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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

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 Lake Brantley High School is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Provide the school's vision statement

The vision of Lake Brantley High School is to empower its students to achieve individual success through respect, responsibility, and a readiness to learn.

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

Brian Blasewitz

blasewbz@muscps.us

Position Title

Principal

Job Duties and Responsibilities

Campus-wide executive leadership, school safety and security, budgeting and allocations, primary community stakeholder liaison, and supervising all other functions of a comprehensive high school

Leadership Team Member #2

Employee's Name

Donald Fields

fieldsdb@muscsp.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Student Services, Master Schedule, Performing Arts, Career and Technical Education, Academy of Finance, Academy of Creative Design and Entertainment, Life Sciences, Advanced Opportunities, FTE and Registration, At-Risk and Drop-Out Prevention, School Improvement Plan, Graduation Rate, College and Career Acceleration, Young Men and Women of Excellence

Leadership Team Member #3

Employee's Name

Brittany Campbell

campbeba@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Exceptional Student Education, World Languages, Student Government Association, Fine Arts, Computer Sciences, Transition Program, Student Discipline and Positive Behavior Intervention Support, Student Health and Safety, School-Based Threat Management Chair, Equity/Title IX Coordinator, Peer Inclusion Team

Leadership Team Member #4

Employee's Name

John Rondone

rondonjp@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Mathematics, Health and Physical Education, Physical Sciences, Athletics, AFJROTC, Testing Oversight, Technology, Peer Counseling, Stakeholder Feedback

Leadership Team Member #5

Employee's Name

Jason Menoutis

menoutjj@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

English, Social Studies, Reading, ESOL, Literacy Coaching, Professional Development, Advanced Placement, Accreditation, Latinos in Action, Teacher Certification, Teacher Evaluation Coordination

Leadership Team Member #6

Employee's Name

Joseph Kreuter

kreutejl@muscps.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Facilities Manager, Risk Management, Student Discipline, Custodians, School Safety and Security, Inventory, Emergency Drills, Take Stock in Children

Leadership Team Member #7

Employee's Name

Jessica Marengo

marengja@muscps.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Student Discipline, Clubs and Organizations, Custodians, Alternative Education Liaison, School Advisory Council, PTSO Liaison, Substitute Teacher Coordination, School-Based Threat Management Team Vice Chair

Leadership Team Member #8

Employee's Name

Stephanie Sully

obriense@muscps.us

Position Title

Dean and Testing Coordinator

Job Duties and Responsibilities

State Testing, National Testing, Quarter and Semester Exam Coordination, Teacher and Employee of the Year, Faculty and Staff Wellness Champion

Leadership Team Member #9

Employee's Name

Eric Entrekin

entrekes@muscps.us

Position Title

Dean and Athletics Director

Job Duties and Responsibilities

FHSAA Compliance, Athletics Boosters Liaison, Field Trips Coordinator, Business Partners Liaison, Fundraising

Leadership Team Member #10

Employee's Name

Amanda Goe

pierceal@muscps.us

Position Title

Director of Student Services

Job Duties and Responsibilities

Student Support Services, Truancy, At-Risk Support and Drop-Out Prevention, Intervention Supports and Services,

Leadership Team Member #11

Employee's Name

Nicole Davis

waggonnm@muscps.us

Position Title

Literacy Coach

Job Duties and Responsibilities

Reading Intervention Compliance, English-Language Arts Support, Content-Area Reading Interventions

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.

Stakeholder input is provided through multiple inventories and assessments, including School Safety and Security Survey, Faculty Feedback Survey, and school-created feedback surveys.

Administration also solicits regular feedback from Faculty through monthly Curriculum Leader meetings. Community and family input is also obtained through the School Advisory Council and Parent-Teacher-Student Organization. The School Advisory Council is composed of students, instructional staff, non-instructional staff, parents, and community members.

The input from these stakeholders impacts considerations for what instructional and organizational objectives to prioritize. It also helps shape the action plans associated with the goals.

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 Improvement Plan is included in the agendas for Leadership Team and School Advisory Council meetings. A SIP Goal Tracker is utilized to document and monitor progress toward fulfilling action plans and meeting goals. This SIP Goal Tracker is reviewed at each of these meetings and updated/amended as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.5%
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: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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.

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	751	668	751	643	2,813
Absent 10% or more school days	156	129	170	163	618
One or more suspensions	66	99	79	43	287
Course failure in English Language Arts (ELA)	77	169	173	84	503
Course failure in Math	143	174	185	104	606
Level 1 on statewide ELA assessment	79	0	0	0	79
Level 1 on statewide Algebra assessment	63	0	0	0	63

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	158	157	170	97	582

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†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	65	59	62	62	55	52	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	63	58	62	63	57			
ELA Lowest 25th Percentile	58	62	56	66	61	55			
Math Achievement*	47	49	49	41	44	45	39	39	38
Math Learning Gains	51	53	47	40	50	47			
Math Lowest 25th Percentile	64	55	49	42	54	49			
Science Achievement	67	73	72	72	72	68	67	69	64
Social Studies Achievement*	75	79	75	70	74	71	69	70	66
Graduation Rate	98	92	92	93	92	90	96	94	89
Middle School Acceleration									
College and Career Acceleration	55	62	69	58	61	67	60	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	65	52	79	64	49	46	59	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	721
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	62%	65%	58%	56%		60%

* 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	51%	No		
English Language Learners	53%	No		
Asian Students	75%	No		
Black/African American Students	59%	No		
Hispanic Students	61%	No		
Multiracial Students	72%	No		
White Students	69%	No		
Economically Disadvantaged Students	59%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%		64%	58%	47%	51%	64%	67%	75%		98%	55%	76%
Students With Disabilities	35%		56%	51%	30%	57%	73%	42%	41%		97%	21%	60%
English Language Learners	33%		60%	59%	29%	44%	58%	38%	50%		98%	39%	76%
Asian Students	71%		59%		83%	63%		81%	76%		100%	65%	
Black/African American Students	54%		68%	70%	29%	44%	69%	55%	61%		99%	38%	
Hispanic Students	58%		61%	52%	40%	53%	63%	57%	66%		98%	43%	75%
Multiracial Students	78%		64%	70%	61%	47%		79%	88%		94%	63%	
White Students	74%		65%	59%	56%	50%	66%	75%	82%		98%	67%	
Economically Disadvantaged Students	55%		62%	56%	36%	48%	62%	55%	62%		97%	43%	75%

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	62%		62%	66%	41%	40%	42%	72%	70%		93%	58%	79%
Students With Disabilities	24%		50%	46%	15%	33%	46%	34%	28%		79%	15%	69%
English Language Learners	33%		60%	57%	18%	32%	35%	49%	44%		93%	37%	79%
Asian Students	75%		58%		63%	46%		90%	100%		93%	84%	
Black/African American Students	51%		61%	70%	25%	35%	41%	60%	48%		91%	42%	
Hispanic Students	53%		61%	65%	33%	36%	43%	63%	61%		95%	42%	78%
Multiracial Students	77%		70%	83%	49%	58%		86%	88%		91%	52%	
White Students	69%		62%	64%	52%	42%	40%	79%	79%		93%	69%	
Economically Disadvantaged Students	51%		60%	63%	30%	35%	40%	60%	62%		89%	42%	79%

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	52%				39%			67%	69%		96%	60%	46%
Students With Disabilities	19%				17%			36%	29%		92%	19%	
English Language Learners	25%				22%			49%	21%		98%	37%	71%
Asian Students	73%				79%			89%	85%		100%	88%	
Black/African American Students	39%				23%			52%	47%		94%	38%	
Hispanic Students	40%				30%			55%	59%		95%	45%	72%
Multiracial Students	62%				48%			77%	78%		100%	77%	
White Students	61%				50%			78%	80%		96%	68%	
Economically Disadvantaged Students	39%				28%			54%	55%		94%	47%	71%

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	66%	65%	1%	58%	8%
ELA	9	63%	63%	0%	56%	7%
Biology		65%	71%	-6%	71%	-6%
Algebra		30%	61%	-31%	54%	-24%
Geometry		54%	60%	-6%	54%	0%
History		73%	76%	-3%	71%	2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		20%	38%	-18%	41%	-21%
Algebra		22%	18%	4%	16%	6%
Geometry		18%	25%	-7%	23%	-5%
History		23%	79%	-56%	48%	-25%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	18%	3%
History		60%	47%	13%	33%	27%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Math Learning Gains for students in the Lowest Quartile increased from 42% in 2023-24 to 64% in 2024-25, a 22% improvement. Many factors contributed to this, including improving the efficacy of the Support Facilitation Model, commitment to and implementation of increased Professional Development and instructional support for Algebra 1 and Geometry teachers, the establishment of cohort of students in Foundational Math Skills and Algebra 1, and intentional and consistent review of student performance data.

Lowest Performance

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

Math Proficiency for students who are Black/African American and students who are identified as English Language Learners were both 29%. While the Lower Quartile students within these subgroups showed significant Learning Gains (69% and 58%, respectively), the subgroups as a whole demonstrated fewer gains - both at 44%, the lowest of any subgroups in that area. Possible factors contributing to this include changing trends in middle school preparation and acceleration and scheduling conflicts for these students in accessing the Foundational Skills in Math class, particularly with their Reading Intervention classes.

Greatest Decline

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

Proficiency on the Biology End-of-Course Exam decreased from 72% in 2023-24 to 67% in 2024-25, a drop of 5%. The primary contributing factors to low performance include recent teacher turnover, new teacher preparation and support, and consistent implementation of the Professional Learning Community Model.

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 greatest gap between school performance and the state average is in proficiency on the Algebra 1 End-of-Course Exam. The most significant factor impacting this is the implementation of intensive and ambitious Mathematics acceleration in feeder middle schools. Additional factors include student confidence in math abilities, student endurance and resilience with course pacing, and a lack of research-based interventions that can be implemented in the Algebra 1 classroom while maintaining necessary pacing.

EWS Areas of Concern

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

The greatest area of concern in the EWS data is the ongoing challenge regarding student attendance. Of the 2,813 students reported, 618 (22%) were absent for 10% or more of the total school days. This resulted in a significant loss of student learning opportunities.

Highest Priorities

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

1. Science Proficiency for Students in All Subgroups (67%)
2. Learning Gains for Lowest Quartile Students in Mathematics (64%)
3. Learning Gains for Lowest Quartile Students in English/Language Arts (58%)
4. Social Studies Proficiency for Students with Disabilities (41%)
5. Student Attendance

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 Professional Learning Communities

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.

- Biology Proficiency
- Instructional Priority #1 - Benchmark Aligned Instruction
- Instructional Priority #2 - Monitoring for Learning
- Strategic Plan Connection: System Initiative B, Performance Objective 1

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.

Our goal is to increase Biology End-of-Course Exam Proficiency from 67% to 75%

Monitoring

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

- Benchmark/Formative Assessments will be reviewed for Biology and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities
- Teachers and Administrators will utilize the Impact Walk Tool to monitor progress towards meeting the Impact Walk Goals
- Teachers and Administrators will utilize a common Benchmark-Aligned Student Learning Data Tracking sheet with students and adjust their instruction to meet all student needs

Person responsible for monitoring outcome

Donald Fields, Assistant Principal

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:

Intentional focus on and tracking of Benchmark-Aligned Instruction through the use of the Professional Learning Community Continuous Improvement Cycle

Rationale:

To ensure students have every opportunity to learn and master the content assessed on the Biology End-of-Course Assessment, it is necessary to ensure that instruction is aligned to established benchmarks and criteria for mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Development, instructional coaching, and administrative support in improving the frequency and efficacy of on-the-spot, daily Monitoring for Student Learning

Rationale:

Monitoring for Student Learning is a foundational pre-requisite for the continuous improvement of instructional practices. If teachers are not effectively and/or regularly Monitoring for Student Learning, they are unable to determine what practices are effective, what students are mastering, and which students need intervention. Monitoring for Student Learning includes on-the-spot checks for understanding during lessons, end-of-class "exit slips" or student generated summaries, and effective questioning strategies.

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

Instructional Priorities and Walk-through Tool

Person Monitoring:

Donald Fields, Assistant Principal

By When/Frequency:

Bi-weekly

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

Instructional Staff (Teachers, Admin, Support Facilitators) will be oriented to Instructional Priorities and the Walk-through Tool.

Action Step #2

Continue CAR-PD Strategies

Person Monitoring:

By When/Frequency:

Donald Fields, Assistant Principal

Ongoing

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

Continue the implementation of CAR-PD strategies in Biology and Environmental Science, with ongoing support from Literacy Coach and DTL

Action Step #3

Collaborative Teaching Practices

Person Monitoring:

Donald Fields, Assistant Principal

By When/Frequency:

By October 31

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

Provide Environmental Science and Biology teachers with Collaborative Learning PD

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning Communities

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.

- Math Learning Gains for Students in Lower Quartile
- Instructional Priority #1 - Benchmark Aligned Instruction
- Instructional Priority #2 – Monitoring for Learning
- Strategic Plan Connection: System Initiative B, Performance Objective 1, Key Performance Indicator 2

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.

Our goal is to increase Math Learning Gains for students in the Lower Quartile from 64% to 69%.

Monitoring

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

- Benchmark/Formative Assessments will be reviewed for each course and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities
- District/School Leaders will visit Professional Learning Communities on a regular basis to

monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

John Rondone, Assistant Principal

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:

Intentional focus on and tracking of Benchmark-Aligned Instruction through the use of the Professional Learning Community Continuous Improvement Cycle

Rationale:

To ensure students have every opportunity to learn and master the content assessed on the Algebra and Geometry End-of-Course Assessments, it is necessary to ensure that instruction is aligned to established benchmarks and criteria for mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Development, instructional coaching, and administrative support in improving the frequency and efficacy of on-the-spot, daily Monitoring for Student Learning

Rationale:

Monitoring for Student Learning is a foundational pre-requisite for the continuous improvement of instructional practices. If teachers are not effectively and/or regularly Monitoring for Student Learning, they are unable to determine what practices are effective, what students are mastering, and which students need intervention. Monitoring for Student Learning includes on-the-spot checks for understanding during lessons, end-of-class "exit slips" or student generated summaries, and effective questioning strategies.

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

Instructional Priorities and Walk-through Tool

Person Monitoring:

John Rondone, Assistant Principal

By When/Frequency:

Bi-weekly

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

Instructional Staff (Teachers, Admin, Support Facilitators) will be oriented to Instructional Priorities and the Walk-through Tool.

Action Step #2

Spiraled Instruction and Assessments

Person Monitoring:

John Rondone, Assistant Principal

By When/Frequency:

Bi-weekly

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

Continue the implementation of spiraled instruction and assessments in Algebra 1 and Geometry

Action Step #3

Mastery-based Grading Practices

Person Monitoring:

John Rondone, Assistant Principal

By When/Frequency:

Twice each Quarter

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

Continue the hybridization of Mastery-based grading practices, introducing teacher-led Data Chats with students focused on Learning Gains

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning Communities

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.

- English-Language Arts Learning Gains for Lower Quartile Students
- Instructional Priority #1 - Benchmark Aligned Instruction
- Instructional Priority #2 - Student Engagement
- Strategic Plan Connection: System Initiative B, Performance Objective 1

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.

Our goal is to increase English-Language Arts Learning Gains for students in the Lower Quartile from 58% to 67%.

Monitoring

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

- Benchmark/Formative Assessments will be reviewed for Biology and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities
- Teachers and Administrators will utilize the Impact Walk Tool to monitor progress towards meeting the Impact Walk Goals

Person responsible for monitoring outcome

Jason Menoutis, Assistant Principal

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:

Intentional focus on and tracking of Benchmark-Aligned Instruction through the use of the Professional Learning Community Continuous Improvement Cycle

Rationale:

To ensure students have every opportunity to learn and master the content assessed on the Biology End-of-Course Assessment, it is necessary to ensure that instruction is aligned to established benchmarks and criteria for mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Development, instructional coaching, and administrative support for improving Student Engagement

Rationale:

Engaging Students is a foundational pre-requisite for the continuous improvement of instructional practices. If teachers are not effectively Engaging Students, students are missing out on opportunities to learn.

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

Instructional Priorities and Walk-through Tool

Person Monitoring:

Jason Menoutins, Assistant Principal

By When/Frequency:

Bi-weekly

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

Instructional Staff (Teachers, Admin, Support Facilitators) will be oriented to Instructional Priorities and the Walk-through Tool.

Action Step #2

Peer Teacher Observations

Person Monitoring:

Nicole Davis, Literacy Coach

By When/Frequency:

Quarterly

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

Establish Peer Observation groups for ELA and Reading teachers focused on Student Engagement Strategies, with ongoing support from Literacy Coach

Action Step #3

Social Studies-English Literacy PLC

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Monthly

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

Establish collaborative Literacy PLCs between World History-English 2 and US History-English 3 teachers to review Progress Monitoring data and Instructional Priorities trends

Action Step #4

Continue Shift to Emphasize Learning Gains in Grading

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Monthly

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

Continue the hybridization of Mastery-based grading practices, introducing teacher-led Data Chats with students focused on Learning Gains

Area of Focus #4

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

Instructional Practice specifically relating to Professional Learning Communities

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.

-
- Social Studies Proficiency for Students with Disabilities

- Instructional Priority #1 - Benchmark Aligned Instruction
- Instructional Priority #2 - Monitoring for Learning
- Strategic Plan Connection: System Initiative B, Performance Objective 1

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.

Our goal is to increase Social Studies Proficiency for Students with Disabilities from 41% to 50%.

Monitoring

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

- Benchmark/Formative Assessments will be reviewed for Biology and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities
- Teachers and Administrators will utilize the Impact Walk Tool to monitor progress towards meeting the Impact Walk Goals

Person responsible for monitoring outcome

Jason Menoutis, Assistant Principal

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:

Intentional focus on and tracking of Benchmark-Aligned Instruction through the use of the Professional Learning Community Continuous Improvement Cycle

Rationale:

To ensure students have every opportunity to learn and master the content assessed on the US History End-of-Course Assessment, it is necessary to ensure that instruction is aligned to established benchmarks and criteria for mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Development, instructional coaching, and administrative support in improving the frequency and efficacy of on-the-spot, daily Monitoring for Student Learning

Rationale:

Monitoring for Student Learning is a foundational pre-requisite for the continuous improvement of instructional practices. If teachers are not effectively and/or regularly Monitoring for Student Learning,

they are unable to determine what practices are effective, what students are mastering, and which students need intervention. Monitoring for Student Learning includes on-the-spot checks for understanding during lessons, end-of-class "exit slips" or student generated summaries, and effective questioning strategies.

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

Instructional Priorities and Walk-through Tool

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Bi-weekly

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

Instructional Staff (Teachers, Admin, Support Facilitators) will be oriented to Instructional Priorities and the Walk-through Tool.

Action Step #2

Social Studies-English Literacy PLCs

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Monthly

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

Establish collaborative Literacy PLCs between World History-English 2 and US History-English 3 teachers to review Progress Monitoring data and Instructional Priorities trends

Action Step #3

Spiraled Instruction and Assessments

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Quarterly

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

Continue the implementation of spiraled instruction and assessments in US History

Action Step #4

Continue CAR-PD Strategies

Person Monitoring:

Jason Menoutis, Assistant Principal

By When/Frequency:

Ongoing

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

Continue the implementation of CAR-PD strategies in World History and US History, with ongoing support from Literacy Coach and DTL

Area of Focus #5

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

Graduation/Acceleration specifically relating to Acceleration

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.

- Career and Technical Education Enrollment and Retention for Students of Color
- Instructional Priority #1 - Student Engagement
- Instructional Priority #2 - Conditions for Learning
- Strategic Plan Connection: System Initiative C: Innovation for College, Careers and Citizenship, KPI #1: Students Earning Industrial Certifications

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.

Our goal is to increase Upper-Level Career and Technical Education enrollment from 30% to 35%.

Monitoring

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

- Teachers and Administrators will utilize the Impact Walk Tool to monitor progress towards meeting the Impact Walk Goals.
- District/School Leaders will visit Professional Learning Communities on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Donald Fields, Assistant Principal

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:

Professional Development, instructional coaching, and administrative support in improving the efficacy of Student Engagement

Rationale:

Engaging Students is a foundational pre-requisite for the continuous improvement of instructional practices. If teachers are not effectively Engaging Students, students are missing out on opportunities to learn.

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

CTE Stakeholder Steering Committee

Person Monitoring:

Donald Fields, Assistant Principal

By When/Frequency:

Quarterly

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

Establish a representative committee of students who are enrolled in CTE programs to provide feedback and problem solve around the topics of Student Engagement and Conditions for Learning

Action Step #2

CTE Info Night

Person Monitoring:

Amanda Goe, Director of Student Services

By When/Frequency:

By January

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

Continue to host an annual CTE Info Night for students and families that focuses on program benefits, including program completion

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation

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.

-
- Graduation Assessment Requirements for Class of 2026
 - Instructional Priority #1 - Benchmark Aligned Instruction
 - Instructional Priority #2 - Conditions for Learning
 - Strategic Plan Connection: System Initiative A: Graduation, KPI #1: High School Graduation

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.

Our goal is to ensure that all Class of 2026 students earn their Graduation Assessment Requirements by May of 2026. (Class of 2025 graduates needing a concordant score: 3 student)

Monitoring

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

Progress toward achieving this goal will be monitored through state and national assessment results throughout the year.

Person responsible for monitoring outcome

Brian Blasewitz, Principal

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:

Student Mentoring

Rationale:

A strong positive relationship with a trusted adult is a predictor for academic success. Such a relationship can help encourage a student to continue working toward their goal and connect them with resources to contribute to their success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Student Monitoring

Rationale:

Strategically and consistently monitoring student grades, attendance, and assessment results provides critical information to determine the specific supports a student needs to find success.

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

Targeted Instruction in English 4, Math for College Algebra, and Math for Data and Financial Literacy

Person Monitoring:

Brian Blasewitz, Principal

By When/Frequency:

Daily

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

Continue scheduling Fourth Year students who have not earned a concordant score into specialized English 4, Math for College Liberal Arts, and Math for Data and Financial Literacy classes providing targeted strategies.

Action Step #2

Class of 2026 Operation Graduation Shared Spreadsheet

Person Monitoring:

Donald Fields, Assistant Principal

By When/Frequency:

Twice a Quarter

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

Administration and Student Services will create and maintain a shared spreadsheet that is regularly updated with critical information regarding the target students, including grades, attendance, referrals, and assessment results.

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.

- Student Attendance
- Instructional Priority #1 - Conditions for Learning
- Instructional Priority #2 - Student Engagement
- Strategic Plan Connection: System Initiative D: Conditions for Learning, KPI #2: Student Attendance.

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.

Our goal is to reduce the percent of students who were absent for 10% or more of the total school days from 22% to 17%.

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.

- Student Attendance will be monitored through EdInsight on a weekly basis, with formative reports reviewed by the Leadership Team each reporting period
- Student Tiering and Interventions for Attendance done through MTSS will be reviewed during monthly reviews

Person responsible for monitoring outcome

Brian Blasewitz, Principal

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:

Multi-Tiered Systems of Support for Attendance

Rationale:

MTSS Problem Solving and Interventions create a structure through which school staff can target and improve student attendance.

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

Improve MTSS Processes for Student Attendance

Person Monitoring:

Brian Blasewitz, Principal

By When/Frequency:

Weekly

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

Making MTSS processes more consistent and effective, especially in the area of student attendance, will have the desired effect of reducing chronic student absenteeism. This will be monitored through MTSS Meeting Notes, Tiering Data, and Student Attendance.

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