

Pinellas County Schools

EAST LAKE MIDDLE SCHOOL ACADEMY ENGINEERING



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

East Lake Middle School Academy of Engineering will prepare students to be college and career ready and have the skills to compete in a global society.

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Karen Huzar

huzark@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional leader, oversee operations, monitors student progress, support and monitor teachers, etc.

Leadership Team Member #2

Employee's Name

Gregory Stewart

stewartgr@pcsb.org

Position Title

Instructional and Curriculum Specialist

Job Duties and Responsibilities

Technology and Curriculum Specialist & Media Library specialist - helps teachers pull data, takes care of library, assists teachers, and takes care of technology needs.

Leadership Team Member #3**Employee's Name**

Samantha Chichester

chichesters@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Meet with teachers, parents and students. Give guidance and resources when needed. Part of our student service team.

Leadership Team Member #4**Employee's Name**

Jaclyn Wheaton

wheatonj@pcsb.org

Position Title

8th Grade ELA Teacher/Department Chair

Job Duties and Responsibilities

ELA/Reading department head. Provides leadership to ELA/reading department and 8th grade team member.

Leadership Team Member #5**Employee's Name**

Karin David

davidka@pcsb.org

Position Title

Math Teacher & Department Chair

Job Duties and Responsibilities

Math department head. Provides leadership to math department and 6th grade team.

Leadership Team Member #6

Employee's Name

Karen Lee

leek@pcsb.org

Position Title

6th Science Teacher & Department Chair

Job Duties and Responsibilities

Science department head. Provides leadership to science department and 6th grade team member.

Leadership Team Member #7

Employee's Name

Oren Schlierer

schlierero@pcsb.org

Position Title

8th Grade SS Teacher & Department Chair

Job Duties and Responsibilities

Social studies department head. Provides leadership to social studies department and 8th grade team.

Leadership Team Member #8

Employee's Name

Cristina Fallara

fallarac@pcsb.org

Position Title

AVID & Health Teacher & AVID School Coordinator

Job Duties and Responsibilities

AVID Coordinator and site team member.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The SIP goals and action steps are monitored throughout the school year. All testing data is shared with the school community including teachers, students, parents, and SAC. Remediation plans are developed through each subject and are depended on what is needed for individual students and classes. All students are part of the process and know their data. Revised plans are shared with entire school community.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP goals will be monitored at least quarterly as data is available from PM1 and PM2. Data chats with students and parents will inform stakeholders of weaknesses and strengths and will explain the plan and goal. Teachers will work to close gaps and support students to reach their goals.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	15.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ASIAN STUDENTS (ASN) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							131	132	132	395
Absent 10% or more school days							10	7	12	29
One or more suspensions							1	2	2	5
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							2	2	1	5
Level 1 on statewide Math assessment							4	4	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							0	1	0	1

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							7	15	7	29
One or more suspensions								1	1	2
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							2	2		4
Level 1 on statewide ELA assessment							6	1	3	10
Level 1 on statewide Math assessment							2	2		4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								1		1

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	86	60	58	85	55	53	81	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	69	59	59	71	58	56			
ELA Lowest 25th Percentile	65	52	52	72	53	50			
Math Achievement*	91	65	63	91	61	60	91	58	56
Math Learning Gains	69	60	62	73	61	62			
Math Lowest 25th Percentile	67	59	57	71	59	60			
Science Achievement	83	59	54	87	52	51	83	48	49
Social Studies Achievement*	98	79	73	95	75	70	96	69	68
Graduation Rate									
Middle School Acceleration	94	84	77	91	80	74	92	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	49	53		44	49	70	38	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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	80%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	722
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
80%	82%	89%	82%	78%		81%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
Asian Students	82%	No		
Hispanic Students	85%	No		
Multiracial Students	84%	No		
White Students	79%	No		
Economically Disadvantaged Students	74%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													L
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	
All Students	86%		69%	65%	91%	69%	67%	83%	98%	94%			
Students With Disabilities	44%		27%	31%	78%	63%	60%						
Asian Students	94%		64%		100%	71%							
Hispanic Students	89%		64%	80%	93%	73%	70%	100%	100%	100%			
Multiracial Students	93%		71%		93%	79%							
White Students	85%		71%	64%	91%	67%	65%	80%	97%	92%			
Economically Disadvantaged Students	78%		71%	67%	86%	58%	50%	80%	96%	83%			

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.
All Students	85%		71%	72%	91%	73%	71%	87%	95%	91%
Students With Disabilities	40%		48%	50%	58%	54%	57%			
Asian Students	85%		69%		92%	85%				
Black/African American Students	82%		73%		91%	64%				
Hispanic Students	89%		76%		97%	78%		91%	100%	86%
Multiracial Students	79%		86%		93%	71%				
White Students	85%		70%	73%	90%	72%	71%	87%	95%	91%
Economically Disadvantaged Students	74%		62%	78%	85%	80%	71%	69%	96%	76%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	90%	61%	29%	60%	30%
ELA	7	86%	59%	27%	57%	29%
ELA	8	81%	59%	22%	55%	26%
Math	6	81%	63%	18%	60%	21%
Math	8	94%	64%	30%	57%	37%
Science	8	83%	58%	25%	49%	34%
Civics		98%	78%	20%	71%	27%
Algebra		94%	59%	35%	54%	40%
Geometry		95%	53%	42%	54%	41%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our Civics data showed three percent point gain and our Acceleration data showed a three percent gain. Teachers pulled small groups as needed to ensure that students were continuing to understand the content and to gain the skills needed to be successful.

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 L25 ELA data and math data are the lowest performing. In ELA our L25 learning gains was 65% and in math was 67%. The previous year both were at 71%. However, both of these overall components either increased or maintained overall proficiency. Making sure to meet with all L25 students throughout the year and holding stakeholders accountable is part of the plan to ensure that all achieve proficiency and make learning gains.

Greatest Decline

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

Our science data took the greatest decline from 87% proficiency to 83% proficiency. This was the first year that this assessment was adaptive. Our students shared after the exam that they were very nervous about this even though they have taken a variety of adaptive assessments throughout the year. We will continue to look at our testing environment to ensure all students are comfortable while testing. Additionally, we will continue to pull small group based on data to ensure students understand standards throughout the year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All components were above the state and district averages.

EWS Areas of Concern

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

We have some students that are level 1 both in math and ELA. Making sure to connect these students with resources right when school starts and continually checking in with students and parents will be key to these students being successful.

Highest Priorities

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

1. All classrooms use rigorous text in their daily lessons.
2. Specifically work with ESE students to improve their ELA skills. This will look different for different students.
3. Science classrooms will incorporate academic vocabulary into daily lessons and continue to pull small groups when needed based on data.

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

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.

Based upon current proficiency scores, our goal for the 2025-2026 school year is to ensure students' successes by increasing ELA proficiency as measured by F.A.S.T. testing. We will support students by individualizing goal setting, differentiating instruction, and identifying critical content. AVID structures including collaborative study groups, reading based pop-up groups, routine use of graphic organizers including one pagers, cultivating student understanding and use of academic vocabulary through intentional vocab development that supports students' organization of thoughts through the systematic use of language functions, and coach students consistently and intentionally as they are learning new skills will be incorporated into the ELA instruction to increase student achievement. Critical reading strategies including scaffolding in complexity, text-dependent FAST-based questions, and best-practiced instructional methods implemented from trainings will be incorporated into the ELA instruction to increase student achievement.

Measurable Outcome

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

1. Our current level of performance is that 86 % of our students are proficient on the 2025 FAST ELA PM 3. We expect our performance level to increase to 88% of our students meeting proficiency by the Spring 2026 Progress Monitoring assessment (F.A.S.T.). Our current level of student gains overall is that 69 % 2025 FAST ELA PM 3. We expect our level of overall gains to increase to 75% of our students making a gain by the Spring 2026 Progress Monitoring assessment (F.A.S.T.) Our current level of ESE student gains overall is that 28% on the 2025 FAST ELA PM 3. We expect our level of overall ESE gains to increase to 50% of our ESE students making a gain by the Spring 2026 Progress Monitoring assessment (F.A.S.T.). Our current level of ESE student proficiency is 46 % 2025 FAST ELA PM 3. We expect our level of overall ESE proficiency to increase to 56% of our ESE students showing proficiency by the Spring 2026 Progress Monitoring assessment (F.A.S.T.)

2. The problem/gap is occurring because high level rigorous reading and questioning not consistently taking place in all content area classrooms.
3. If targeted questioning based on standards- aligned critical content is accompanied by rigorous text sets driven by student data is utilized, proficiency will increase.

Monitoring

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

Student data from PM1 and PM2 of reading and District/state writing testing will be analyzed. Pinellas County Performance Matters Tasks will be analyzed.

Person responsible for monitoring outcome

Jaclyn Wheaton (wheatonj@pcsb.org), ELA Department Chair

Evidence-based Intervention:

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

Description of Intervention #1:

Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffolds instruction to meet the needs of each student. 2. Strengthen staff practice of ELA FAST reading based question stems to utilize questions to help elaborate on content through rigorous grade-level text , utilizing Pinellas county ELA “gold docs”. Also strengthen staff to align best practices to enhance reading comprehension and analysis throughout all grade levels. 3. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 4. Strengthen staff practice and training in AVID strategies including focus notetaking, critical reading strategies, and collaborative study groups; and in text selection to incorporate rigorous reading .

Rationale:

If targeted questioning based on standards- aligned critical content is accompanied by rigorous text sets driven by student data is utilized, proficiency will increase. As teachers leverage targeted data, they will use specific questioning based on the critical standards- aligned content to strengthen in the students the capacity to interpret and elaborate on rigorous content. Resources include incorporating AVID strategies such as collaborative study structures and focused note taking for students withing the classroom to aid in individualized growth and high level text sets.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Effective Instruction Essential: Cognitive Engagement with Content

Person Monitoring:

Karen Huzar (huzarh@pcsb.org), Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Pre-school training, Monthly planning sessions/ PLCs with teachers; Conduct department-wide lesson studies and peer observations/ demonstrations/ strategy walks 3x/ year, continuous monitoring through SBLT monthly meetings.

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

Administrators monitor and support the implementation of the use of grade-appropriate rigorous texts and AVID-based connected tasks, utilizing the Pinellas County ELA “Gold Documents” as a resource. Administrator and ELA teachers will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students. All content area will implement rigorous grade level texts and reading FAST-based questions.

Action Step #2

Effective Instruction Essential: Formative Assessment & Feedback

Person Monitoring:

Karen Huzar (khuzar@pcsb.org) Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Monthly planning sessions/PLCs with teachers; Conduct department-wide lesson studies and peer observations/ demonstrations/ strategy walks 3x/ year

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

ELA/Reading teachers with the support of ESE staff prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read appropriate grade-level text (while applying foundational skills) with high-quality feedback including data chats, one-to-one teacher student small group support and opportunities to use that feedback. Administrator, ELA teachers, and ESE support staff will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students. Preschool training on utilizing rigorous text sets and reading based questions for all content areas and grade levels.

Action Step #3

Effective Instruction Essential Addressed: Cognitive Engagement with Content

Person Monitoring:

Karen Huzar (khuzar@pcsb.org), Jaclyn Wheaton (wheatonj@pcsb.org)

By When/Frequency:

Ongoing. Weekly push-in through reading class in addition to already scheduled support in ELA classes. ELA teachers will attend and ELA department chair will encourage grade-level teams to attend rollouts and other PD opportunities including DWT throughout the year.

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

ELA and Reading teachers receive professional development and coaching around instruction using

B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in rigorous, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current level of performance as evidenced by the 2024-2025 spring FAST and EOC examinations is 91%. Our area of focus will be to increase overall student performance, affecting student learning, by continually engaging students in cognitively complex tasks that require critical thinking, including academic discourse with teachers and peers.

Measurable Outcome

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

Our current level of performance as evidenced by the 2024-2025 spring FAST and EOC examinations is 91%. Our area of focus will be to increase overall student performance by three percentage points to 94%.

Monitoring

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

At minimum, once per semester, teachers and students will engage in data chats to include PM1 and PM2 data, along with IXL Diagnostic Overview results, EDIA results and formative and mock assessments. Implementing and tracking progress on individual standards will result in increased student achievement as measured by FAST and EOC assessments.

Person responsible for monitoring outcome

Karin David, Mathematics Department Chair (davidka@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description: Staff will utilize data to assist in restructuring small groups and engaging in collaborative structures, which allow for differentiation and scaffolding to meet the needs of each student. In grade 6 curriculum, the priority will be to introduce and incorporate AVID strategies such as focused note-taking and collaborative study structures, which will parlay into increased student achievement as measured on IXL diagnostic and FAST PM scores. In grades 7 and 8 curriculum, the priority will be to ensure students' engagement with interactive notes and allowing more choice and voice in collaborative study structures, increasing enrichment and remedial activities, which will parlay into increased student achievement as measured on IXL diagnostic and FAST PM scores. In Algebra I and Geometry curriculum, the priority will be to incorporate cognitively engaging learning activities that require students to problem-solve and think critically, bases upon formative/mock and EDIA/IXL data, which will parlay into increase student achievement as measured on FAST and EOC scores.

Rationale:

The strategies have been identified by our mathematics department as priorities, based upon student data as measured on FAST and EOC assessment data.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data chats with students

Person Monitoring:

Karin David, Department Chair

By When/Frequency:

Students will engage in data chats with teachers, at minimum, twice yearly to discuss PM and IXL diagnostic results to set and monitor goals.

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

Mathematics Department Chair, Karin David, will report to Principal, Karen Huzar. With each formative assessment/mock test/IXL/FAST scores.

Action Step #2

Professional development of mathematics staff

Person Monitoring:

Karin David, Department Chair

By When/Frequency:

Staff will engage in collaborative professional development that align to B.E.S.T. benchmarks for mathematics on a quarterly basis.

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

Teachers will meet monthly, at minimum, to address and monitor student proficiency levels as measured by FAST/EOC assessment and IXL Diagnostic scores.

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

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

Our 2025 level of science proficiency (level 3 and above) was 83%, as measured by the SSA 8th grade test in May 2025. The science proficiency levels of our 6th and 7th grade students were 96% (grade 6) and 93% (grade 7), as measured by the district level exam in May 2025 (grade of C or better on the exam). Our area of focus for all three grade levels will be to increase teacher intentionality of embedding spiraled standards to ensure consistent, sustained and deepening understanding of science content and concepts.

Measurable Outcome

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

Our 2025 level of science proficiency (level 3 and above) was 83%, as measured by the SSA 8th grade test in May 2025. This is a decline from 87% (2024) and a return to 2022 & 2023 achievement levels. Our goal for 2025-2026 is to return to, or exceed, 87% proficiency as measured by the 8th grade SSA test.

The science proficiency levels of our 6th and 7th grade students were 96% (grade 6) and 93% (grade 7), as measured by the district level exam in May 2025 (grade of C or better on the exam). Our goal for 2025-2026 is for a minimum of 95% of students in grades 6 & 7 to reach proficiency ("C" or above), as measured by the district final exams.

Monitoring

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

Assessment data from prior grade-level testing, cycle assessments, unit tests, and ongoing formative checkpoints for understanding will be analyzed to identify standards that need targeted reinforcement. The science team will collaborate to provide data analysis, resources, and strategies to support the students.

Person responsible for monitoring outcome

Karen Lee, Science Department Chair & Karen Huzar, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Increase teacher intentionality of embedding spiraled standards to ensure consistent, sustained and deepening understanding of science content and concepts.

Rationale:

District-based testing data for this year's 8th grade class indicates a 93% science proficiency rating (level 3 or above – according to district's data interpretations of final exam scores) in both their 6th and 7th grade year. District-based testing data for this year's 7th grade class indicates a 92.5% science proficiency rating (level 3 or above – according to district's data interpretations of final exam scores) in their 6th grade year. District-based testing data for 6th grade indicates a 92.5% average science proficiency rating (level 3 or above – according to district's data interpretations of final exam scores) for the past two years. The data provides clear evidence that our students have the capability to achieve at exemplary levels and that our instructional strategies are on target. Intentional spiraling of standards and timely remediation of underperforming benchmarks, supported by the PLC process, will drive growth in student achievement and overall proficiency rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data analysis & intentional planning

Person Monitoring:

Karen Lee (leek@pcsb.org)

By When/Frequency:

Ongoing through each unit of instruction; regularly scheduled planning at PLC meetings; strategy walks 3x / year

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

Participate in regularly scheduled PLCs to analyze student data, share instructional strategies, and determine next steps for addressing underperforming standards with a focus on spiraled review and nature of science / scientific thinking skills. Plan for spiraled review on content and scientific thinking skills using district provided resources to ensure continuous review of critical content is being addressed.

Action Step #2

Professional development

Person Monitoring:

Karen Lee (leek@pcsb.org)

By When/Frequency:

Fall DWT, Spring DWT, district PD offered throughout the year & summer

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

Participate in ongoing professional development focused on spiraling of content standards and nature of science / scientific thinking standards to ensure continuous monitoring of student performance on science big ideas & cross-cutting concepts.

Action Step #3

Small group instruction

Person Monitoring:

Karen Lee (leek@pcsb.org)

By When/Frequency:

Ongoing

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

Use data to inform the selection of students for small group remediation, scaffolding and/or enrichment. Differentiate instructional methods and materials based on the needs of the small group cohort.

Action Step #4

Focus on literacy skills

Person Monitoring:

Karen Lee (leek@pcsb.org)

By When/Frequency:

Ongoing

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

Embed structured reading activities that promote reading stamina and understanding of rigorous content-area texts and questions. Use diverse writing strategies, such as Claim-Evidence-Reasoning and AVID methodologies, to encourage meaningful connections between reading, content knowledge, use of academic language, inquiry and application of content knowledge.

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**

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.

In 2025, 98 % of our students achieved proficiency (3.0 or higher) on the Civics EOC. 98 % of our students achieved a passing score on their 6th grade and 8th grade end of the year exam. Infuse higher order questioning and complex tasks into daily lessons of all SS classes. All SS classes will increase student literacy by using content novels, articles, or primary/ secondary source documents.

Measurable Outcome

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

-100% of students achieve proficiency (3.0) as measured on the Civics EOC in Spring 2026.

-6th and 8th grade SS goal is that 100% of students will pass the end of year exam.

Monitoring

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

Analyze student cycle and unit assessment data. Teachers will collaborate across content area teachers and with the Principal after each cycle testing.

Person responsible for monitoring outcome

Oren Schlierer, SS Department Chair & Karen Huzar, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffolds instruction to meet the needs of each student.

Rationale:

Data is reviewed to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed. Data (both summative and formative) can also be used to help differentiate content to students to help meet the needs of each student. Through this process students will be identified for level of support needed to help them be successful and gain the skills needed to improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize Cycle Assessments data, unit assessment data and informal data to see if any skills need reteaching.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

Monthly team meetings, SS department meetings.

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

step:

Individualized student data is shared through data chats. Through these data chats student specific classroom data will be shared and offer support for student achievement, bridging the gap, and individualize goal setting.

Action Step #2

Use complex history-based curriculum to support all grade-level benchmarks.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

Daily in all classes

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

Design rigorous lessons with checkpoints and critical questions to find out what students know and then adapt instruction to make learning connections. Continuing to have students to write to show mastery of content will be in place with the use of DBQ's, writing in response to text, and college board performance tasks.

Action Step #3

Use complex Social Studies texts read by students in multiple class settings to support curriculum and expose students to understand bias with different points of views.

Person Monitoring:

Oren Schlierer (schlierero@pcsb.org)

By When/Frequency:

Throughout the school year in all SS classes.

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

Regularly assess (formally and informally) and utilize and infuse AVID strategies into daily lessons to make the critical content explicit to students and help students build their reading and writing skills. Examples are writing, inquiry, collaboration, organization, and reading strategies.

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**

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.

Only 67% of black students were proficient in reading with only 56% making learning gains in math while 86% of non-black students were proficient while 70% made learning gains in reading. We will ensure that all students understand errors on classroom assessments. This will be in the form of whole-class and one on one conversations with teachers. Use of rigorous text in all classes will and continual use of academic vocabulary with students in all settings will help students achieve and make gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black students will increase proficiency to 70% in reading with at least 60% making learning gains on the FAST Spring 2026 PM 3 assessment.

Monitoring

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

Monitoring will be during ELA PLC's monthly. Teachers will share overall data for both black and non-black students on module tests. Data from PM 1 and PM 2 will be used and all students will have data chats as data become available multiple times throughout the school year.

Person responsible for monitoring outcome

Jaclyn Wheaton, ELA Department Chair & Karen Huzar, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Strengthen staff practice to utilize questions to help elaborate on content. Also strengthen staff to align best practices throughout all grade levels.

Rationale:

If targeted questioning based on standards- aligned critical content and student data is utilized, proficiency will increase. As teachers leverage targeted data, they will use specific questioning based on the critical standards- aligned content to strengthen in the students the capacity to interpret and elaborate on rigorous content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Effective Instruction Essential: Formative Assessment & Feedback

Person Monitoring:

Jaclyn Wheaton & Karen Huzar

By When/Frequency:

Throughout the year

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

ELA/Reading teachers with the support of ESE staff prioritize engaging students in immense amounts

of reading, discussion, and writing ensuring ample time is given to students to read appropriate grade-level text (while applying foundational skills) with high-quality feedback including data chats, one-to-one teacher student small group support and opportunities to use that feedback. Administrator, ELA teachers, and ESE support staff will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students. Preschool training on utilizing rigorous text sets and reading based questions for all content areas and grade levels.

Action Step #2

Data Chats

Person Monitoring:

Karen Huzar

By When/Frequency:

3X a year

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

Students and parents will engage in data chats about their personal data with Principal. During these meetings students will walk away with specific short-term goals for each quarter.

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

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

Increase proficiency of SWD students in ELA and Math. SWD students currently percent proficiency is 46 in ELA and 76 in Math.

Measurable Outcome

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

SWD students currently percent proficiency is 46 in ELA and 76 in Math. Increase percent proficiency by 10% in ELA and 2% in Math, with overall proficiency of 56% proficiency in ELA and 78% in Math.

Monitoring

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

Data chats with students after PM 1 and PM 2 test with ESE teacher. Data will also be shared out at Leadership meetings and department meetings.

Person responsible for monitoring outcome

Heather Tuck, ESE Teacher & Karen Huzar, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffolds instruction to meet the needs of each student.

Rationale:

Data is reviewed to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed. Data (both summative and formative) can also be used to help differentiate content to students to help meet the needs of each student. Through this process students will be identified for level of support needed to help them be successful and gain the skills needed to improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Preview standards

Person Monitoring:

Heather Tuck

By When/Frequency:

continuously throughout the year

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

ESE Teacher will provide preview of benchmarks in math before general education teacher teaches content. Reading teacher will preview reading/books before general education ELA teachers teaches content.

Action Step #2

Data Chats with student and parents

Person Monitoring:

Heather Tuck, ESE teacher

By When/Frequency:

After PM 1 & PM 2 data is available and any cycle assessments

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

ESE will report data out at Leadership meetings monthly. Data chats with parents will be logged in Focus. Students should become comfortable and know the area to work on in ELA and Math.

IV. Positive Learning 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.

During the 2024–2025 school year, we observed a noticeable increase in positive student interactions and peer support in ways we hadn't seen before. Building on this momentum, our focus for the 2025–2026 school year will be to continue nurturing this growth by helping students develop appropriate, respectful communication skills.

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.

Data from behavior tracking sheets and positive behavior tracked from SOAR monthly rewards. For the 2024-2025 school year we had 11 referrals out of 34 that were coded class disruption and/or obscene/profane gesture/language. Additionally, students that received these referrals had tracking sheets that indicated that they had this behavior at least 3X before a referral was given. Each time a teacher documented it in on the tracking sheet, parents were notified of student behavior.

We hope that class disruption and/or obscene/profane gesture/language referrals will decrease by 20% for the 2025-2026 school year.

Horseplay accounted for 10 out of our 34 behavioral referrals, making it the second most common reason for referrals. To reduce this by 20% in the upcoming school year, we will clearly define what constitutes horseplay and consistently teach students how to avoid this behavior.

Additionally, we continued our SOAR awards where we recognize our students for showing a core value. These awards were given monthly, and teachers are encouraged to celebrate students when they see them exemplify a core value, without prompting. We began our SOAR award program in September and since then we gave out over 130 awards. This was an overall growth of 62.5% from the year previous. We hope to see an increase of 20% this 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.

Data will be pulled monthly from Focus to report out referrals specifically for class disruption and horseplay. Data from SOAR awards will be reported out monthly. Data will be reported in SBLT meetings.

Person responsible for monitoring outcome

Karen Huzar

Evidence-based Intervention:

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

Description of Intervention #1:

Use of PBIS system school wide

Rationale:

Providing a structure where positive behavior is rewarded will give students something to work forward. Also making sure that every student has an adult advocate will be continued through our mentor program.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

School Wide Mentor Program

Person Monitoring:

Samantha Chichester

By When/Frequency:

Ongoing

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

Support all students by providing them with a mentor. All students will have an on campus mentor in place by the first week of September. As new students enroll, they will be given their mentor then. Mentors will meet monthly with students. Bi-monthly there will prescribed activities that will help all students.

Action Step #2

Students will receive mini lessons on respectful interactions monthly

Person Monitoring:

Karen Huzar & Samantha Chichester

By When/Frequency:

Ongoing

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

Exit tickets will be given after each lesson. Data from exit tickets will help guide next month. Use the end of the year climate survey data.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00