LAKE HOWELL HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lake Howell's mission is to educate students in a manner that will inspire, innovate, and impact our community.

Provide the school's vision statement

Lake Howell High School's vision regarding student success denotes one of future planning, goal setting, and a proactive approach to curriculum planning which clarifies both secondary and postsecondary objectives.   Student performance is denoted through the following measurements: graduation rate, college/career readiness, annual yearly gains, yearly secondary and collegiate testing and assessment, college entry/ acceptance percentages and reduction of remediation.

B. School Leadership Team

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
Michael Howard

Position Title
Principal

Job Duties and Responsibilities

Principal

Leadership Team Member #2

Employee's Name
Amber Welch

Position Title
Assistant Principal

Job Duties and Responsibilities

English, ESOL, Reading, Fine/Performing Arts, Advanced Placement, Discipline, Articulation Coordinator, Professional Development, SAC, Graduation

Leadership Team Member #3

Employee's Name
Marc Pitters

Position Title
Assistant Principal

Job Duties and Responsibilities

Principal's Designee, GOAL, Emergency Management Planning, Science, World Languages, Physical Education, Mental Health Coordinator, PBS, Summer School Principal, Transition, Compact, GOAL

Leadership Team Member #4

Employee's Name
Marsela Hawkins

Position Title
Assistant Principal

Job Duties and Responsibilities

Social Studies, Mathematics, PTSA, Student Activities, Business Partners Coordinator, School Calendar

Leadership Team Member #5

Employee's Name
Melissa Kimball

Position Title
Assistant Principal

Job Duties and Responsibilities

Master Schedule, AA in Business Program, Embry-Riddle Unmanned Aerial System Dual Enrollment Program, GOAL, Career and Technical Education, NJROTC, Exceptional Student Education (ESE), Student Services

Leadership Team Member #6

Employee's Name
Linion Grace

Position Title
School Administration Manager

Job Duties and Responsibilities

Discipline, Custodial Staff, School Security, Parking, Alternative Placement Transition, Athletics

Leadership Team Member #7

Employee's Name
Jennifer Moran

Position Title
School Administration Manager

Job Duties and Responsibilities

Hope Scholarship, Advanced Placement Testing, School Resource Officers, School Security

Leadership Team Member #8

Employee's Name
Wesley McLaughlin

Position Title
School Administration Manager

Job Duties and Responsibilities

Testing, Orientations, Newsletter, Media Center, Technology, Dividend Volunteer Coordinator

Leadership Team Member #9

Employee's Name
Jeffrey Myers

Position Title
Dean

Job Duties and Responsibilities

Discipline, Attendance, Advanced Placement, Orientations

C. Stakeholder Involvement and Monitoring

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

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

The Lake Howell parents and community members are seen as valued partners. Their input in the school improvement process is extremely important to the faculty and staff at Lake Howell High School. Parent and community members are involved in the development of the School Improvement Plan through interactions in the Parent-Teacher-Student Association, School Advisory Council, Coffee with Counselors, ELL Silverhawk Parent Academy, and the 5 Essentials, Snapshot, and Safety Surveys.

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. *(ESEA 1114(b)(3))*

Administrators and teachers will use PM data to monitor if students are making adequate progress. Administration will review and evaluate effectiveness of instructional goals monthly with department leaders and teachers. During those meetings participants will determine if modifications are necessary for action steps. Continued collaboration with stakeholder groups (SAC, PTSA, community members) will also impact the revision process.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**56.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**55.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20:**

E. 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 (2024-25)

Using 2023-24 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	
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

Current Year (2024-25)

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					0

Current Year (2024-25)

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

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	62	55	49	55	50	52	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	61	63	57	48			48	48	38
ELA Learning Gains Lowest 25%	63	61	55				42		
Math Achievement *	46	44	45	33	39	38	48	40	38
Math Learning Gains	56	50	47				52		
Math Learning Gains Lowest 25%	61	54	49			53			
Science Achievement *	77	72	68	75	69	64	76	48	40
Social Studies Achievement *	80	74	71	64	70	66	70	51	48
Graduation Rate	96	92	90	99	94	89	98	70	61
Middle School Acceleration							48	48	44
College and Career Readiness	55	61	67	54	60	65	58	71	67
ELP Progress	65	64	49	47	59	45	64	64	64

*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)

2023-24 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	720
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	62%	60%	56%		54%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	44%	No		
English Language Learners	62%	No		
Asian Students	70%	No		
Black/African American Students	49%	No		
Hispanic Students	64%	No		
Multiracial Students	62%	No		
White Students	70%	No		
Economically Disadvantaged Students	61%	No		

2022-23 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	39%	Yes	4	
English Language Learners	47%	No		
Asian Students	76%	No		
Black/African American Students	51%	No		
Hispanic Students	57%	No		
Multiracial Students	66%	No		
White Students	69%	No		
Economically Disadvantaged Students	56%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	3	
English Language Learners	49%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	47%	No		
Hispanic Students	55%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	55%	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. (pre-populated)

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%		61%	63%	46%	56%	61%	77%	80%		96%	55%	65%
Students With Disabilities	22%		44%	50%	14%	44%	52%	38%	48%		95%	29%	
English Language Learners	32%		70%	77%	39%	56%	66%	69%	55%		100%	53%	65%
Asian Students	78%		58%		69%	43%	63%	63%	92%		100%	53%	
Black/African American Students	34%		45%	55%	22%	51%	44%	48%	59%		94%	38%	
Hispanic Students	55%		62%	65%	43%	59%	66%	71%	74%		97%	49%	61%
Multiracial Students	56%		50%	36%	43%	59%	60%	88%	95%		95%	39%	
White Students	68%		64%	65%	54%	54%	64%	86%	84%		97%	64%	
Economically Disadvantaged Students	49%		59%	62%	39%	53%	61%	69%	74%		95%	44%	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	49%				33%			75%	64%		99%	54%	47%
Students With Disabilities	21%				14%			47%	30%		96%	24%	40%
English Language Learners	23%				18%			41%	42%		93%	51%	60%
Asian Students	68%				47%			90%	71%		100%	82%	
Black/African American Students	36%				20%			60%	48%		100%	42%	
Hispanic Students	44%				30%			69%	53%		97%	43%	60%
Multiracial Students	46%				38%			75%	76%		100%	58%	
White Students	55%				40%			82%	75%		99%	65%	
Economically Disadvantaged Students	40%				27%			68%	54%		98%	47%	56%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		48%	42%	48%	52%	53%	76%	70%		98%	58%	64%
English Language Learners	25%		44%	41%	36%	59%	56%	43%	25%		98%	46%	64%
Students With Disabilities	18%		26%	24%	20%	34%	42%	43%	45%		97%	25%	20%
Asian Students	65%		56%		59%	74%		91%	71%		95%	86%	
Black/African American Students	40%		43%	35%	32%	37%	26%	59%	57%		97%	48%	
Hispanic Students	43%		44%	39%	40%	50%	52%	65%	61%		99%	54%	59%
Multiracial Students	68%		67%		64%	55%		94%	74%		96%	64%	
Native American Students													
Pacific Islander Students													
White Students	58%		50%	41%	61%	54%	60%	86%	81%		98%	61%	
Economically Disadvantaged Students	43%		44%	37%	41%	49%	50%	68%	62%		98%	51%	58%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	54%	60%	-6%	53%	1%
Ela	9	61%	61%	0%	53%	8%
Biology		75%	70%	5%	67%	8%
Algebra		34%	53%	-19%	50%	-16%
Geometry		55%	55%	0%	52%	3%
History		78%	72%	6%	67%	11%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	16%	5%
Geometry		71%	32%	39%	21%	50%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	17%	4%
Geometry		41%	33%	8%	16%	25%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

ELA 9, ELA 10, Algebra 1 and Geometry all had achievement growth increases between 12% to 16% on the 2024 state assessments.

We continued supporting Level 2 students using the Pre-AP English curriculum which allows students to receive increased rigor and high-yield instructional strategies. The testing environment was modeled all year to decrease test anxiety and promote test consistency/familiarity. During 4th quarter we implemented pull-out supports for students identified as level 1 on PM 2. A push-in reading intervention model was also used.

In mathematics, we restructured the curriculum scope and sequence to support the continuity of content standards. When student deficiencies were discovered, teachers adjusted instructional strategies to support different learning styles. Intentional and deliberate time was spent spiraling curriculum.

Lowest Performance

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

In all content areas, ESE students are also performing significantly lower than their non-disabled peers (40%).

The contributing factors to under-performing subgroups is due to teacher vacancies within our support facilitation teams and substitutes did not always have a full understanding of content knowledge or instructional strategies.

Greatest Decline

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

15.4% of tested students showed regression.

Teachers and students were not regularly monitoring student progress and identifying areas or standards that needed remediation.

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.

All content areas score above district and state levels.

EWS Areas of Concern

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

NA

Highest Priorities

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

1. Increase the Learning Gains of the Lowest Quartile from 63% to 68%, specifically focused on our ESSA subgroup, Students with Disabilities.

2. Increase the number of students who have a trusted adult on campus from 74% to 85%.

3. Increase the percent of teachers who responded favorably to the statement of "On most days, how enthusiastic are the students about being at school?" Improve from 14% to 50%.

4. Increase the Math Learning Gains of the Lowest Quartile from 57% to 63%, specifically focused on our ESSA subgroup, Students with Disabilities.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

63% of students in the Lowest Quartile made learning gains. The rationale for this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement KPI #1a, b: Increase Florida Department of Education Accountability & Reporting grade and KPI #3: Monitor annually each progress monitoring assessment K-12 by grade to determine progress toward the goal of a minimum of 68% of students scoring at grade level and above.

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 the Learning Gains of the Lowest Quartile from 63% to 68%.

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.

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
Amber Welch

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates

a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:
A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Push-In

Person Monitoring:	**By When/Frequency:**
Amber Welch	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue with push-in reading support model within the ELA classroom. ELA 1 and 2 teachers will push in to a reading lab with a reading endorsed teacher. The reading endorsed teacher will facilitate lessons that incorporate reading strategies. Data from Achieve 3000 will be analyzed to monitor the impact of this action step.

Action Step #2
Minimize student/teacher ratios and class sizes in standard ELA and Reading classes.

Person Monitoring:	**By When/Frequency:**
Amber Welch	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA 1 and 2 classes will be capped so that the student/teacher ratio does not exceed one teacher to twenty students. FAST Progress Monitoring data will be analyzed to monitor the impact of this action step.

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

63% of students in the lowest quartile made learning gains in math.

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 the math learning gains of the Lowest Quartile from 63% to 66% (increase math proficiency in Algebra 1 from 31.9% to 40%, and increase Geometry proficiency from 54.9% to 60%).

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.

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
Marsela Hawkins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Create a co-teaching model that pairs a General Education teacher with a content specific ESE Support Facilitator for all Algebra and Geometry classes.

Person Monitoring:	By When/Frequency:
Marsela Hawkins	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support facilitators are being paired with general education teachers based on core content area shared certifications. There will also be increased instructional support from assistant principal.

Area of Focus #3

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

24% of students did not meet proficiency on the Biology EOC. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B, Performance Objective #1, KPI #1.

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 proficiency on the Biology EOC from 76% to 81%.

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.

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
Marc Pitters

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following evidence-based interventions are available to support students based upon the area of need of the individual student: biology tutorial.

Rationale:
Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilize Backward Design with LHHS & DTL Content Specialist.

Person Monitoring:	**By When/Frequency:**
Marc Pitters	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
There will be increased instructional support from assistant principals/school based instructional coach and increase of relationship with the Department of Teaching and Learning and Assessment and Accountability.

Area of Focus #4

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase proficiency on the US History EOC. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B, Performance Objective #1, KPI #1

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 student proficiency on the U.S. History EOC from 79% to 84%.

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.

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
Marsela Hawkins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following intervention is available to support students based upon the area of need of the individual student: The DBQ Project.

Rationale:
Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilize Backward Design with LHHS & DTL Social Studies Instructional & Content Specialist support.

Person Monitoring:	**By When/Frequency:**
Marsela Hawkins	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Quarterly meetings to discuss benchmark assessment data to include collaboration with the High School Social Studies Instructional & Content Specialist.

Action Step #2
Create a Social Studies/ELA Collaborative Action Plan

Person Monitoring:	**By When/Frequency:**
Marsela Hawkins	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will incorporate academic vocabulary and literacy strategies in lessons. Progress monitoring data will be used to monitor the impact of this action step.

Area of Focus #5

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Currently, there are not opportunities for students to earn an industry certification in the first year in the following programs: Barbering, Cosmetology, Culinary. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers, and Citizenship, KPI #1.

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 CTE certification opportunities for Level 1 CTE courses (Barbering/ Cosmetology/Culinary 1) from 21.4% to 30%.

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.

This area of focus will be monitored through review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Melissa Kimball

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following industry certifications/programs are available to support students based upon the area of need of the individual student: Ducks Unlimited, ServSafe, and Certiport.

Rationale:
Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Review current industry certification opportunities

Person Monitoring:
Melissa Kimball

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review current industry certification opportunities in each level of programs and find opportunities in culinary, cosmetology, and barbering. Provide information/training to CTE teachers of certification test and requirements.

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

Include a description of your Area of Focus, 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 is to ensure that all Class of 2025 students earn their Graduation Assessment Requirements by May of 2025. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, KPI 4B.

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 2025 students earn their Graduation Assessment Requirements by May of 2025. The number of graduates in the class of 2024 needing a concordant score was 4.

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.

This goal will be monitored through credit checks with certified school counselors.

Person responsible for monitoring outcome

Melissa Kimball

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following intervention is available to support students based upon the area of need of the individual student: concordance courses.

Rationale:
Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Student Placement

Person Monitoring:	By When/Frequency:
Melissa Kimball	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Juniors and seniors needing Math and/or ELA scores will be scheduled together with a content expert to facilitate structured lessons for students to develop skills necessary to pass assessments.

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
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

55% of students have earned at least one of the College and Career Acceleration metrics. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative System Initiative C: Innovation for College, Careers, and Citizenship, KPI # 1.

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 100% of the Class of 2025 graduates earn at least one of the College and Career Acceleration metrics.

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.

This goal will be monitored through credit checks with certified school counselors.

Person responsible for monitoring outcome
Assistant Principals

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Student Placement

Person Monitoring:	**By When/Frequency:**
Melissa Kimball	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize auto scheduling method to schedule students into accelerated courses based on testing data and grades from the previous year.

Action Step #2
AO Check-In

Person Monitoring:	**By When/Frequency:**
Amber Welch	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Check in with Advanced Opportunity students once a quarter to monitor their success.

IV. Positive Culture and Environment

Area of Focus #1

Other

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 number of students who feel like they have a trusted adult on campus. Through developing a more inviting and inclusive classroom culture, we will see an increase in positive teacher-student relationships.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the percentage of students who identify a trusted adult on campus from 74% to 80% by specifically focusing on the 11% of students who indicated they "definitely do not" have a trusted adult on campus.

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.

By reviewing discipline data and Safety Survey results, administration will be able to share the impact that these measures have on student achievement.

Person responsible for monitoring outcome

Administrative team, PBIS committee

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1
Continue with PJI teacher workshops to create more inviting and inclusive cultures within each classroom.

Person Monitoring:	**By When/Frequency:**
Amber Welch	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will monitor this action step by reviewing discipline data and collecting student feedback.

Action Step #2
Communication with faculty/staff regarding Discipline data and positive Restorative practices.

Person Monitoring:	**By When/Frequency:**
Administrative team	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At curriculum leader and department meetings, administration will share data regarding discipline and restorative practice measures with the faculty/staff.

Action Step #3
Involve faculty in more school spirit events with SGA to increase student/teacher relationship building opportunities.

Person Monitoring:	**By When/Frequency:**
Marsela Hawkins	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student Government will partner with administration to create activities that will increase teacher-student relationships and partnerships.

Area of Focus #2

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 students with 10 or more absences. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D- Conditions for Learning; KPI #2-Students meeting truancy threshold.

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 decrease the percent of students with 10+ absences each semester by 4% (243 students during S1 2023 to 175 students in S1 2024).

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.

Our discipline team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome
Linion Grace

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1
Incentivize class attendance with PBIS Blitz Campaign

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the PBIS campaign students will be rewarded students when they exhibit positive behavior on our campus by receiving a reward ticket. Students will be placed in a drawing to receive prizes. Discipline data will be analyzed to monitor the impact of this action step.

Area of Focus #3

Other

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.

14% of teachers responded favorably to the statement of "On most days, how enthusiastic are the students about being at school?" The rationale behind this decision was taken from SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #3.

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 the percent of teachers who responded favorably to the statement of "On most days, how enthusiastic are the students about being at school?" Improve from 14% to 50%.

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.

Positive culture and enviornment

Person responsible for monitoring outcome

Michael Howard; Marsela Hawkins, Melissa Kimball, Marc Pitters, Amber Welch

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1
PBIS blitz with focus on classroom engagement.

Person Monitoring:	By When/Frequency:
Marc Pitters	Each Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
"Blitz" PBIS campaign, will reward students who exhibit positive behavior on our campus. The school will monitor classroom discipline data to assess the impact of the blitz campaign.

Action Step #2
Continue partnership with the Peace and Justice Institute

Person Monitoring:	By When/Frequency:

Amber Welch   Each Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development to teachers that provide tools to help teachers increase and improve relationships with their students.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.   **No**

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