

Sarasota County Schools

STUDENT LEADERSHIP ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 6

 D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup..... 14

 E. Grade Level Data Review 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment 21

V. Title I Requirements (optional)..... 23

VI. ATSI, TSI and CSI Resource Review 26

VII. Budget to Support Areas of Focus 27

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

The mission of The Student Leadership Academy of Venice is to provide a community- based academic and social environment that will promote Scholarship in adolescents by encouraging them to discover and develop their individual talents and to recognize that reading is a requisite skill for scholarship in all areas. To create stimulating opportunities for students to develop Leadership skills and, to instill in its students, the value of volunteerism through Service learning. Our hope is to streamline communication between school and home.

Parent and family engagement is a shared responsibility. Parent and family engagement encourages high quality instruction for all learners.

Provide the school's vision statement

The Student Leadership Academy of Venice's motto: "Scholarship, Leadership, Service" best describes the philosophy and underlying vision of the school. Students will be encouraged to achieve at their highest level of ability. A small learning community will enable teachers to know their students and to understand the challenge level of each child. Utilization of innovative teaching methods will offer unique learning opportunities and experiences in and beyond the classroom.

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

Jonathan Cooley

jonathan.cooley@sarasotacountyschools.net

Position Title

Principal

Job Duties and Responsibilities

Administrator responsible for monitoring and evaluating program's effectiveness, provide additional support and how the SIP is being utilized by the instructional staff.

Leadership Team Member #2**Employee's Name**

Katie Hunt

katie.hunt@sarasotacountyschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator responsible for implementation, support, and effectiveness of the MTSS/RTI program and professional development for MTSS team members and instructional staff.

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

Jamie McNeil

jamie.mcneil@sarasotacountyschools.net

Position Title

ESE Liaison/SWST Coordinator

Job Duties and Responsibilities

Responsible for organizing agenda and meetings, provides support to teachers/teams for interventions/parent contacts/student information and observations of ESE and Pre-ESE students. Provides additional support to teachers and students.

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

Casey Clinch

casey.clinch@sarasotacountyschools.net

Position Title

ELA/Intensive Reading Teacher

Job Duties and Responsibilities

Intensive Reading Teacher and Head of ELA Department. Helps design and implement Tier II and III Interventions for ELA.

Leadership Team Member #5

Employee's Name

Lauren Hunt

lauren.hunt@sarasotacountyschools.net

Position Title

ELA/Tier II Intervention Teacher

Job Duties and Responsibilities

Tier II Reading Teacher and ELA teacher. Helps implement Tier II interventions for ELA.

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 development of the SIP for Student Leadership Academy included the school leadership team, teachers, and staff. The SAC (with all required stakeholders) will review and provide input for the SIP plan.

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 SIP will reviewed with the leadership team and at SAC meetings. Updates on progress monitoring will be shared with stakeholders. Revisions will be made as necessary and once new data is made available, especially with regards to Areas of Focus.

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	20.1%
CHARTER SCHOOL	YES
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) 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							110	110	110	330
Absent 10% or more school days							8	7	6	21
One or more suspensions							0	0	0	0
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							3	6	7	16
Level 1 on statewide Math assessment							2	0	0	2
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	0	0	0

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							3	5	1	9

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							21	15	18	54
One or more suspensions							2	5	3	10
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							5	8	4	17
Level 1 on statewide Math assessment							4	1	6	11
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	1	3

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									1	1

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*	74	65	58	71	61	53	61	57	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	60	61	59	67	60	56			
ELA Lowest 25th Percentile	55	55	52	70	55	50			
Math Achievement*	95	73	63	92	70	60	90	64	56
Math Learning Gains	83	66	62	80	66	62			
Math Lowest 25th Percentile	85	62	57	83	64	60			
Science Achievement	66	59	54	65	57	51	72	56	49
Social Studies Achievement*	95	85	73	91	83	70	85	81	68
Graduation Rate									
Middle School Acceleration	61	77	77	65	75	74	66	73	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		65	53		72	49	50	57	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	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	674
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
75%	76%	75%	66%	66%		68%

* 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	67%	No		
Hispanic Students	85%	No		
Multiracial Students	74%	No		
White Students	75%	No		
Economically Disadvantaged Students	64%	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													P
	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	74%		60%	55%	95%	83%	85%	66%	95%	61%			
Students With Disabilities	34%		51%	46%	82%	94%	93%		67%				
Hispanic Students	85%		72%		100%	84%							
Multiracial Students	73%		52%		91%	81%							
White Students	72%		60%	59%	94%	83%	85%	67%	96%	59%			
Economically Disadvantaged Students	61%		58%	48%	85%	79%	78%	53%	86%	29%			

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	71%		67%	70%	92%	80%	83%	65%	91%	65%			
Students With Disabilities	27%		55%	67%	77%	86%	83%	15%					
Hispanic Students	79%		67%		95%	78%							
Multiracial Students	64%		79%		86%	71%							
White Students	71%		66%	70%	92%	81%	83%	65%	91%	65%			
Economically Disadvantaged Students	66%		62%	66%	86%	77%	76%	62%	88%	48%			

Page 15 of 28

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	61%				90%			72%	85%	66%			50%
Students With Disabilities	26%				52%			15%	45%				
English Language Learners	10%				90%								
Hispanic Students	48%				92%			58%					
White Students	64%				89%			73%	84%	69%			
Economically Disadvantaged Students	53%				85%			60%	78%	46%			

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	76%	66%	10%	60%	16%
ELA	7	74%	65%	9%	57%	17%
ELA	8	71%	63%	8%	55%	16%
Math	6	94%	68%	26%	60%	34%
Math	7	95%	73%	22%	50%	45%
Math	8	90%	52%	38%	57%	33%
Science	8	66%	58%	8%	49%	17%
Civics		95%	83%	12%	71%	24%
Algebra		100%	67%	33%	54%	46%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* 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?

In 24-25, the overall ELA Achievement was 74% compared to 71% in 23-24. In 24-25, the ELA Achievement for the ESSA subgroup SWD was 34% compared to 27% in 23-24. Our school implemented new ELA curriculum, including for Tier II and Tier III. We implemented a new program (Read180) with the Literacy Coach model for our students receiving Tier III interventions/services. One teacher and administrator completed the UF Secondary Literacy Micro-credential.

Lowest Performance

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

In 24-25, the overall ELA Learning Gains was 60% compared to 67% in 23-24. Some students maintained a Level 4 in ELA, but did not make at least 1 point growth. The PM3 ELA test was longer in comparison to PM2 and PM1, which may have caused academic fatigue.

Greatest Decline

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

In 24-25, the overall ELA Learning Gains of the Lowest Quartile was 55% compared to 70% in 23-24. In some situations, students increased in point values, but not enough to move to the next bucket.

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 greatest gap when compared to the state average is Middle School Acceleration. Overall the state has been accelerating more students, but the achievement level is fairly stagnant. We accelerate students who have demonstrated a need, both on high-stakes testing and in the classroom.

EWS Areas of Concern

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

The area of greatest concern is the number of students absent 10% of days or more. This amounts to 21 students out of 330. The number has decreased since 23-24, but it is still an area that needs improvement.

Highest Priorities

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

1. Maintaining the ESSA subgroup Students With Disabilities. Great achievement has been made, especially in ELA Learning Gains at 51%, and 34% of this subgroup demonstrated grade-level achievement.
2. Increasing Learning Gains of Students in the Lowest 25%. This will be done through updated programs in Tier II and Tier III interventions.
3. Increasing Science scores overall, which will be supported through curriculum updates.
4. Decrease the number of students that are absent 10% of days or more. This will be done through increased communication with parents and offered additional support at school.

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.

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.

There has been an increase in SWD making Learning Gains in ELA, but overall achievement has improved to 34%. This number has increased from the previous year, but we want to continue an upward trend.

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.

In 24-25, 34% of Students With Disabilities made grade-level achievement and 51% made learning gains in ELA. There will be a 3% increase in grade-level achievement and 5% increase in learning gains in ELA for SWD. Our Learning Gains for the lowest quartile in SWD will have a 5% increase.

Monitoring

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

Student growth between PM1-PM3, Read 180, Achieve3000, and classroom assessments will help track student growth.

Person responsible for monitoring outcome

Casey Clinch

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:

Students in Tier II and Tier III will utilize Read180, a program that focuses on deficit reading skills for student below-level.

Rationale:

According to Evidence for ESSA, "It combines online and direct instruction, student assessment, and teacher professional development."

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

Tier III Support

Person Monitoring:

Casey Clinch

By When/Frequency:

2-3 days/week

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

All Level 1 students, Low Level 2 students, and those demonstrating a need will be enrolled in a middle grades Intensive Reading course for remediation. Students with Disabilities related to reading will also receive direct instruction in reading and/or writing.

Action Step #2

Tier II Support

Person Monitoring:

Lauren Hunt

By When/Frequency:

1 day/week

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

All High Level 2 students and those demonstrating a need will be provided with Tier II interventions provided by a reading support teacher in conjunction with the Intensive Language Arts teacher. This will be continually assessed using progress monitoring.

IV. Positive Learning Environment

Area of Focus #1

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**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.

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

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