CLEARWATER HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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

To develop leaders who are equipped and prepared to be their best

Provide the school's vision statement

To develop leaders for jobs and careers not yet imagined

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

Robert Florio

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Jennifer Chenier

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Russell Denton

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Janeen Watkins

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Mason Woodside

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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.

 CHS utilizes input from multiple stakeholders including the SBLT, teachers, students, and parents to develop the school improvement plan. Data is shared regularly, stakeholder feedback is analyzed, and through several collaborative summer planning sessions, the CHS SIP is developed.

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))*

 The SIP will be monitored for effective implementation and impact through various measured data points. We will utilize quarterly district assessment results (Cycle), State progress monitoring (PM1 & PM2), as well as teacher walkthrough data to identify and address learning and achievement gaps. Utilizing quarterly data chats in core tested areas and through family parent engagement events, CHS will work to ensure data is not only monitored but ensured all stakeholders are informed and a part of the implementation.

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	**YES**
2023-24 MINORITY RATE	**66.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.7%**
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: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

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 *	40			31	47	50	35	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	57			40					
ELA Learning Gains Lowest 25%	59			37					
Math Achievement *	35			25	36	38	34	38	38
Math Learning Gains	49			45					
Math Learning Gains Lowest 25%	51			35					
Science Achievement *	55			54	61	64	54	42	40
Social Studies Achievement *	61			46	63	66	59	47	48
Graduation Rate	94			95	92	89	96	61	61
Middle School Acceleration							45	45	44
College and Career Readiness	88			88	69	65	93	70	67
ELP Progress	47			40	47	45	40		

*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	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	632
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	53%	53%	48%		54%	54%

* 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	43%	No		
English Language Learners	47%	No		
Asian Students	47%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	62%	No		
Economically Disadvantaged Students	56%	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	34%	Yes	4	
English Language Learners	40%	Yes	4	
Asian Students	45%	No		
Black/African American Students	46%	No		
Hispanic Students	49%	No		
Multiracial Students	51%	No		
White Students	68%	No		
Economically Disadvantaged Students	50%	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	38%	Yes	3	
English Language Learners	38%	Yes	3	
Native American Students				
Asian Students	73%	No		
Black/African American Students	47%	No		
Hispanic Students	50%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	49%	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	40%		57%	59%	35%	49%	51%	55%	61%		94%	88%	47%
Students With Disabilities	6%		43%	50%	12%	35%	48%	25%	41%		100%	86%	32%
English Language Learners	19%		46%	53%	23%	46%	58%	29%	29%		86%	85%	43%
Asian Students	38%		63%		40%								
Black/African American Students	27%		57%	62%	27%	42%	44%	43%	54%		95%	85%	
Hispanic Students	37%		54%	54%	31%	49%	56%	47%	54%		92%	88%	44%
Multiracial Students	41%		72%		43%	33%		50%	58%		95%	90%	
White Students	51%		58%	58%	44%	57%	56%	71%	72%		96%	88%	33%
Economically Disadvantaged Students	36%		57%	60%	30%	49%	53%	48%	57%		94%	86%	46%

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	31%				25%			54%	46%		95%	88%	40%
Students With Disabilities	7%				14%			22%	18%		94%	75%	8%
English Language Learners	10%				18%			35%	14%		89%	80%	33%
Asian Students	45%												
Black/African American Students	12%				10%			36%	34%		97%	87%	
Hispanic Students	24%				22%			48%	38%		93%	89%	28%
Multiracial Students	31%				20%			59%	25%		100%	72%	
White Students	50%				39%			69%	65%		95%	92%	
Economically Disadvantaged Students	26%				22%			47%	39%		93%	86%	38%

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	35%		40%	37%	34%	45%	35%	54%	59%		96%	93%	
Students With Disabilities	7%		25%	27%	18%			24%	35%		88%	83%	
English Language Learners	7%		33%	35%	15%	27%	18%	13%	44%		96%	96%	
Native American Students													
Asian Students	57%		36%								100%	100%	
Black/African American Students	25%		43%	50%	24%	40%	30%	37%	40%		96%	84%	
Hispanic Students	29%		37%	31%	31%	41%	42%	44%	57%		95%	92%	
Multiracial Students	33%		29%	30%	24%	27%		42%	78%		92%	92%	
Pacific Islander Students													
White Students	46%		44%	32%	46%	53%	38%	76%	68%		97%	95%	
Economically Disadvantaged Students	31%		40%	38%	28%	37%	28%	48%	58%		95%	90%	

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

Our ELA learning gains made significant progress in both 9th and 10th grades as well as US History. We will be implementing immediate remediation and support to students base on common assessments before cycle tests utilizing teacher rotations to reteach specific students in areas of deficiency.

Lowest Performance

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

Our biology scores were our lowest performing component. Contributing factors to last year's low performance was personnel turnover throughout the year. We lost two biology instructors during the school year and were not able to replace both which caused are students to be without a qualified instructor and instruction for a significant portion of the year. We have used an additional unit to hire a biology teacher with a proven track record in assisting students to master on the state EOC.

Greatest Decline

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

Biology was our most significant decline dropping 4 percentage points from the previous year 56 to 52. moving from 25% to 21%. Poor attendance, insignificant student engagement and personnel turnover were actors contributing to this decline.

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.

ELA 10th grade is our school's greatest gap compared to the state average. A new teacher team and adjustment to the new standards were contributing factors in contributing to this trend

EWS Areas of Concern

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

1. Attendance

2. Authentic student engagement with curriculum and content

Highest Priorities

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

1. Improving student attendnace and engagement

2. Lesson plans that are engaging to diverse learners with different learning modalities

3. Incorporating literacy across all content areas every day where students are reading, writing and discussing answers to questions or a prompt

4. Student collaboration and discussing of content with teacher facilitation and monitoring

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 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.

The mathematics component for school improvement indicates that Clearwater High School has not demonstrated adequate yearly progress with all students. The Algebra 1 goal will focus on increasing overall achievement and proficiency in polynomials, exponents, and radicals, algebraic modeling, and equations, inequalities and systems for Clearwater High School students.

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 overall Algebra 1 proficiency from 23% to 33%, by May 2025, as measured by BEST EOC Algebra 1 assessment.

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 PLC protocol engagement that continue to drive instructional shift initiatives, observational walkthrough data, and school/district common formative and cycle assessments.

Person responsible for monitoring outcome
Russell Denton

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 Algebra 1 team will engage in common planning and weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments weekly/ quarterly, to monitor for struggling standards and remediate appropriately, as needed. Additionally, they plan to utilize IXL and minimize direct instruction to allow for increased collaboration and mathematical discourse in strategically and intentionally set groups.

Rationale:
Common PLC protocol, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. Programs like IXL and specifically designed remediation opportunities will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

List the action steps that will be taken 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
Common Planning & PLCs

Person Monitoring:	**By When/Frequency:**
Russell Denton	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Algebra 1 teachers will have common planning periods daily to intentionally plan for increased engagement, appropriate levels of inquiry-based rigor, increased collaboration and intentional grouping, and embedded reflection opportunities in all lessons/units. and utilize PLC protocol that continues to drive BEST EOC instructional shift initiatives. Algebra 1 teachers will utilize weekly PLC protocol that continues to drive BEST EOC instructional shift initiatives, create, and compare data from common assessments, and review IXL data.

Action Step #2
Leadership Walks & Data Chats

Person Monitoring:	**By When/Frequency:**
Russell Denton	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
District and site-based leadership walks with math teachers, district and site-based administrators, and others to identify, monitor, and support best practices, as well as guide professional development choices/offerings throughout the year. Algebra 1 teachers will have quarterly data chats with students around performance on cycle formative assessments and other universal data metrics available.

Action Step #3
Math-Based Intervention & Support

Person Monitoring:	**By When/Frequency:**
Russell Denton	Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Algebra 1 team will engage in continuous bi-monthly Algebra 1-specific Child Study Team meetings to increase attendance and engagement in our Algebra 1 courses. The Algebra 1 team will engage in continuous bi-monthly remediation pull-outs to support students who are identified as struggling on critical standards for specific, intentional, and targeted small-group instruction.

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.

The mathematics component for school improvement indicates that Clearwater High School has not demonstrated adequate yearly progress with all students. The Geometry goal will focus on increasing overall achievement and proficiency in logic, relationships, and theorems, congruence, similarity and constructions, and measurement and geometry for Clearwater High School students.

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 overall Geometry proficiency from 40% to 50%, by May 2025, as measured by BEST EOC Geometry assessment.

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 PLC protocol engagement that continue to drive instructional shift initiatives, observational walkthrough data, and school/district common formative and cycle assessments.

Person responsible for monitoring outcome
Russell Denton

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 Geometry team will engage in common planning and weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments weekly/ quarterly, to monitor for struggling standards and remediate appropriately, as needed. Additionally, they plan to utilize IXL/ALEKS and minimize direct instruction to allow for increased collaboration and mathematical discourse in strategically and intentionally set groups.

Rationale:
Common PLC protocol, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. Programs like IXL/ALEKS, and specifically designed remediation opportunities will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

List the action steps that will be taken 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
Common Planning & PLC

Person Monitoring:	**By When/Frequency:**
Russell Denton	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Geometry teachers will have common planning periods daily to intentionally plan for increased engagement, appropriate levels of inquiry-based rigor, increased collaboration and intentional grouping, and embedded reflection opportunities in all lessons/units. and utilize PLC protocol that continues to drive BEST EOC instructional shift initiatives. Geometry teachers will utilize weekly PLC protocol that continues to drive BEST EOC instructional shift initiatives, create, and compare data from common assessments, and review IXL/ALEKS data.

Action Step #2
Leadership Walks & Data Chats

Person Monitoring:	**By When/Frequency:**
Russell Denton	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
District and site-based leadership walks with math teachers, district and site-based administrators, and others to identify, monitor, and support best practices, as well as guide professional development choices/offerings throughout the year. Geometry teachers will have quarterly data chats with students around performance on cycle formative assessments and other universal data metrics available.

Action Step #3
Math-Based Intervention & Support

Person Monitoring:
Russell Denton

By When/Frequency:
Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Geometry team will engage in continuous bi-monthly Geometry-specific Child Study Team meetings to increase attendance and engagement in our Geometry courses. The Geometry team will engage in continuous bi-monthly remediation pull-outs to support students who are identified as struggling on critical standards for specific, intentional, and targeted small-group instruction.

Area of Focus #3

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.

The achievement on the U.S. History EOC at Clearwater High School increased in 2024 to 62%, from 46% in 2023, still several percentage points below the district average.

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.

Students enrolled in U.S. History at Clearwater High School will increase proficiency to 70% as measured by the U.S. History EOC to align with the current school district average.

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.

Effective PLC's will monitor and analyze performance matters data as well as common standards through formative assessments to inform instruction moving forward. Data will continue to be reviewed and monitored at each PLC meeting. Administration will also complete walkthroughs and provide meaningful feedback.

Person responsible for monitoring outcome
Mason Woodside

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:
Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student to increase student achievement.

Rationale:
Increase teacher ability to effectively use data to align common standards at the appropriate level of rigor with the use of district resources to increase individual student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

List the action steps that will be taken 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
Data Monitoring and Benchmark Chats

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure all U.S. History teachers utilize student data to inform and guide instruction. Teachers will complete individual benchmark chats with all students based around standards trackers. Teachers will use cycle and formative data to guide the development and implementation of remediation plans and spiraled instruction plans each quarter.

Action Step #2
PD & PLCs

Person Monitoring:	**By When/Frequency:**
Mason Wooside	Ongoing, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district led professional learning opportunities and PLC's to collaboratively ensure lessons are aligned appropriately with standards to engage students in complex tasks.

Action Step #3
Intentional Lesson Planning

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan lessons intentionally to engage all students in cognitively complex tasks and complex texts that are appropriately aligned with the standard.

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

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.

According to current data, students are without the skills and critical content necessary to meet the proficiency requirements on the end-of-course exam. Throughout the course, science teachers will spiral instruction so that students are making connections, practicing, and reviewing previous content.

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.

Clearwater High School's Biology EOC data indicates that 55% of test takers achieved proficiency on the 2023-2024 Biology EOC.
Clearwater High School will increase the Biology EOC test results to reflect that 65% of the students will achieve proficiency on the 2024-2025 Biology EOC.

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 collaborative PLC engagement, observational walkthrough feedback data, cycle assessment/formative assessment data, and the implementation of differentiated instruction.

Person responsible for monitoring outcome

Janeen Watkins (watkinsja@pcsb.org)

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:
Biology teachers will have daily planning periods to plan for increased engagement, appropriate

levels of inquiry-based rigor, collaboration, intentional grouping, and embedded reflection opportunities in all lessons/units, as well as utilize PLC protocol that continues to drive BEST EOC instructional shift initiatives. Biology teachers will utilize weekly PLC protocol that continues to create, and compare data from common assessments, and review Albert IO data.

Rationale:
Common PLC protocol, site-based district-wide PD, and common formative assessments will provide support for collaboration, and scaffolding/differentiated instruction to accelerate student-centered learning. Programs like Albert IO and specifically designed spiraled back planning will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

List the action steps that will be taken 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
Professional Development and Common Planning

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The science staff will participate in on-site and district professional development and common PLC planning. They will utilize data to organize students to interact with critical content and engage in cognitively complex tasks related to rigorous standards, as well as differentiate/scaffold instruction to meet the needs of each student. Ensuring that all Biology teachers can access common assessment data. Each quarter, science teachers and administration plan an intervention that allows teachers to pull small groups of students for reteaching and remediation.

Action Step #2
Data Chats

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensuring that all Biology teachers can access common assessment data. Each quarter, science teachers and administration plan an intervention that allows teachers to pull small groups of students for reteaching and remediation. Teachers use progress monitoring data to develop quarterly Spiral Reteaching Plans that map out opportunities for students to re-engage in the learning, followed by reassessment opportunities.

Action Step #3
Delivery of Rigorous Lessons and Review

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use District resources to deliver lessons aligned to critical content, at the appropriate level of rigor, using the district pacing calendar. Teachers use anchor charts during instruction so that students are making connections and referencing appropriate literacy strategies and tier 3 vocabulary throughout each lesson. Teachers select previously learned content as bellringers and assessment questions to continuously practice and review previously learned content that is relevant to current content.

Area of Focus #5

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.

The ELA/Reading component for school improvement indicates that Clearwater High School has not demonstrated adequate yearly progress with all students. The ELA goal will focus on increasing overall achievement in reading, writing, and critical thinking practice for Clearwater High School students.

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 9th grade overall achievement from 45% to 55%, and increase 10th grade overall achievement from 34% to 44% by May 2025 as measured by FAST PM assessment cycles.

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 common PLC protocol engagement that continues to drive FAST PM instructional shift initiatives, observational walkthrough data and FAST PM data assessment results.

Person responsible for monitoring outcome
Jennifer Chenier

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 ELA/Reading staff will engage in common PLC protocol, site-based and district professional development and the ELA look-fors to identify and teach critical content BEST standards in alignment with district resources.

Rationale:
Common PLC protocol, site-based district-wide PD and utilizing ELA look-fors will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

List the action steps that will be taken 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
PLC Protocols

Person Monitoring:	**By When/Frequency:**
Jennifer Chenier	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers will utilize PLC protocol engagement that continues to drive FAST PM instructional shift initiatives.

Action Step #2
Leadership Walk-throughs-Rigorous Resources

Person Monitoring:	**By When/Frequency:**
Jennifer Chenier	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9th and 10th grade ELA/Reading teachers will instruct students to cognitively engage with content by utilizing resources provided in the HS ELA/Reading Notebook and consistently incorporate classroom visible anchor charts, graphic organizers, and critical reading protocols to support independent reading and ensure students are continually in productive struggle with complex texts and complex questions like the questions they will encounter on FAST PM.

Action Step #3
Data Chats-Monitoring

Person Monitoring:	**By When/Frequency:**
Jennifer Chenier	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers will check for student understanding with formative assessment and feedback by constructing and utilizing a BEST benchmarks tracking system to continually note, track and

monitor each individual student's progress and mastery of each BEST benchmark which incorporates collaboration between teacher and student that supports student ownership of their progress. ELA teachers will monitor data from FAST PM, AppleRouth, Lexia PowerUp, and Albert IO to gauge progress in BEST standards. Teachers will conduct individual data chats with students to analyze data and formulate specific strategies that drive student improvement. ELA/Reading and MTSS administrators will also monitor progress and provide feedback to teachers and students.

Area of Focus #6

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

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.

The current level of ELA proficiency indicates the 9th and 10th grade ESE students are 6% proficient measured by the FAST PM3. Teachers will increase collaborative planning in PLCs between ESE support facilitators and general education teachers. Teachers will utilize weekly PLCs that focus on student data and assure they monitor and differentiate instructions. The support within the ELA classes will increase the ELA proficiency rate to 16% for ESE students.

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.

ESE support teachers will work alongside the general education teacher as a collaborative unit to utilize data and implement instructional decisions to improve the proficiency rate from 6% to 16%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored by administration, the ESE team, and the school counselors. All will utilize the Progress Monitoring assessments, common classroom assessments and teacher/ student conferences.

Person responsible for monitoring outcome
Janeen Watkins

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 ESE and general education teachers will use the Progress Monitoring Assessments as well as common classroom assessments to implement and support meeting the students IEP and learning goals in the least restrictive environment. The teachers will conference with students to check for understanding. Teachers will attend PLCs and confer with administration about student progress.

Rationale:

Gathering input from all stakeholders to assure each ESE student is receiving all the support necessary as well as all IEP goals are being maximized. Multiple strategies will be incorporated to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken 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

Walkthroughs

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Monthly

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

Administration will complete walkthroughs and attend PLCs to assure that teachers are collaboratively planning and implementing the strategies individualized for each student they support.

Action Step #2

Data Chats

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Quarterly

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

Teachers will collect data from Progress Monitoring (FAST) to monitor progress towards IEP goals and objectives and to make data-driven decisions to accommodations.

Action Step #3

Individual Instruction

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Monthly

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

ESE teachers will integrate specially designed instruction into core content classes while monitoring mastery of standards and IEP goals.

Area of Focus #7

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

The current level of ELA proficiency indicates the 9th and 10th grade ELL students are 17% proficient as measured by the FAST PM3. Teachers will increase collaborative planning in PLCs between ELL support facilitators, ESOL teacher, and general education teachers. Teachers will utilize monthly PLCs focusing on student data and ensuring they monitor and differentiate instructions. The support within the ELA classes should increase the ELA proficiency rate to 25% for ELL students.

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.

ELL support teachers and ESOL teacher will work alongside the general education teacher as a collaborative unit to utilize data and implement instructional decisions to improve the proficiency rate from 17% to 25%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The ELL support teachers, ESOL teachers, and general education teachers will use the Progress Monitoring Assessments (FAST) and common classroom assessments to implement and support meeting student stretch goals. The teachers will conference with students to check for understanding and all teachers will attend PLCs and confer with administration about student progress. CHS will host PM data chats with families at various information meetings throughout the year to collaborate with families.

Person responsible for monitoring outcome
Mason Woodside

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:

Utilize a process that places students requiring ELL services into the master schedule first to best optimize their service delivery. Use of support facilitation teacher model for instruction.

Rationale:
Gathering input from all stakeholders to ensure each ELL student is receiving all the support necessary to meet their stretch goals are being maximized. Multiple strategies will be incorporated to help teachers maximize their instructional impact on English Language Learners. The criteria used to make this determination is our ESSA Federal Index and input from our ESOL department.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:

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
Scheduling

| **Person Monitoring:** | **By When/Frequency:** |
| Mason Woodside | Weekly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will inventory the schedule for ELL support in core academic courses to support students in academic achievement and proficiency.

Action Step #2
Data Chats

| **Person Monitoring:** | **By When/Frequency:** |
| Mason Woodside | Quarterly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will use individual student cycle assessment data of ELL support facilitators and hold review and hold those teachers accountable for the achievement results of their students.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

CHS will focus on increasing student attendance through Multi-Tiered – Support – Systems (MTSS) that will include the involvement of all stakeholders through regular review of attendance data and weekly monitoring and interventions to support all students to an average of 95% attendance. Attendance is a the critical and fundamental to a student's academic growth, development, and success. By increasing attendance, we will enhance student's probability of academic success and graduation.

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.

CHS will communicate the expectations and importance of attendance to all stakeholders through in person meetings, school assemblies, teacher led directions in classrooms. CHS MTSS team will meet weekly and target students with 20% or more absences per week and make parent and student contact to re-engage students and improve attendance. Home visits and support through social services will be offered and recommended through our Child Study team to provide resources to re-engage students and parents. CHS will utilize positive support systems (PBIS) to incentivize attendance and academic achievement. PBIS award tickets will be distributed by teachers, administrators, and support staff weekly, to all students to be used for incentive purchases. Utilizing this comprehensive approach CHS seeks to reduce absences for all students by 10%

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.

CHS will monitor by utilizing Data Analytics and Focus data through individual teacher-led PLCs, weekly MTSS meetings, and monthly SBLT meetings

Person responsible for monitoring outcome
Janeen Watkins

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:
CHS teachers and staff will receive in-school professional development on Tier one interventions and

implement school-wide to better support student behaviors and outcomes. Providing support to students through clearly defined, communicated, and implemented behavior expectations regarding attending classes. Data will be collected and reviewed in the child study team meetings. Implementation of Tier 2 and 3 will be used with students that are identified as needing additional supports.

Rationale:
With the area of skipping classes as a concern, implementing Tier 2 and Tier 3 interventions individually addresses the student's needs and barriers. This process monitors students closely and allows for revisions if necessary.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Attendance Review

Person Monitoring:	By When/Frequency:
Janeen Watkins	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review attendance-taking process and school-wide strategies for positive attendance with all staff.

Action Step #2
Communication

Person Monitoring:	By When/Frequency:
Janeen Watkins	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will increase communication to parents in native languages to improve the accessibility of all families, both to inform them of expectations and to ask for support of not meeting those expectations.

Action Step #3
Attendance

Person Monitoring:	By When/Frequency:
Janeen Watkins	Weekly

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

PBIS student committee, Student Ambassador and TV Production classes will emphasize student attendance, remaining on campus, and being in class while reinforcing academic behaviors.

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