

Pinellas County Schools

# LARGO HIGH SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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*Positive rigorous instruction designed to empower students' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.*

### Provide the school's vision statement

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*The vision of Largo High School is to effectively prepare students for post-secondary endeavors by providing a quality education through diverse student activities, varied class offerings and meaningful experiences.*

## 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

Jennifer Staten

##### Position Title

Principal

##### Job Duties and Responsibilities

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No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Jennifer Ortiz

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Athletics, English/Reading/ELL

### **Leadership Team Member #3**

**Employee's Name**

Linda Ray

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Curriculum, Science

### **Leadership Team Member #4**

**Employee's Name**

Diana Dolan

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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International Baccalaureate (IB) Coordinator, Math

### **Leadership Team Member #5**

**Employee's Name**

Eric Smith

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Exploring Careers and Education in Leadership (ExCEL) Coordinator, Social Studies

## 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.*

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In the spring of 2024 the current year's SIP along with the newest data were shared with the School Advisory Council to begin the brainstorming process of developing the 2023-24 SIP. Areas of growth and areas of stagnation were identified along with potential next steps. That meeting included parents from all 3 demographics (ExCEL, Traditional and IB programs), teachers, community members and school staff. The principal met with student leaders to present the same information that was shared with the School Advisory Council. Their input was sought for what they experience in classrooms daily that impact academic performance. Potential focuses were presented for their input. Instructional Leaders from every subject and program were invited to a data review/SIP writing day in June to collaboratively write the plan for 2024-25

### 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))

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The School Improvement Plan will be reviewed monthly with the Schoolwide Leadership Team to complete reflection and refinement based on student data provided by department chairs. Monthly Department meetings will begin with data reflections connected to the SIP goals and their progress. All SAC meetings are guided by the School Improvement Plan. At each of these reflection points revisions will be reviewed to ensure a living plan that appropriately addresses the needs of the school as they evolve.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>54.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>81.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B</b> <b>2022-23: C*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: B</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	105	138	146	164	553
One or more suspensions	39	41	40	22	142
Course failure in English Language Arts (ELA)	111	79	72	5	267
Course failure in Math	50	57	56	5	168
Level 1 on statewide ELA assessment	94	123	118	1	336
Level 1 on statewide Algebra assessment	64	31	130	172	397

### 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	75	145	142	146	508

### 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	0	0	16	16
Students retained two or more times	9	14	13	37	73

## **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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59			47	47	50	50	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	59						48		
ELA Learning Gains Lowest 25%	54						33		
Math Achievement *	38			28	36	38	29	38	38
Math Learning Gains	43						38		
Math Learning Gains Lowest 25%	54						41		
Science Achievement *	60			56	61	64	57	42	40
Social Studies Achievement *	68			60	63	66	62	47	48
Graduation Rate	95			91	92	89	97	61	61
Middle School Acceleration								45	44
College and Career Readiness	51			62	69	65	66	70	67
ELP Progress	41			35	47	45	43		

\*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)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	626
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	56%	51%	48%		55%	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	33%	Yes	5	
English Language Learners	41%	No		
Asian Students	80%	No		
Black/African American Students	45%	No		
Hispanic Students	53%	No		
Multiracial Students	56%	No		
White Students	65%	No		
Economically Disadvantaged Students	52%	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	31%	Yes	4	3
English Language Learners	35%	Yes	2	
Asian Students	75%	No		
Black/African American Students	39%	Yes	4	
Hispanic Students	51%	No		
Multiracial Students	51%	No		
White Students	62%	No		
Economically Disadvantaged Students	48%	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	31%	Yes	3	2
English Language Learners	36%	Yes	1	
Native American Students				
Asian Students	78%	No		
Black/African American Students	34%	Yes	3	
Hispanic Students	46%	No		
Multiracial Students	49%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	44%	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	59%		59%	54%	38%	43%	54%	60%	68%		95%	51%	41%
Students With Disabilities	18%		39%	40%	10%	29%	37%	27%	33%		97%	3%	29%
English Language Learners	21%		52%	54%	25%	29%	47%	29%	34%		91%	20%	45%
Asian Students	81%		66%		71%	56%		86%	94%		100%	82%	
Black/African American Students	38%		56%	48%	23%	38%	49%	44%	33%		89%	27%	
Hispanic Students	51%		59%	60%	33%	35%	58%	53%	59%		94%	42%	38%
Multiracial Students	49%		56%	46%	39%	55%		56%	70%		100%	33%	
White Students	69%		60%	54%	46%	49%	57%	69%	77%		95%	59%	75%
Economically Disadvantaged Students	51%		56%	52%	31%	41%	52%	52%	57%		93%	38%	45%
06/2024													

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	47%				28%			56%	60%		91%	62%	35%
Students With Disabilities	8%				11%			22%	28%		86%	16%	43%
English Language Learners	16%				16%			26%	29%		75%	36%	48%
Asian Students	74%				46%			83%	60%		95%	89%	
Black/African American Students	26%				14%			32%	41%		87%	36%	
Hispanic Students	38%				22%			43%	57%		91%	54%	50%
Multiracial Students	42%				19%			41%	53%		94%	58%	
White Students	55%				38%			69%	71%		92%	68%	40%
Economically Disadvantaged Students	36%				23%			45%	52%		88%	43%	47%

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	50%		48%	33%	29%	38%	41%	57%	62%		97%	66%	43%
Students With Disabilities	9%		36%	35%	17%	24%		15%	24%		86%	32%	27%
English Language Learners	11%		29%	27%	15%	41%	50%	18%	31%		92%	44%	43%
Native American Students													
Asian Students	78%		67%		47%	58%		91%	94%		100%	89%	
Black/African American Students	23%		31%	23%	12%	21%	29%	28%	26%		95%	54%	
Hispanic Students	41%		42%	29%	24%	37%	38%	50%	55%		96%	52%	47%
Multiracial Students	52%		47%	33%	25%	27%		57%	45%		95%	61%	
Pacific Islander Students													
White Students	59%		54%	43%	42%	43%	52%	66%	72%		97%	71%	
Economically Disadvantaged Students	37%		41%	30%	21%	32%	39%	44%	48%		94%	54%	39%

## 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?

---

English and Math Gains were significant, especially with the ESE population in comparison to the 22-23 school year. We were very intentional in our testing plans. Students experienced the same testing conditions for every Progress Monitoring test, taking away the stress of the unknown. We also were selective in our placement of students, ensuring that students with conflict were not together and that we capitalized on strong adult relationships.

Small group instruction was used throughout the year to address data that came from PM testing. Students understood their data and set goals with adults.

##### 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 ESOL students continue to lag behind. We see teachers over supporting the students in their daily instruction which adds to their struggles when they test and do not have those same supports. Translation is overly relied on so students are not learning the language at the rate they need to.

##### Greatest Decline

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

---

None of our data declined, but our Algebra scores saw the smallest growth. We assembled a highly collaborative team of teachers to teach Algebra this year but many were new to the content. This learning curve showed in the smallest growth across subjects.

##### 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.

---

Math is where LHS has the largest gap in data compared to the state average. We have narrowed the gap compared to past years but still have an 8% gap to address.

##### EWS Areas of Concern

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

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Attendance is by far the biggest Early Warning Indicator with almost 25% of students meeting this mark.

### **Highest Priorities**

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

---

Student and family engagement to increase attendance.

Continued focus on Focused Note Taking System to increase student understanding

Increased consistency in rigor

## 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.

With the gains we have made in the past year, we want to continue moving students forward. By focusing on strategies that will support ESSA subgroups we can continue to address data gaps.

#### 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 current Learning gains in ELA will improve from 59% to 66%. Currently, 34% of our juniors and seniors are missing their graduation reading score. We expect to reduce this to 25% by the end of the school year.

#### 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.

1. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
2. Review of progress monitoring data and content PLC's throughout the year.
3. Review of Lexia and Albert.io data.
4. Review of SAT/ACT/CLT results.

#### Person responsible for monitoring outcome

J. Ortiz

#### 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:**

Building positive culture: WICOR strategies embedded in all classrooms. Teachers build purpose using learning intentions and success criteria. Anchor charts will be used to provide visual and foundational support. Clearly defined routines around reading comprehension protocols. Consistent use of PBIS system. Each teacher uses an equitable grading practice. Use of student data trackers to ensure each student knows their areas of strength and areas of need after each common assessment. Consistent use of the complete Focused Note Taking cycle. Intentional time spent with lesson studies and teacher-to-teacher classroom visits to improve use of district resources and BEST texts

**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**

Train staff on appropriate WICOR strategies based on experience

**Person Monitoring:**

Ortiz

**By When/Frequency:**

Monthly

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

WICOR strategies will be rolled out in preschool with ongoing training embedded in monthly trainings/meetings.

**Action Step #2**

Instructional walkthroughs using focused tool for increased consistent support

**Person Monitoring:**

All Admin

**By When/Frequency:**

Weekly

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

Instructional walkthrough tool utilizing Power Bi to guide our supports and trainings. These will be monitored weekly in admin meetings.

**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.

With the gains we have made in the past year, we want to continue moving students forward. By



focusing on strategies that will support ESSA subgroups we can continue to address data gaps.

### **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 current Learning gains in Algebra and Geometry will improve from 39% to 50%. Currently, 20% of our juniors and seniors are missing their graduation math score. We expect to reduce this to 15% by the end of the school year.

### **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.

---

1. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
2. Review of common formative/summative assessment data and content PLC's throughout the year.
3. Review of IXL, Aleks, and Albert.io data.
4. Review of SAT/ACT/CLT results.

### **Person responsible for monitoring outcome**

D. Dolan

### **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:**

Building positive culture: - WICOR strategies embedded in all math classrooms. - Teachers build purpose using learning intentions and success criteria. - Clearly defined routines. - Consistent use of PBIS system. - Each teacher uses an equitable grading practice. Use of student data trackers to ensure each student knows their areas of strength and areas of need after each common assessment. Consistent use of the complete Focused Note Taking cycle. Intentional time spent with lesson studies and teacher-to-teacher classroom visits.

#### **Rationale:**

With the gains we have made in the past year, we want to continue moving students forward. By focusing on strategies that will support ESSA subgroups we can continue to address data gaps.

#### **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**

Training all staff at the appropriate level on the use of WICOR strategies based on experience.

**Person Monitoring:**

D. Dolan

**By When/Frequency:**

Monthly

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

WICOR strategies will be rolled out in preschool with ongoing training embedded in monthly trainings/ meetings.

**Action Step #2**

Instructional walkthroughs using focused tool for increased consistent support

**Person Monitoring:**

All Admin

**By When/Frequency:**

Weekly

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

Instructional walkthrough tool utilizing Power Bi to guide our supports and trainings. These will be monitored weekly in admin meetings.

**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.

---

With the gains we have made in the past year, we want to continue moving students forward. By focusing on strategies that will support ESSA subgroups we can continue to address data gaps.

**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 current proficiency in Biology will improve from 61% to 66%. All ESSA subgroups will increase, with an average increase of 8% across subgroups.

**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.

---

1. Common administrative walkthrough tool with immediate feedback and data that administration

can analyze using the county's data analytics tool.

2. Review of common formative/summative assessment data and content PLC's throughout the year.

**Person responsible for monitoring outcome**

L. Ray

**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:**

Building positive culture: WICOR strategies embedded in all classrooms. Teachers build purpose using learning intentions and success criteria. They will lead this work with labs. Clearly defined routines. Consistent use of PBIS system. Each teacher uses an equitable grading practice. Use of student data trackers to ensure each student knows their areas of strength and areas of need after each common assessment. Consistent use of the complete Focused Note Taking cycle. Intentional time spent with lesson studies and teacher-to-teacher classroom visits. PLCs will include planning for vocab coming up and collaborating with ESOL classroom to embed previewing this content. Teachers use progress monitoring data to develop quarterly Spiral Reteaching.

**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**

Training all staff at the appropriate level on the use of WICOR strategies based on experience.

**Person Monitoring:**

L. Ray

**By When/Frequency:**

Monthly

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

WICOR strategies will be rolled out in preschool with ongoing training embedded in monthly trainings/meetings.

**Action Step #2**

Instructional walkthroughs using focused tool for increased consistent support

**Person Monitoring:**

All Admin

**By When/Frequency:**

Weekly

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

Instructional walkthrough tool utilizing Power Bi to guide our supports and trainings. These will be monitored weekly in admin meetings.

**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.

---

With the gains we have made in the past year, we want to continue moving students forward. By focusing on strategies that will support ESSA subgroups we can continue to address data gaps.

**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 current proficiency in US History will improve from 68% to 73%. All ESSA subgroups will increase, with an average increase of 5% across subgroups.

**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.

---

1. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
2. Review of common formative/summative assessment data and content PLC's throughout the year.
3. Progress monitoring using common district resources.

**Person responsible for monitoring outcome**

E. Smith

**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:**

Building positive culture: WICOR strategies embedded in all math classrooms. Teachers build purpose using learning intentions and success criteria. Clearly defined routines. Consistent use of PBIS system. Each teacher uses an equitable grading practice. Use of student data trackers to ensure each student knows their areas of strength and areas of need after each common assessment. Consistent use of the complete Focused Note Taking cycle. Intentional time spent with lesson studies and teacher-to-teacher classroom visits.

**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**

Training all staff at the appropriate level on the use of WICOR strategies based on experience.

**Person Monitoring:**

E. Smith

**By When/Frequency:**

Monthly

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

WICOR strategies will be rolled out in preschool with ongoing training embedded in monthly trainings/ meetings.

**Action Step #2**

Instructional walkthroughs using focused tool for increased consistent support

**Person Monitoring:**

All Admin

**By When/Frequency:**

Weekly

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

Instructional walkthrough tool utilizing Power Bi to guide our supports and trainings. These will be monitored weekly in admin meetings.

**Action Step #3**

Embedding EL and ESE support strategy studies into every PLC.

**Person Monitoring:**

Smith

**By When/Frequency:**

biweekly

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

PLC structure will be updated to model WICOR, EL and ESE strategies. Lesson study model will be used to increase continuity.

**Action Step #4**

Continue collaboration in PLCs to best utilize Doc-a-Day

**Person Monitoring:**

Smith

**By When/Frequency:**

Biweekly

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

Our teachers have embraced Doc-a-Day. Continuing this practice with EL strategies can improve gaps.

**Area of Focus #5**

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

**ESSA Subgroups specifically relating to Black/African American Students (BLK)****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.

---

30% of our Black students had more than a 10% absent rate for the 23-24 school year.

**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 attendance rate for our Black students by 2%.

**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.

---

1. Review attendance and tardy data in CST to identify students to support.
2. Every student tracked by 4th period teacher who will call families when student is not in attendance for 3 days in a week or 5 days overall.

**Person responsible for monitoring outcome**

J. Staten

**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:**

Small group interventions by gender through MTSS coaches. Summer intentional family engagement. Increased monitoring of attendance to provide earlier interventions.

**Rationale:****Tier of Evidence-based Intervention:**

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

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

**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.

---

LHS SWD were significantly less proficient than their counterparts with 17% earning a 3+ in ELA and 9% earning a 3+ in math. While this was an improvement from last year, it is no where near where we need students to be.

**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.

---

SWD will continue to grow with 25% proficient in ELA and 15% proficient in Math.

**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.

---

Data will be reviewed after each PM cycle.

Grades will be monitored monthly to look for trends.

**Person responsible for monitoring outcome**

Case managers and VE Specialist

### **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:**

- Intentional scheduling to ensure best fit of peers and adults - Student led data chats -Training of department to better support subject areas, including co-planning with content teachers.

#### **Rationale:**

Supports are needed to add depth to student learning. This will allow the students to receive direct instruction from the Gen Ed teacher along with specially designed instruction from ESE teacher.

#### **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**

Districtwide and school based PD for ESE department and led by onsite team in their areas of expertise.

#### **Person Monitoring:**

L. Ray

#### **By When/Frequency:**

Monthly

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

### **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.

LHS ELL students, while showing growth, are still achieving at a level below their native speaking peers. This gap is most prevalent in their ELA success.

#### **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.



Largo High ELL students will increase their achievement levels by 5% in every category

### **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.

---

PM data will be reviewed after each cycle.

### **Person responsible for monitoring outcome**

Ortiz and Borden (EL teacher)

### **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:**

-Intentional scheduling of EL students -Building positive culture to increase attendance - Consistent use of Focused Note Taking cycle

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **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

#### **Description of Intervention #3:**

#### **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**

#### **Person Monitoring:**

#### **By When/Frequency:**

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

step:

## Area of Focus #8

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.

---

Our acceleration data is well below where it should be as a school with so many different ways for students to earn both industry certifications and college credits. Our teachers need more support in understanding the timeline goals.

#### 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.

---

LHS acceleration rate will increase by 18%.

#### 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.

---

All teachers in a subject with an industry certification or college credit will meet monthly with their administrator to review timeline and plan for all students.

#### Person responsible for monitoring outcome

Staten

#### 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:

Intentional goal setting and monitoring. Use of WICOR, especially Focused Notetaking in all areas. Students do not currently consistently record their learning in the industry courses. Cross curricular PLCs focused on strategies for earning the credit in a high stakes area.

#### 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****Person Monitoring:****By When/Frequency:**

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

**Area of Focus #9**

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.

---

Continue to increase our graduation rate across subgroups.

**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.

---

Maintain a 96% or higher graduation rate.

**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.

---

Graduation meetings are held monthly and increase in the 2nd semester to bi-weekly.

**Person responsible for monitoring outcome**

Staten/Ray

**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:**

Family collaboration Attendance monitoring Support from social worker and school psychologist Embedded mental health counselor to work specifically with our most struggling students.

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

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

## IV. Positive Culture and Environment

**Area of Focus #1**

Teacher Retention and Recruitment

**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.

---

Largo High School made positive gains in most areas during the 23-24 school year. We have a need to ensure we continue to grow the strength of our staff.

**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.

---

Largo High School will begin the 24-25 school year with 100% of the instructional positions filled by qualified teachers. We will retain 100% of the appropriate instructional staff through the school year.

**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.

- 
1. Quarterly use of climate survey to determine areas of faculty needs.
  2. Monitoring of walkthrough feedback tool.
  3. Review of PBIS data and compare to previous year's usage.

**Person responsible for monitoring outcome**

J. Staten

**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:**

Department heads will be mentors and PD facilitators to support new teachers in each department. All tested subject areas will engage in lesson studies where they will work to improve their practice and support each other. All teachers will engage in continuous, reflective PD around their chosen DPP element. Focus on One Largo so every teacher feels they have a place on campus and opportunities for leadership and growth. Quarterly faculty celebrations. Opportunities for peer-to-peer positive feedback.

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

No

**Action Steps to Implement:****Action Step #1****Person Monitoring:****By When/Frequency:**

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

## 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).

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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