendations. The SAC consists of all required stakeholders (teachers, community members, parent representation, etc.). Additionally, the drafted plan is shared with the teaching staff during the September faculty meeting for their input.

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)).

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 achievement 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: 2023-24: 2022-23: 2021-22: I 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								1	2	3
Absent 10% or more school days								1	1	2
One or more suspensions								1	2	3
Course failure in English Language Arts (ELA)								0	0	0
Course failure in Math								0	0	0
Level 1 on statewide ELA assessment								1	2	3
Level 1 on statewide Math assessment								1	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

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								1	2	3

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								0	0	0
Students retained two or more times								0	0	0

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								2	8	10
One or more suspensions								3	8	11
Course failure in English Language Arts (ELA)										0
Course failure in Math										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

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								2	8	10

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	1	3	3	4	11
Absent 10% or more school days	1	3	2	2	8
One or more suspensions	1	3	1	1	6
Course failure in English Language Arts (ELA)	0	1	1	0	2
Course failure in Math	0	0	1	0	1
Level 1 on statewide ELA assessment	1	0	0	0	1
Level 1 on statewide Algebra assessment	1	0	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
	9	10	11	12	
Students with two or more indicators	1	3	1	1	6

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
	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

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
	9	10	11	12	
Students with two or more indicators					0

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
	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

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†
ELA Achievement*		65	59	62	55	50
Grade 3 ELA Achievement						
ELA Learning Gains	63	58		63	57	
ELA Lowest 25th Percentile	62	56		61	55	
Math Achievement*	49	49		44	45	39
Math Learning Gains	53	47		50	47	
Math Lowest 25th Percentile	55	49		54	49	
Science Achievement	73	72		72	68	69
Social Studies Achievement*	79	75		74	71	70
Graduation Rate	92	92		92	90	0
Middle School Acceleration						
College and Career Acceleration	62	69		61	67	60
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	52		64	49	59

*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

Data for 2024-25 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
		0%	0%	4%		0%

* 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%

No ESSA data found for this school and year

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.

	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.
All Students										
Economically Disadvantaged Students										

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	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.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* 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?

The total number of student discipline referrals and out of school suspensions decreased in the 2024-2025 school year as compared to the 2023-24 school year. The leadership and staff strengthened the PBIS program, utilized a refocus room for students and revised the Behavior Intervention Form (BIF) for teacher use.

Lowest Performance

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

ELA/Reading proficiency declined school-wide in the 2024-2025 school year as compared to the 2023-24 school year. The student body continues to be highly transient and historically non-proficient upon program entry.

Greatest Decline

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

Review of attendance data reveals that the average daily attendance shows the greatest decline in 2024-2025 in comparison to the attendance average from the 2023-24 school year. Student apathy and disengagement, specifically amongst our high school students, has increased.

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.

Although proficiency in Algebra I increased from the 2023-24 school year, proficiency still falls well below the state average. Math instruction still continues to be primarily lecture/large group instruction with infrequent opportunities for cooperative learning.

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 proficiency in ELA/Reading

Increase proficiency in Algebra I

Decrease student absenteeism

Decrease discipline referrals and out of school suspension

Increase student engagement

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.

The Consequence Unit is required to provide students assigned for violations of the code 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 2024-2025 data reveals that 80% of all students were non-proficient in ELA/Reading. Through ongoing review of progress monitoring data and targeted instruction throughout the 2025-26 school year proficiency will increase on the ELA/Reading FAST assessment.

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.

For the the 2025-2026 school year, ELA/Reading proficiency will increase from 20% (as evidenced by the 2024-2025 FAST) to 30% proficiency.

Monitoring

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

Utilizing assessment data gathered from classroom assessments and PMAs, the ELA, Reading and social studies 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 and to identify opportunities to remediate/practice foundational skills accross the curriculum. Consistent, early identification andtargeted support will improve the likelihood of students' success on the final ELA/ Reading FAST assessment for the 2025-26 school year.

Person responsible for monitoring outcome

Deirdre Garnes, Director of Alternative Programs

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:

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

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

Create a PLC to guide ELA/Reading benchmark-aligned instruction across the curriculum while using evidence-based interventions

Person Monitoring:

Siobhan Pitters

By When/Frequency:

Ongoing throughout 2025-26

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

The PLC (consisting of the ELA teachers, the social studies teacher and an ESE teacher) will review the prior year's PM2 and PM3 data, analyze the frequency of the standards between the two assessments, identify the type of assessment questions, and determine patterns and use the findings to provide targeted instruction. The assistant principal will routinely monitor assessment data from quizzes, unit tests, PMAs., iReady, Acheive 3000, etc. to determine PLC efficacy.

Action Step #2

The teachers will guide students in monitoring their learning through a variety of strategies.

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout the school year

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

During faculty and PLC meetings, the assistant principal (AP) will model a variety of ways for

teachers to support students in monitoring their own learning (peer reviews, exit tickets, informal assessments, work sample comparisons, etc.). The AP will facilitate frequent classroom walkthroughs to provide teachers with feedback on implementation/execution.

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.

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 state assessments to include end of course exams. Because 2024-25 Algebra I proficiency data indicates that 80% of algebra students were non-proficient, EGMYA/CASU will focus on increasing the number of students who pass the exam for the 2025-26 school year. This will position students for attainment of their high school diploma.

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.

Student proficiency in Algebra I will increase from 20% (as evidenced by the 2024-2025 EOCs) to 30% proficiency in 2025-2026.

Monitoring

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

Utilizing assessment data 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 algebraic thinking and reasoning. Consistent, early identification and targeted support will improve the likelihood students' success on summative assessments.

Person responsible for monitoring outcome

Deirdre Garnes, Director of Alternative Programs

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:

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:

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

Organize students in cooperative learning structures.

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

The teacher will utilize cooperative learning structures after lecture and large group instruction, to facilitate students in activities aimed at improving critical thinking skills, solving problems in various contexts, making generalizations and understanding mathematical relationships. Students will engage in activities such as group investigation, jigsaw, peer interview, etc. The assistant principal will perform regular classroom walkthroughs to ensure strategy use and review student assessment data for impact.

Action Step #2

Students will create and utilize data notebooks.

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

Students will create and utilize data notebooks to track their progress, set goals and reflect on their learning. The assistant principal will periodically review the notebooks with the math teacher to inform decisions regarding instructional modification for student success.

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.

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 2024-25 school year, the average daily attendance was 19.6% which was a 4.32% decrease from the 2023-24 school year. EGMYA/CASU will work with families and staff through PBIS incentives and outreach so that students will attend regularly 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.

Increase the school's average daily attendance by 30% from 19.6% (as indicated in 2024-2025) to 50% for the 2025-2026 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.

Utilizing attendance/truancy reports generated from 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

Deirdre Garnes, Director of Alternative Programs

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:

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(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

Increase student engagement across the curriculum to mitigate apathy.

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

Teachers will develop additional opportunities to connect lessons to real-world applications, incorporate student interests, use project-based learning/inquiry-based learning, incorporate more smart technology usage into lessons, etc. to counteract apathy and increase the students' desire to attend school regularly. The assistant principal will review lesson plans weekly for the appropriate level of student interest, engagement and academic rigor.

Action Step #2

Contact the parent/guardian of absent students daily

Person Monitoring:

Dia Shelton, School Administration Manager

By When/Frequency:

Ongoing throughout 2025-26

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

The family and community outreach worker will contact parents/guardians daily when students are absent. The outreach worker will make referrals to the school social worker and district mental health counselor when socio-economic and emotional barriers to attendance are evident. The worker will also document truancy and send parent notification in accordance with the SCPS truancy procedures. The School Administration Manager will monitor parent contact logs and EdInsight for documented outreach/communication.

Area of Focus #2

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 demonstrated 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 discipline referrals issued for the 2024-25 school year decreased by 49.5% from the 2023-24 school year and out of school suspensions decreased by 50% as well. Through implementation of interventions to address academic and behavioral needs students will remain in class, in lieu of suspension, where they can continue learning and achievement 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.

Reduce student discipline referral totals (58 in 2024-25) and out of school suspension totals (22 in 2024-25) by 50% in 2025-26.

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

Deirdre Garnes, Director of Alternative Programs

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:

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(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

Utilize a reset/refocus room for disruptive and/or disregulated students.

Person Monitoring:

Dia Shelton, School Administration Manager

By When/Frequency:

Ongoing throughout 2025-26

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

The Consequence Unit/EGMYA will staff an instructional paraprofessional to provide temporary/short-term intervention and academic support in an alternate classroom setting for students in need of self-regulation or emotional support.

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.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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, ParentSquare (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 and 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 additional 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 remediation 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 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)).

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

Eugene Gregory/Consequence 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 faith-based partners and staff from the Seminole County Sheriff'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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school facilitates weekly MTSS meetings where each new enrollee's academic, attendance and behavior data is reviewed and team determinations are made regarding initiation 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 study team case review, upon entry, to review his/her plan for required accommodations 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 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
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00