



Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

Name	Position Title	Job Duties and Responsibilities
Tagye, Rebecca	Assistant Principal	Evaluating all faculty and staff in the building Facilities All disciplinary issues Transportation Overseeing attendance related issues MTSS/IPST Fire Drills Critical Incident Drills School Emergency Operation Procedures Updating emergency plans and classroom go-bags for classrooms teachers Developing and assigning posts for morning supervision Lunch Duty Working with the SRO on school related security issues that may arise Any and all duties assigned by the Director School Improvement Plan
Luley, Tracye	Other	PBIS, Resiliency support for students, MTSS/IPST, counseling, SIP, School Based Leadership Team, Crisis intervention and support
Therber, Christine	Parent Engagement Liaison	IA Title 1 Parent and Family Engagement Liaison Attendance
Fleckner, Suzanne	Other	Teacher and testing coordinator ELL Coordinator Discipline support
Aglitz, Debbie	Teacher, ESE	ESE contact - IEP/504 and

Stakeholder Involvement and SIP Development

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

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

Parent, Student and Community Stakeholders survey's

SIP Monitoring

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

Classroom walkthroughs/observations
 Attendance data meetings
 Agenda's of meetings
 Retained Students
 Discipline Data
 Professional Development

District Assessments
 FAST Data PM1, 2, 3
 Exit Slips

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0

Number of students with a sub2t students wjE

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	5	32	104
One or more suspensions	0	0	0	0	0	0	2	5	35	137
Course failure in ELA	0	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Grade Level										

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*		63	61		66	68
Social Studies Achievement*		67	68		70	73
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

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

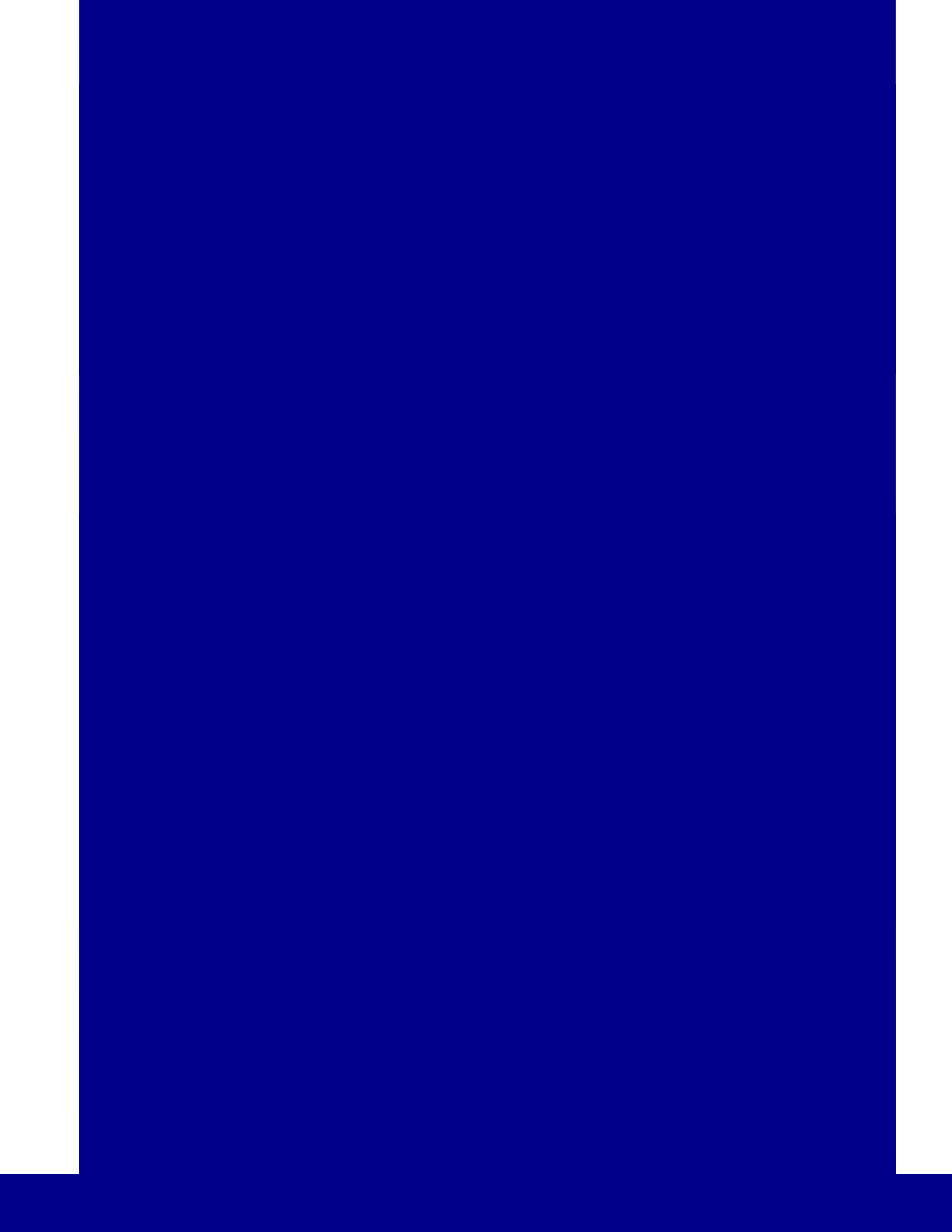
See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

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

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				





ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	JEBT364.32F2 9.350A00 m51.05Tref	350.589500 m42F2 9.350A00 m500 m42F2 9.350A00 m51F2 9.350A00 m51F2 9.350A00			

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	69%	-49%	66%	-46%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

Attendance
Suspensions

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

Academics
Positive Behavior Intervention Supports
Restorative Practices/Growth Mindset
Resiliency
Attendance

Area of Focus

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



Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Differentiation

Title I Requirements



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

We currently has a full-time contracted Prevention Specialist staffed to serve students from Eckerd Connects. We will continue to coordinate programming and services to our at risk populations in collaboration with our prevention specialist and Eckerd Connects. In addition, this plan utilizes research and data, as well as evidence-based programming related to violence prevention, resiliency education, and academic achievement to meet the goals of our identified areas of focus.