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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

Our community's mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.

Provide the school's vision statement

Bears Building Integrity through Empathy, Honesty, and Perseverance.

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

Peter Gaffney

peter_gaffney@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversees all aspects of the school.

Leadership Team Member #2

Employee's Name

Kenneth Bevan

kenny_bevan@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies, Fine Arts/Visual Arts, World Languages, Coordinator of Students Activities, AP Coordinator, Truck/Treat Community Event, Latinos in Action, Cluster Liaison, Bear Bash 2025, 8th Grade Field Trip (ITMS, S.Seminole, Milwee), HunnyBears Dance Team

Leadership Team Member #3

Employee's Name

KeJuana Carpenter

carpenkl@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Math, ESE, Young Men and Women Of Excellence, Principal Designee, Discipline, Front Office and Clinic Supervisor, Substitutes, Support Facilitators, School Improvement Plan, PBiS, MTSS, Title IX Coordinator, Extended School Year, MINGA Implementation

Leadership Team Member #4

Employee's Name

Mariette Herro

mariette_herro@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

CTE, PE, Student Services, JROTC, Testing Coordinator Supervision, Master Scheduler, College and Career Acceleration, S.A.C, Operation Graduation, PLATO/Goal

Leadership Team Member #5

Employee's Name

Arika Sutton

arika_sutton@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA, Reading, ESOL, Science, IB Administrator, Professional Development, Graduation

Leadership Team Member #6

Employee's Name

Angel Collins

angel_collins@scps.k12.fl.us

Position Title

Administrative Support

Job Duties and Responsibilities

9th and 12th Grade Discipline, MTSS Behavior / Tardy Support, Student Activities, Athletics Academic Support Liaison, Honor Roll, Juvenile Justice Notification, Senior Class Support, Graduation Support, Awards Night

Leadership Team Member #7

Employee's Name

Octavius Clark

octavius_clark@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

10th and 11th Grade Discipline, Transportation, Expulsion Packets, Liaison to Journeys, Detention / InSchool Suspension, Lockers, Bullying Contact, Student Code of Conduct

Leadership Team Member #8

Employee's Name

Mathew Hesselbart

matt_hesselbart@scps.k12.fl.us

Position Title

Administrative Support

Job Duties and Responsibilities

Director of Facilities, Supervision Assignments, School Safety Guards, School Safety / Fire Drills / Code Red, Rental Contracts, Alumni Coordinator

Leadership Team Member #9

Employee's Name

Scott Gomrad

scott_gomrad@scps.k12.fl.us

Position Title

Other

Job Duties and Responsibilities

Athletics budget and fundraising, coach coordination, Wellness Coordinator

Leadership Team Member #10

Employee's Name

Jennifer Dunaye

jennifer_dunaye@scps.k12.fl.us

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

Promote literacy achievement across all grade levels

Leadership Team Member #11

Employee's Name

Kathy Brosch

kathy_brosch@scps.k12.fl.us

Position Title

Other

Job Duties and Responsibilities

Curriculum Technology Resource and Support

Leadership Team Member #12

Employee's Name

Nicole Grey

nicole_grey@scps.k12.fl.us

Position Title

Other

Job Duties and Responsibilities

Coordination of state and local assessments.

Leadership Team Member #13

Employee's Name

Marsha McBryde

marsha_mcbryde@scps.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Coordination of counselors and the Student Services Department.

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.

WSHS, through the 5 Essentials Survey, gains input from the community on how to improve the school continually. The plan will be shared with stakeholders through the school website, the Bear Necessities newsletter (electronic and mailing), and the School Advisory Council as well as the P.T.S.A.

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)).

- SCPS Instructional Priorities for the 25-26 school year: (1) Benchmark Alignment Instruction (2) Monitoring for Learning (3) Student Engagement (4) Conditions for Learning. These 4 priorities will be the driving force behind our improvement and our action steps to instill in our

teachers and staff

- The literacy teams and administrators will meet regularly (monthly and after Progress Monitoring

Assessments) to review data from Progress Monitoring assessments.

- The team will review relevant student achievement and recommend instructional strategies to address specific skill deficits.

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	49.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: 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	489	465	464	430	1,848
Absent 10% or more school days	108	115	148	106	477
One or more suspensions	54	44	32	11	141
Course failure in English Language Arts (ELA)	79	47	54	32	212
Course failure in Math	87	131	107	92	417
Level 1 on statewide ELA assessment	78	0	0	0	78
Level 1 on statewide Algebra assessment	51	0	0	0	51

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	131	96	86	61	374

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*	62	65	59	60	62	55	56	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	65	63	58	66	63	57			
ELA Lowest 25th Percentile	61	62	56	64	61	55			
Math Achievement*	49	49	49	42	44	45	38	39	38
Math Learning Gains	60	53	47	56	50	47			
Math Lowest 25th Percentile	63	55	49	66	54	49			
Science Achievement	59	73	72	69	72	68	63	69	64
Social Studies Achievement*	83	79	75	75	74	71	65	70	66
Graduation Rate	93	92	92	93	92	90	96	94	89
Middle School Acceleration									
College and Career Acceleration	56	62	69	56	61	67	58	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	65	52	61	64	49	43	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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	710
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	64%	61%	60%	58%		58%

* 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	43%	No		
English Language Learners	46%	No		
Asian Students	84%	No		
Black/African American Students	61%	No		
Hispanic Students	58%	No		
Multiracial Students	69%	No		
White Students	70%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		65%	61%	49%	60%	63%	59%	83%		93%	56%	59%
Students With Disabilities	29%		50%	44%	28%	50%	55%	33%	52%		93%	18%	25%
English Language Learners	18%		45%	49%	31%	55%	52%	22%	48%		78%	48%	59%
Asian Students	87%		67%		80%	83%		82%	96%		100%	79%	
Black/African American Students	52%		62%	56%	48%	62%	65%	58%	79%		87%	38%	
Hispanic Students	51%		62%	57%	41%	57%	61%	45%	76%		90%	44%	59%
Multiracial Students	69%		73%		57%	65%		60%	86%		94%	47%	
White Students	70%		67%	71%	56%	60%	66%	71%	86%		94%	63%	
Economically Disadvantaged Students	52%		61%	59%	42%	57%	61%	46%	75%		89%	39%	62%

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	60%		66%	64%	42%	56%	66%	69%	75%		93%	56%	61%
Students With Disabilities	22%		58%	61%	16%	37%	53%	37%	28%		87%	16%	27%
English Language Learners	27%		46%	46%	23%	49%	68%	32%	63%		81%	36%	61%
Asian Students	79%		77%		56%	71%		85%	96%		100%	84%	
Black/African American Students	49%		65%	75%	28%	48%	67%	57%	53%		97%	26%	
Hispanic Students	50%		60%	53%	29%	49%	63%	56%	69%		88%	46%	60%
Multiracial Students	55%		61%	55%	38%	63%		79%	71%		94%	33%	
White Students	67%		68%	72%	55%	63%	67%	77%	81%		95%	65%	
Economically Disadvantaged Students	46%		59%	61%	33%	52%	64%	54%	65%		90%	41%	64%

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	56%				38%			63%	65%		96%	58%	43%
Students With Disabilities	21%				17%			33%	26%		94%	28%	
English Language Learners	32%				21%			30%	27%		80%	56%	52%
Asian Students	75%				70%			89%	90%		100%	88%	
Black/African American Students	39%				28%			47%	51%		90%	32%	
Hispanic Students	46%				29%			53%	46%		94%	51%	54%
Multiracial Students	56%				51%			61%	76%		95%	44%	
White Students	64%				45%			73%	75%		97%	66%	
Economically Disadvantaged Students	43%				28%			50%	48%		94%	41%	49%

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	63%	65%	-2%	58%	5%
ELA	9	58%	63%	-5%	56%	2%
Biology		57%	71%	-14%	71%	-14%
Algebra		35%	61%	-26%	54%	-19%
Geometry		51%	60%	-9%	54%	-3%
History		80%	76%	4%	71%	9%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	18%	0%	16%	2%
History		55%	79%	-24%	48%	7%
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.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		24%	19%	5%	18%	6%
History		40%	47%	-7%	33%	7%
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?

During the 2024-25 school year, Winter Springs High School had significant growth in our SWD learning gains in Mathematics and our US History scores. In US History, we created a common plan period for our teachers. We identified standard deficiency trends from the past 3 years, and planned instruction based on deficiency and proficiency patterns. At each quarter, we compared reading levels to "on track, in progress, and not tracking" for each section and for every student. We customized instruction by combining reading level information (especially level 2+) with standards tracking for both reteaching and encouragement.

During the 2025-26 school year, our Professional Learning Communities (PLCs) will have an increased sense of urgency, focusing on planning that incorporates 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.

During the 24-25 school year, Winter Springs High School had a decline in Biology Achievement, ELA Learning Gains, and ELA Lowest Quartile. The decrease in:

- Biology, there was a decrease of 10%, from 68% to 58%.
- ELA Learning Gains had a decrease of 1%, from 66% to 65%.
- ELA Lowest Quartile had a decrease of 3% from 64% to 61%.

Greatest Decline

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

During the 24-25 school year, Winter Springs High School had a decline in Biology Achievement, ELA Learning Gains, and ELA Lowest Quartile. The decrease in:

- Biology, there was a decrease of 10%, from 68% to 58%.

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.

Without a doubt the area with the most concern for school grade purposes is our College and Career Acceleration rate. We are behind the state average and need to make some adjustments to the way we ensure that ALL students get CCA status.

Contributions: Lack of scheduling students in classes to achieve the status is an issue. We will make the adjustments and make it a priority.

EWS Areas of Concern

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

N/A

Highest Priorities

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

Biology

Learning Gains in ELA

Math Proficiency

College and Career Acceleration

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Increase academic achievement of students with disabilities.

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.

WSHS will increase ELA Learning Gains from 26% to 30% and Math Achievement from 24% to 29% for our Students with Disabilities.

Monitoring

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

This area of focus will be monitored through classroom walk-throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Peter Gaffney; Arika Sutton; Jennifer Dunaye

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:

CAR-PD, Achieve 3000, Corrective Reading, and Reading Mastery.

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 approved by Just Read, Florida

through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy. Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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

Support Facilitators will meet with students. (Beyond compliance)

Person Monitoring:

Peter Gaffney; Arika Sutton; Edward Brace

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:

1. Support Facilitators will meet quarterly with students on their caseload to discuss IEP goals. 2. Support Facilitators supporting Math and ELA courses will meet with students and discuss student data after Quarterly Benchmarks and PM assessments. 3. Support Facilitators will track Math and ELA and data quarterly and discuss with students.

Action Step #2

Support Facilitators will attend academic PLC. (Beyond compliance)

Person Monitoring:

Peter Gaffney; Arika Sutton; Edward Brace

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:

1. Support Facilitators will continue to plan with the content area they support (ELA, Algebra I, or Geometry). 2. Support Facilitators will participate in PLCs and discuss students' (individual and subgroups) performance on assessments.

Action Step #3

Support Facilitators will submit progress reports. (Compliance)

Person Monitoring:

Peter Gaffney; Edward Brace

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:

Support Facilitators will submit quarterly progress reports for students on their caseload (as required by compliance).

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.

Increase the overall percentage of proficiency in Mathematics.

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.

Winter Springs High School will increase the Lowest Quartile to 65%

Monitoring

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

- Benchmark-Aligned Instruction: Lesson utilizes districted adopted instructional Materials and frameworks
- Monitoring for Learning: Teacher checks for understanding throughout the lesson.

Person responsible for monitoring outcome

Kenny Bevan

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:

Seminole County Public Schools will be ranked at the top in Florida* in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program data, and state-required assessments. *Comparison made to the Central Florida districts, the 14 largest districts statewide and the 67 comprehensive school districts, as well as demographically similar school districts.

Rationale:

System Initiative B: High Standards and Student Achievement Performance Objective: 1 KPI: 2

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

On-going PD/PLC aligned to instructional benchmarks.

Person Monitoring:

Peter Gaffney

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:

1. Streamline PLCs with a focus on Backward Planning - data driven instruction. 2. Continue deep diving into data and standards. 3. Identify students of focus. 4. Plan and analyze data with SF teacher.

Action Step #2

Continuous Collaborative Teaching Partnership PD between Content Teacher and Support Facilitator.

Person Monitoring:

Peter Gaffney

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:

1. Analyze and review student progress data to identify trends and patterns. 2. Utilize data tracking sheets quarterly to help students monitor their learning. 3. Continue deep diving into data and standards. 4. Plan and analyze data with SF teacher.

Area of Focus #3

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.

Close the Achievement Gap between 9 and 10 ELA proficiency.

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.

Winter Springs High Schools will increase overall growth for ESE subgroup by 8% in achievement, LGs, LQ from 40% to 48%.

Monitoring

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

Benchmark-Aligned Instruction (Instructional benchmarks are posted on an updated common board.)
 Student Engagement(Teacher uses strategies and structures to facilitate participation by all students.)

Person responsible for monitoring outcome

Peter Gaffney; Arika Sutton; Jennifer Dunaye

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:

Seminole County Public Schools will monitor student performance on nationally normed, state-developed, and locally created assessments to provide students, parents, and community members with nationally comparative information and teachers with data to inform instruction.

Rationale:

System Initiative B High Standards and Student Achievement Performance Objective #2, KPI #7

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

Continuous PLC Collaboration

Person Monitoring:

Peter Gaffney; Arika Sutton; Jennifer Dunaye

By When/Frequency:

Ongoing(throughout the year)

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

1- Continuous Collaborative Teaching Partnership PD between Content ELA Teacher and Support Facilitator. 2- Analyze and review student formative data to identify trends and patterns. 3- Create differentiated benchmark-aligned instruction based on student needs 4- Utilize summative data tracking sheets quarterly to help students monitor their learning.

Area of Focus #4

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

Instructional Practice specifically relating to Science

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.

Increase academic achievement amongst all learners.

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.

Winter Springs High School will increase overall achievement in Science by 12%, from 58% to 70%.

Monitoring

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

- 1- Benchmark-Aligned Instruction (Instructional benchmarks are posted on an updated common board.)
- 2- Monitoring for Learning (Teacher checks for understanding throughout the lesson.)
- 3- Achieve 3000 data progress monitoring on content-related informational text.
- 4- Ongoing data chats between Biology team members and Assistant Principal, recognizing trends on unit assessment

Person responsible for monitoring outcome

Peter Gaffney; Arika Sutton

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:

Seminole County Public Schools will monitor student performance on nationally normed, state-developed, and locally created assessments to provide students, parents, and community members with nationally comparative information and teachers with data to inform instruction.

Rationale:

System Initiative B: High Standards and Student Achievement Performance Objective: 2 KPI: 7

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

PLC Collaboration focusing on benchmark standards.

Person Monitoring:

Peter Gaffney; Arika Sutton

By When/Frequency:

Ongoing(throughout the year)

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

1- Ongoing PD/PLC aligned to instructional benchmarks 2- Analyze and review student progress data to identify trends and patterns. 3- Differentiated instruction to address gaps/ acceleration in station rotation with a teacher-led station.

Area of Focus #5

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

Instructional Practice specifically relating to Social Studies

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.

Increase student proficiency on the U.S. History EOC.

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.

Winter Springs High School will increase overall level 3+ achievement by 4%, from 83% to 87%.

Winter Springs High School will increase overall growth for the ESE subgroup in achievement by 5%, from 52% to 57%.

Winter Springs High School will increase overall growth for the ELL subgroup in achievement by 5%, from 41% to 46%.

Monitoring

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

We identified standard deficiency trends from the past 3 years, and planned instruction based on deficiency and proficiency patterns. At each quarter, we compared reading levels to "on track, in progress, and not tracking" for each section and for every student. We customized instruction by combining reading level information (especially level 2+) with standards tracking for both reteaching and encouragement.

1- Benchmark-Aligned Instruction(Instructional benchmarks are posted on an updated common

board.)

2- Student Engagement(Teacher uses strategies and structures to facilitate participation by all students.)

3- Teachers will increase monitoring during instruction with specific strategies. Using both formative and summative data, teachers will share/create progress and goals with every student. Progress will be celebrated and deficiencies will have focused standard identification needing improvement.

Person responsible for monitoring outcome

Peter Gaffney; Kenneth Bevan

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:

Seminole County Public Schools will be ranked at the top in Florida* in English/Language Arts, Mathematics, and Science based on the current Florida Department of Education A+ Accountability Program data, and state-required assessments. *Comparison made to the Central Florida districts, the 14 largest districts statewide, and the 67 comprehensive school districts, as well as demographically similar school districts. In US History, we created a common plan period for our teachers.

Rationale:

System Initiative B: High Standards and Student Achievement KPI: 1a

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

PLC Collaboration focusing on benchmark standards.

Person Monitoring:

Peter Gaffney; Kenneth Bevan

By When/Frequency:

Ongoing(throughout the year)

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

1- Ongoing PD aligned to instructional benchmarks. 2- Analyze and review student progress data to identify trends and patterns. 3- Instruction customized for each section and individual based on deficiencies and needs.

Area of Focus #6

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

Instructional Practice specifically relating to Career and Technical Education

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.

Increase certification testing opportunities in all CTE programs for students in all levels. While new certification testing was implemented in TV Production, Digital Photography, and Culinary, we still lack certification testing in OJT (ESB) and Emergency Response & Planning programs (Public Safety Telecommunicator Certification), and Criminal Justice. Additionally, we need to increase overall pass rates in all areas.

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.

50% of OJT students will test and earn ESB certification. Non tested in 24-25 school year.

Increase pass rate for ServSafe through Culinary. 28% passed ServSafe in 24-25. Increase pass rate from 28% to 50%.

Monitoring

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

-OJT instructor will set goals and expectations for ESB certification testing.

-Culinary instructors will collaborate to plan and prepare students for ServSafe testing.

-Provide guidance, support, and monitor progress throughout the year.

Person responsible for monitoring outcome

Mariette Herro

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement ESB in OJT and pass 50% of students. Increase ServSafe pass rate from 28% to 50%.

Person Monitoring:

Mariette Herro

By When/Frequency:

May 2026/Throughout the year

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

Culinary instructors will collaborate to plan and prepare students for ServSafe testing. Support and monitor implementation progress and data.

Area of Focus #7

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.

Our goal for the 25-26 school year is for 76% of students in the class of 2026 earn acceleration from either AP, DE, IB, ROTC, or Industry Certification.

We had 56% for the class of 2024. We are still pending data for the class of 2025 (projected to have increased by 5%-10%).

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.

56% of the class of 2024 met acceleration. Still pending data for the class of 2025 (projected to have increased by 5%-10%).

Increase CCA to 76% for class of 2026.

Monitoring

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

We began the work in the Spring of last school year during course registration to strategically schedule students into courses that offer acceleration. We will also receive a spreadsheet from A&A

that will provide us with an updated list of students in the class of 2026 who have either earned or not earned acceleration. The counselors will then try to place students in courses for semester 2 if they are not already enrolled. We will continue to monitor this process and the data.

Person responsible for monitoring outcome

Mariette Herro, Peter Gaffney, Arika Sutton (Science & AICE)

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:

We include an acceleration status update in junior and senior credit checks to track who still needs acceleration during registration period.

Rationale:

This helps us stay ahead of receiving the data from the district after the school year begins.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitoring, scheduling, and providing opportunities for acceleration.

Person Monitoring:

Mariette Herro

By When/Frequency:

May of 2026/Throughout the year

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

Regular meetings and reminders to counselors. Providing teachers with expectations and support. Monitoring data and scheduling process.

Area of Focus #8

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.

Improve graduation rate for the 25-26 school year.

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.

In 2024 the graduation rate was 93%.

We do not have graduation rate for 2025. It is projected to be 95%.

Our goal is to increase graduation rate to 98%.

Monitoring

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

We made improvements in the area of Operation Graduation (based on testing) by decreasing our percentage of seniors who met testing graduation requirement from 5.9% in 2024 to 2.4% in 2025.

We want to continue improving in this area of students meeting testing requirements to graduate.

Additionally, ensuring that withdrawal codes are accurate and being tracked for all students.

Person responsible for monitoring outcome

Mariette Herro and Peter Gaffney.

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:

Intensive Reading Placement Data Meetings Math prep through current year Math placement Math prep sessions prior to testing

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Operation Graduation

Person Monitoring:

Mariette Herro

By When/Frequency:

May 2026/Monthly Meeting

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

step:

We will make sure students are scheduled for interventions (math/ELA). We will monitor student data. We will meet for data chats with students. We will assign teams to monitor and mentor students. We will meet monthly to provide updates and share best practices. We will provide multiple testing opportunities and test prep.

Area of Focus #9

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

specifically relating to**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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

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

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

No

Action Steps to Implement:

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

Action Step #1**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****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.

Decrease the percent of students with 10+ absences

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.

Decrease the percent of students with 10+ absences from 41% to 31%.

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.

Running attendance reports to monitor.

Communicating attendance expectations with families.

Communicating attendance concerns with families.

Working closely with social worker, counselors, MTSS team on tracking, monitoring and interventions.

Student achievement is positively impacted when students attend school regularly.

Person responsible for monitoring outcome

Mariette Herro and Kayla Slone.

Evidence-based Intervention:

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

Description of Intervention #1:

MTSS for intervention. Counseling.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Running attendance reports to monitor. Teachers recording daily attendance. Communicating attendance expectations with families. Communicating attendance concerns with families. Working closely with social worker, counselors, MTSS team on tracking, monitoring and interventions. Positive reward system- "Bear Bucks"

Person Monitoring:

Mariette Herro & Kayla Slone.

By When/Frequency:

May/Throughout the year

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

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