

Monroe County School District

# THE COLLEGE OF THE FLORIDA KEYS ACADEMY



2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The College of the Florida Keys Academy will meet the individual educational and life needs of students by providing high-quality and innovative secondary and postsecondary education, equipping them with the knowledge, skills, character, and attitudes needed to succeed in a 21st-century world. The College of the Florida Keys (CFK) is committed to academic integrity and the core values of diligence, civility, and honesty in the pursuit of truth. As its founding entity, CFK extends these values to the College of the Florida Keys Academy through an educational program and school culture and climate designed with the following tenets in mind:

**Academic excellence** is achieved through innovative and high-quality education subject to continuous improvement and growth in all areas of the school.

**Student success and achievement** are evidenced by the fulfillment of educational and personal goals that prepare students for college, career, and beyond.

**Active engagement** in all facets of school and community life reflects collaboration, teamwork, and cooperation among students and their families; CFK Academy teachers and school leaders; and CFK faculty and staff.

**Individual and diverse viewpoints** are respected and valued, fostering an open exchange of information, ideas, and feelings.

**Civic and environmental responsibility** is at the core of the school's vision and mission, fostering individual, institutional, and societal accountability for all stakeholders.

**Community partnerships** foster community pride, economic development, and unity.

### Provide the school's vision statement

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Graduates of the College of the Florida Keys Academy will embody the core values of academic excellence; personal achievement; community engagement; respect for individualism and diversity; and civic and environmental responsibility as they pursue lifelong educational, career, and personal goals.

## B. School Leadership Team

### School Leadership Team

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

**Leadership Team Member #1**

**Employee's Name**

Dr. Wendy McPherson

**Position Title**

Principal

**Job Duties and Responsibilities**

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No Answer Entered

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

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A stakeholder team of school leadership, teachers, staff, parents, and students from student government council will be convened at the beginning of the school year. Data with potential goals and rationale will be presented to the team. The team will vote and consensus will prevail.

### SIP Monitoring

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

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During the quarterly professional development day, time will be set aside for monitoring of the SIP goals. The FAST data will be analyzed after each progress monitoring window. The survey data will be reviewed after each survey window. Changes will be implemented as needed and relevant stakeholder feedback will be sought.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	YES
RAISE SCHOOL	
2023-24 ESSA IDENTIFICATION	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:



## E. Early Warning Systems

### 1. Grades K-8

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

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	7	2	1	3	13
One or more suspensions	1	1	0	0	2
Course failure in English Language Arts (ELA)	0	1	0	1	2
Course failure in Math	3	1	0	2	6
Level 1 on statewide ELA assessment	2	4	0	1	7
Level 1 on statewide Algebra assessment	1	2	0	1	4

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	2	0	3	7

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	1	0	2	3
Students retained two or more times	0	0	0	1	1

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

### A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHL	DIST	STATE	SCHL	DIST	STATE	SCHL	DIST	STATE
ELA Achievement *					48	50		55	51
ELA Learning Gains									
ELA Grade 3 Achievement **									
ELA Learning Gains Lowest 25%									
Math Achievement *					53	38		41	38
Math Learning Gains									
Math Learning Gains Lowest 25%									
Science Achievement *					71	64		47	40
Social Studies Achievement *					73	66		51	48
Graduation Rate					92	89		64	61
Middle School Acceleration								53	44
College and Career Readiness					58	65		78	67
ELP Progress					39	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.

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

2023-24 ESSA FPPI

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

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
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\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

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

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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No ESSA data found for this school and year

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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No ESSA data found for this school and year

**D. Accountability Components by Subgroup**

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

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

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

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

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

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

### III. Planning for Improvement

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

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

##### **Most Improvement**

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

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The College of the Florida Keys (CFK) Academy's inaugural year was 2023-2024. As such, there is a lack of comparison and trend data available. In all indicators except one, CFK Academy achieved the highest ranking. In one indicator CFK Academy and another high school tied at the highest rank. In most instances district-wide high school data was used as comparison data.

The percentage of students scoring at level 3 or higher on the B.E.S.T. Geometry EOC was the highest score at the Academy. Ninety percent of students scored a Level 3 or higher.

##### **Lowest Performance**

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

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The College of the Florida Keys (CFK) Academy's inaugural year was 2023-2024. As such, there is a lack of comparison and trend data available. In all indicators except one CFK Academy achieved the highest ranking. In one indicator CFK Academy and another high school tied at the highest rank. In most instances district-wide high school data was used as comparison data.

The lowest performance area was 68% of students scoring level 3 or higher on the Spring 2024 Florida Assessment of Student Thinking of English Language Arts Grade 9. Although the 9th grade ELA score was higher than any other high school score in the district, there was a K-8 school that scored higher. The K-8 school with a higher score indicates room for improvement.

##### **Greatest Decline**

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

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The College of the Florida Keys (CFK) Academy's inaugural year was 2023-2024. As such, there is a lack of comparison and trend data available. In all indicators except one, CFK Academy achieved the highest ranking. In one indicator CFK Academy and another high school tied at the highest rank. In



most instances district-wide high school data was used as comparison data.

### **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.

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The College of the Florida Keys (CFK) Academy's inaugural year was 2023-2024. As such, there is a lack of comparison and trend data available. In all indicators except one, CFK Academy achieved the highest ranking. In one indicator, CFK Academy and another high school tied at the highest rank. In most instances district-wide high school data was used as comparison data.

In all data results, the Academy exceeded state results indicating no gaps evident.

### **EWS Areas of Concern**

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

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The number of Level 1 scores on statewide ELA assessment is a potential area of concern. Another area of concern is current grade level that have two or more early warning indicators. A third area of concern is the number of students with 10% or more school days absent.

### **Highest Priorities**

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

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1. Graduation rate
  
2. Number of Level 1 scores on Spring 2024 Florida Assessment of Student Thinking of English Language Arts
  
3. The number of students with 10% or more school days absent

## 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.

### Graduation/Acceleration specifically relating to Graduation

#### Area of Focus Description and Rationale

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

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The 2024-2025 school year focus for the CFK Academy is graduation rate. The 2024-2025 school year will be the first graduation year for senior students. Preparing students for life after school is one of the most critical tasks high schools face today.

#### 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.

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100% of the 2024-2025 seniors will graduate with a plan for postsecondary life.

#### 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.

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Seniors will meet with guidance counselor or academic counselor three times during the school year to develop a post-secondary plan. Results of the conference will be shared with faculty and staff, students, and parents.

#### Person responsible for monitoring outcome

Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Partnering with local colleges and providing pathway guidance are two best practices to foster career and college readiness which impacts graduation. The Academy will leverage its partnership with The College of the Florida Keys (CFK) to provide exposure to students to collegiate pathways and Career and Technical Education (CRTE) certifications during Leadership Friday. The Academy will establish meetings with CFK advisors to explore academic and career pathways. Seniors will meet with school counselors three times to plan post-secondary outcomes.

**Rationale:**

Preparing students for life after school is one of the most critical tasks high schools face today. When teens see that others believe in them and are willing to help them prepare for their future, they're more likely to have faith in themselves and stay on the path they've created.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Leveraging partnership with The College of the Florida Keys

**Person Monitoring:**

School Counselor

**By When/Frequency:**

8 Fridays during 1st quarter

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

The Academy will establish meetings with CFK advisors to explore academic and career pathways during the first quarter. During this time students will also complete career inventories as needed to help determine pathways.

**Action Step #2**

Post-secondary pathway planning

**Person Monitoring:**

School counselor

**By When/Frequency:**

Once per first three quarters

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

Seniors will meet with a school counselor or academic counselor at least three times to formalize a post-secondary pathway.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Retentions

#### Area of Focus Description and Rationale

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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.

---

The CFK Academy has chosen student retention is an area of focus. The Academy opened in fall 2023 with 50 students enrolled in grades 9-11. At year end, 41 students were enrolled.

### **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.

---

At end of the 2024-2025 school year, the results of the student sense of connectedness survey will indicate 90% of students strongly agree or agree that they feel connected and supported by CFK Academy.

### **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.

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Student connectedness will be monitored through pre and post survey results.

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

Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Leadership Fridays is a program that incorporates leadership lessons, teambuilding, volunteering opportunities, and tutoring each Friday. Students complete their four core and two elective classes or Dual Enrollment classes Monday through Thursday. On Friday, all Academy students participate in a grade level leadership class. The increased student interactions will positively impact student connectedness and a sense of community within the Academy.

#### **Rationale:**

According to the National Institute of Health (2014), adolescents who switch schools are more likely to show negative behavioral and educational outcomes, including dropping out of high school. The dropout rate for adolescents who stay in the same school is 8.1 percent. The dropout rate for adolescents who attend two high schools (one change) is 19.1 percent. The dropout rate for adolescents who attend three to five high schools is 25.9-29.5 percent.

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

Tier 2 – Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Survey Connectedness

**Person Monitoring:**

Assistant Principal

**By When/Frequency:**

Pre/Post

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

The assistant principal will ensure 100% of students will take the connectedness survey.

**Action Step #2**

Design and implement Leadership Friday Program

**Person Monitoring:**

Assistant Principal

**By When/Frequency:**

Each Friday

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

Admin and faculty will design and map out program components. Teachers will map grade level leadership curriculum and volunteering experiences. Admin will map team building and tutoring opportunities.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered



**VII. Budget to Support Areas of Focus**

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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