

Pinellas County Schools

LARGO HIGH SCHOOL



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

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

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, 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

Jennifer Staten

statenj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Diana Dolan

doland@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Math

Leadership Team Member #3

Employee's Name

Joseph Eberhard

eberhardj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies

Leadership Team Member #4

Employee's Name

Jennifer Ortiz

ortizj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

English

Leadership Team Member #5

Employee's Name

Linda Ray

rayli@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies

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.

In the spring of 2025 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 2025-26 SIP. Areas of growth and areas of stagnation were identified along with potential next steps. That meeting included parents from all 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 2025-26

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)).

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.

C. Demographic Data

| | |
|---|---|
| 2025-26 STATUS (PER MSID FILE) | ACTIVE |
| SCHOOL TYPE AND GRADES SERVED (PER MSID FILE) | SENIOR HIGH 9-12 |
| PRIMARY SERVICE TYPE (PER MSID FILE) | K-12 GENERAL EDUCATION |
| 2024-25 TITLE I SCHOOL STATUS | YES |
| 2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE | 85.3% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1 | CSI |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL) |
| SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i> | 2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21: |

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| School Enrollment | | | | | 0 |
| Absent 10% or more school days | | | | | 0 |
| One or more suspensions | | | | | 0 |
| Course failure in English Language Arts (ELA) | | | | | 0 |
| Course failure in Math | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | 0 |
| Level 1 on statewide Algebra assessment | | | | | 0 |

Current Year (2025-26)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|--------------------------------------|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | | | | 0 |

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

A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|--|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 61 | 62 | 59 | 59 | 55 | 55 | 47 | 47 | 50 |
| Grade 3 ELA Achievement | | | | | | | | | |
| ELA Learning Gains | 59 | 58 | 58 | 59 | 57 | 57 | | | |
| ELA Lowest 25th Percentile | 47 | 54 | 56 | 54 | 55 | 55 | | | |
| Math Achievement* | 39 | 46 | 49 | 38 | 42 | 45 | 28 | 36 | 38 |
| Math Learning Gains | 46 | 45 | 47 | 43 | 46 | 47 | | | |
| Math Lowest 25th Percentile | 43 | 43 | 49 | 54 | 41 | 49 | | | |
| Science Achievement | 74 | 73 | 72 | 60 | 64 | 68 | 56 | 61 | 64 |
| Social Studies Achievement* | 73 | 74 | 75 | 68 | 70 | 71 | 60 | 63 | 66 |
| Graduation Rate | 96 | 94 | 92 | 95 | 92 | 90 | 91 | 92 | 89 |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | 66 | 69 | 69 | 51 | 69 | 67 | 62 | 69 | 65 |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 49 | 50 | 52 | 45 | 45 | 49 | 35 | 47 | 45 |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

| 2024-25 ESSA FPPI | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL FPPI – All Students | 59% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the FPPI | 653 |
| Total Components for the FPPI | 11 |
| Percent Tested | 95% |
| Graduation Rate | 96% |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 59% | 57% | 56% | 51% | 48% | | 55% |

* 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 | 34% | Yes | 6 | |
| English Language Learners | 45% | No | | |
| Asian Students | 84% | No | | |
| Black/African American Students | 52% | No | | |
| Hispanic Students | 52% | No | | |
| Multiracial Students | 65% | No | | |
| White Students | 66% | No | | |
| Economically Disadvantaged Students | 54% | No | | |

D. Accountability Components by Subgroup

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

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|-----------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGR |
| All Students | 61% | | 59% | 47% | 39% | 46% | 43% | 74% | 73% | | 96% | 66% | 49% |
| Students With Disabilities | 15% | | 38% | 32% | 15% | 24% | 27% | 30% | 40% | | 98% | 28% | 27% |
| English Language Learners | 23% | | 39% | 32% | 28% | 40% | 50% | 56% | 39% | | 95% | 44% | 49% |
| Asian Students | 95% | | 71% | | 85% | 54% | | 100% | 88% | | 100% | 82% | |
| Black/African American Students | 45% | | 49% | 46% | 39% | 49% | 41% | 57% | 58% | | 97% | 42% | |
| Hispanic Students | 47% | | 52% | 38% | 32% | 40% | 38% | 63% | 66% | | 96% | 57% | 44% |
| Multiracial Students | 60% | | 76% | 73% | 33% | 32% | | 76% | 71% | | 100% | 67% | |
| White Students | 69% | | 62% | 52% | 41% | 48% | 54% | 82% | 80% | | 96% | 79% | 67% |
| Economically Disadvantaged Students | 49% | | 53% | 48% | 35% | 41% | 38% | 66% | 66% | | 94% | 59% | 44% |

| 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% | 45% |
| 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% |

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| 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% |

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

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

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

| 2024-25 SPRING | | | | | | |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 10 | 61% | 59% | 2% | 58% | 3% |
| ELA | 9 | 61% | 59% | 2% | 56% | 5% |
| Biology | | 74% | 69% | 5% | 71% | 3% |
| Algebra | | 29% | 59% | -30% | 54% | -25% |
| Geometry | | 45% | 53% | -8% | 54% | -9% |
| History | | 75% | 72% | 3% | 71% | 4% |
| 2024-25 WINTER | | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 11% | 13% | -2% | 16% | -5% |
| 2024-25 FALL | | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 20% | 17% | 3% | 18% | 2% |
| Geometry | | 80% | 43% | 37% | 19% | 61% |

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?

Largo High saw its greatest academic gains in the area of Science this year. This growth is a direct result of intentional shifts in teacher collaboration, with a strong emphasis on using aligned instructional resources and participating in targeted professional development opportunities. Classrooms consistently implemented focused note-taking strategies, which enhanced student reflection and ownership of learning. In addition, data-driven remediation was strategically spiraled into daily instruction, ensuring continuous review and reinforcement of key concepts.

Lowest Performance

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

This year, Largo High saw its lowest level of academic growth in Math, signaling a need for continued focus and support in this area. To improve outcomes, students would benefit from being more consistently held accountable for their learning, especially during moments of struggle. Additionally, there is a need for targeted small group instruction to address skill gaps and provide differentiated support. Embedding more opportunities for students to reflect on their mathematical reasoning will also deepen understanding and promote critical thinking.

Greatest Decline

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

Within the area of Math, the L25 subgroup (students in the lowest 25% based on prior performance) presented the greatest challenge in terms of academic growth. These students would most benefit from targeted small group instruction that provides both intensive support and consistent accountability for their learning. During these sessions, it is critical to incorporate spiraled remediation that addresses foundational academic gaps while reinforcing current content, ensuring students build both skill and confidence over time.

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.

The L25 subgroup in Math represents Largo High's most significant performance gap compared to the state. These students—those performing in the lowest 25% based on prior achievement—demonstrated the greatest challenges in academic growth this year.

Contributing factors to this gap include:

- Inconsistent access to targeted small group instruction, limiting opportunities for individualized support
- Lack of consistent accountability structures, reducing student ownership of learning
- Limited spiraled remediation, resulting in persistent foundational skill gaps
- Infrequent use of real-time, data-informed adjustments to instruction
- Minimal structured opportunities for students to reflect on their mathematical reasoning, impacting deeper understanding

Addressing these areas will be critical as we work to close the achievement gap and accelerate growth for our most vulnerable learners.

EWS Areas of Concern

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

Student attendance has emerged as the most concerning early warning indicator at Largo High School. Chronic absenteeism not only impacts individual student achievement, but also affects school-wide outcomes including engagement, graduation rates, and overall academic performance. Students who are frequently absent are more likely to fall behind academically, particularly in key areas like Math and English, and often struggle to reconnect with classroom routines and expectations.

Next Steps to Improve Attendance:

- Continue to refine our tiered attendance intervention system, providing early outreach for at-risk students and families
- Enhance monitoring and data tracking, ensuring real-time identification of attendance trends
- Strengthen school-home communication, using positive outreach and consistent follow-up for absences
- Strengthen our culture of belonging and engagement, where students feel connected, supported, and motivated to attend daily

Improving attendance is a shared responsibility. By taking proactive and compassionate steps, we can remove obstacles and ensure all students are present, participating, and positioned for success.

Highest Priorities

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

Metacognition Across Learning

- Embed daily writing opportunities in all content areas to promote student reflection, processing,

and ownership of learning.

- Prioritize explicit connections within and across units and lessons to deepen understanding and relevance.

Collaborative Planning & Data-Driven Instruction

- Engage in quarterly collaborative planning by tested subject areas (English, Algebra, Geometry, U.S. History, Biology) to align instruction, assessments, and interventions.
- Use ongoing progress monitoring and data-driven practices to inform instructional decisions, groupings, and high-engagement, station-based learning across content areas.

One Largo: Culture and Climate

- Uphold consistent behavioral and academic expectations across campus with fidelity
- Ensure equitable implementation of PBIS to reinforce positive behaviors and foster a respectful, supportive environment.

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.

LHS students are performing above the district and state overall proficiency levels on the Grades 9 and 10 FAST ELA. A continuing trend of growth is essential to maintain academic confidence in our students, which will positively impact performance in other core areas as well as performance in subsequent English courses.

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.

Last year, 61% of grade 9 and 10 English students reached proficiency on the FAST ELA. We expect our performance to increase 4% in overall proficiency. Our L25 students performed at a 48% proficiency with an expected 7% increase.

Monitoring

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

1. Teachers share common planning during the school day and meet bi-weekly for after school PLC to plan upcoming lessons that follow district benchmark material, review progress monitoring assessment data, and data-driven practices when making instructional decisions and groupings. High-engagement, station-based learning will be implemented to address identified gaps on highly assessed topics incorporating a culminating task using the instructional matrix tool.
2. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
3. Review of state assessment data, formative assessment data, student trackers, and lexia reports.

Person responsible for monitoring outcome

Jennifer Ortiz

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:

Data driven PLC's Cumulative tasks at the end of each lesson that include an opportunity for students to reflect on their learning with a written prompt. Quarterly collaborative planning sessions by course.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to PM assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensure teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve.

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

No

Action Steps to Implement:

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

Action Step #1

Data-driven PLC's

Person Monitoring:

Jennifer Ortiz

By When/Frequency:

Beginning during pre-school planning in August and continuing bi-weekly until the PM 3 test in May.

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

Prior to the PLC, teachers will review strengths and weaknesses identified using the latest formative and/or summative assessments. The highest assessed weakness will be embedded into the upcoming next two weeks lessons which will include daily writing opportunities to promote student reflection, processing and ownership of learning as part of the culminating task. Admin will conduct a minimum of 1 weekly walk through to determine pace and fidelity of implementation.

Action Step #2

Quarterly Collaborative Planning Sessions, Bi Weekly PLCs, Daily Common planning

Person Monitoring:

Jennifer Ortiz

By When/Frequency:

Minimum of 3 times weekly throughout the school

year

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

English 1 and 2 teachers will meet at the end of each quarter to review assessment data and build a framework for the upcoming quarter. Small group stations-based learning will be implemented to align instruction, assessments, and interventions so that all students are given opportunity to clarify learning and receive individualized instruction. This approach will consistently expose them to high rigor activities that build the academic stamina required to achieve on the FAST ELA PM 3.

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.

LHS students are performing below both district and state levels on the Algebra and Geometry EOC's. Algebra and Geometry form the basis for all future math courses as well as several science courses our students take, making it a priority to improve outcomes for our students.

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.

Last year, 34% our Algebra students and 45% of Geometry students reached proficiency on the EOC, with an overall proficiency of 40% between the two assessments. We expect our performance level to reach 50% by the end of the 2025-2026 school year.

Monitoring

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

1. Common administrative walkthrough tool with immediate feedback.
2. All teachers will use common formative and summative assessments, along with other schools in our district, that are tracked by benchmark and will be reviewed throughout the year during PLC's.
3. Review of IXL and Albert.io reports.

Person responsible for monitoring outcome

Diana Dolan

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:

Data driven PLC's Cumulative tasks at the end of each lesson that include an opportunity for students to reflect on their learning with a written prompt. Quarterly collaborative planning sessions by course.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to cycle assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensures teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data-driven PLC's

Person Monitoring:

Diana Dolan

By When/Frequency:

ongoing, starting before school begins, then bi-weekly until EOC in May

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

Teachers will review their data before the bi-weekly PLC, identifying areas of strength and need based on the latest formative and/or summative assessments. During time together, teachers and admin will discuss any trends in the data and determine areas of common struggle. They will then determine how they wish to remediate any identified weak performance benchmarks as well as what else will be taught during the next two weeks and plan out common cumulative tasks and common guiding questions to be asked. Walkthroughs will allow admin to assess the impact of the planning.

Action Step #2

Quarterly Collaborative Planning Sessions

Person Monitoring:

Diana Dolan

By When/Frequency:

once per quarter, last one by April.

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

Teachers of the same content will meet for 3.5 hours at the end of each quarter to plan out the next quarter including reviewing the quarterly summative assessment data for benchmark trends as well as identifying specific students in need of higher-level remediation. MTSS and VE support teachers will participate in this part of the process to determine actions that can be taken to improve outcomes for the most struggling students. Content teachers will then plan for group remediation and align their instruction, assessments, and interventions to ensure they are at the benchmark level and provide

students with opportunities to engage in stations-based learning to ensure deep understanding.

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.

LHS students are performing above the district and state levels on the Biology End of Course Exam. A continuing trend of growth is essential to maintain academic confidence in our students, which will positively impact performance in other core areas as well as performance in subsequent Science courses.

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 proficiency in Biology will maintain at 75%. All ESSA subgroups will increase, with an average increase of 4% across subgroups.

Monitoring

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

1. Teachers share common planning during the school day and meet bi-weekly for after school PLC to review progress monitoring and data-driven practices when making instructional decisions, groupings, and high-engagement, station-based learning to address identified gaps on highly assessed topics.
2. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
3. Review of Checks for Understanding and Cycle data as it is obtained and self-monitored by our students on the standards trackers

Person responsible for monitoring outcome

Linda Ray

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:

Data driven PLC's Cumulative tasks at the end of each lesson that include an opportunity for students to reflect on their learning with a written prompt. Quarterly collaborative planning sessions by course.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to cycle assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensure teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data-driven PLC's

Person Monitoring:

Linda Ray

By When/Frequency:

Beginning during pre-school planning in August and continuing bi-weekly until the EOC in May.

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

Prior to the PLC, teachers will review strengths and weaknesses identified using the Checks for Understanding and culminating tasks used in daily lessons. The highest assessed weakness will be embedded in the spiral reteaching plans which will include daily writing opportunities to promote student reflection, processing and ownership of learning as part of the culminating task. Admin will conduct a minimum of 1 weekly walk through to determine pace and fidelity of implementation.

Action Step #2

Quarterly Collaborative Planning Sessions, Bi Weekly PLCs, Daily Common planning

Person Monitoring:

Linda Ray

By When/Frequency:

Minimum of 3 times weekly throughout the school year

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

The Biology team will meet at the end of each quarter to review assessment data and build a framework for the upcoming quarter. Small group stations-based learning will be implemented to align instruction, assessments, and interventions so that all students are given opportunity to clarify learning and receive individualized instruction. This approach will consistently expose them to high rigor activities that build the academic stamina required to achieve on the End of Course Assessment.

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.

LHS students are performing above the district and state levels on the US history End of Course Exam. A continuing trend of growth is essential to maintain academic confidence in our students, which will positively impact performance in other core areas as well as performance in subsequent Science courses.

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 proficiency in US history will improve from 74% to 75%. All ESSA subgroups will increase, with an average increase of 4% across subgroups.

Monitoring

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

1. Teachers share common planning during the school day and meet bi-weekly for after school PLC to review progress monitoring and data-driven practices when making instructional decisions, groupings, and high-engagement, station-based learning to address identified gaps on highly assessed topics.
2. Common administrative walkthrough tool with immediate feedback and data that administration can analyze using the county's data analytics tool.
3. Review of Checks for Understanding and Cycle data as it is obtained and self-monitored by our students on the standards trackers.

Person responsible for monitoring outcome

Joseph Eberhard

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:

Data driven PLC's Cumulative tasks at the end of each lesson that include an opportunity for students to reflect on their learning with a written prompt. Quarterly collaborative planning sessions by course.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to cycle assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensure teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve.

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

No

Description of Intervention #2:

Data-driven PLC's

Rationale:

Prior to the PLC, teachers will review strengths and weaknesses identified using the Checks for Understanding and culminating tasks used in daily lessons. The highest assessed weakness will be embedded in the spiral reteaching plans which will include daily writing opportunities to promote student reflection, processing and ownership of learning as part of the culminating task. Admin will conduct a minimum of 1 weekly walk through to determine pace and fidelity of implementation.

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

No

Action Steps to Implement:

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

Action Step #1

Quarterly Collaborative Planning Sessions, Bi Weekly PLCs, Daily Common planning

Person Monitoring:

Joseph Eberhard

By When/Frequency:

Minimum of 3 times weekly throughout the school year

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

The US history team will meet at the end of each quarter to review assessment data and build a framework for the upcoming quarter. Small group stations-based learning will be implemented to align instruction, assessments, and interventions so that all students are given opportunity to clarify learning and receive individualized instruction. This approach will consistently expose them to high rigor activities that build the academic stamina required to achieve on the End of Course Assessment.

Area of Focus #5

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.

LHS SWD were significantly less proficient than their counterparts with 39% earning a 3+ in ELA and 25% earning a 3+ in math. This is a marked improvement but our goal is to lessen this gap.

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 will continue to grow with 50% proficient in ELA and 35% proficient in Math.

Monitoring

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

Data will be reviewed after each PM cycle.

Grades will be monitored monthly to look for trends.

Each PLC will included targeted monitoring

Person responsible for monitoring outcome

Case managers and VE Specialist

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:

- 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:

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

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:

Action Step #2**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.

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

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

Our 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

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 12% to reach 75%.

Monitoring

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

Every student will complete at least 1 industry certification or college course by 10th grade.

Every ExCEL and Traditional student will have a 2 year Pathway to Acceleration.

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

Jennifer Staten and School Counselors

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:

Intentional goal setting in accelerated course work
Increased opportunities for choice of Pathways
Adjusted course progressions

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Person Monitoring:

By When/Frequency:

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

Area of Focus #7

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Continue to increase our graduation rate across subgroups.

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.

Maintain a 96% or higher graduation rate.

Monitoring

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

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

Person responsible for monitoring outcome

Staten/Ray

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:

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:

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

Action Step #1

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

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 24-25 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 25-26 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:

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:

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

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

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

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.

<https://www.pcsb.org/largo-hs>

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)).

<https://www.pcsb.org/largo-hs>

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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