The School District of Palm Beach County

ATLANTIC HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

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:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Provide the school's vision statement

Atlantic Community High School is: a school that is a safe, secure, and orderly place that provides a positive and comfortable learning and working environment for all:
- a school that stresses academic achievement as well as involvement in extra-curricular activities.
- a school that prepares all students to function cooperatively and productively in the global community.
- a school that functions effectively and cooperatively with parents, businesses and community members.

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
Sandra Edwards

Position Title
Principal

Job Duties and Responsibilities

The principal will monitor and work with all staff to ensure implementation with MTSS and SIP Support. The principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is

the principal's responsibility to ensure the understanding of new BEST standards and the vision of the academic success of the school aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, and student learning. The principal addresses problems in instruction and student learning.

Leadership Team Member #2

Employee's Name
DeAnna Allen

Position Title
Single School Culture Coordinator

Job Duties and Responsibilities

The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses data appropriately to diagnose and assess students needs and guides teachers in tailoring their instruction to meet the individual needs of the students. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and the development of the school-wide culture.

Leadership Team Member #3

Employee's Name
Chelsea Williams

Position Title
Assistant Principal

Job Duties and Responsibilities

As assistant principal, Ms. Williams supports professional learning and collaboration among teachers, resource staff, and resource staff. She ensures that any barrier is eliminated through her daily decision making that interferes with the student learning and academic success of each student. She supports the principal in building a culture of trust and respect. She monitors the implementation of Title 1 compliance along with the implementation of cultural competence, equity, and access with regards to instructional practices at the school. She also monitors and improves instruction by visiting classrooms to support and monitor instruction

Leadership Team Member #4

Employee's Name

Susan Rodriguez

Position Title
ESE Coordinator

Job Duties and Responsibilities

As the ESE contact, Mrs. Rodriguez manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance and compliance with students' needs. She collaborates with teachers and staff to provide research-based strategies and provide accommodations to best meet the goals as defined in the IEP. She provides families with required information regarding IDEA Procedual safeguards. She establishes working relationships by consulting with students, parents, teachers, counselors, agencies, and other necessary providers.

Leadership Team Member #5

Employee's Name
Tricia Langston

Position Title
ESOL Coordinator

Job Duties and Responsibilities

The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL teachers in implementing school based ESOL services. She collaborates with community agencies to assist families to access available resources. She monitors and conducts LEP student assessment and placement of students. She is meticulous about her ESOL record keeping including LEP plans, school data, collection, analysis, and reporting systems to assess student progress.

Leadership Team Member #6

Employee's Name
Tammy Mose-Cooper

Position Title
Testing Coordinator

Job Duties and Responsibilities

Mrs. Mose-Cooper monitors the execution of the SIP plan with students and teachers. She is on the professional development committee so she ensures that her team plans necessary PD that is needed for academic success of students. She uses her skills in ELA and Math to assist teachers in data analysis, testing, and Professional Learning Communities.

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.

The School Advisory Council is presented the SIP plan that was developed by the Leadership team every August. This SAC meeting includes teachers, school staff, parents, and students, and the meeting is announced on the school website, sent out on a parent link, and emailed out to all stakeholders. This meeting is blended where the stakeholders that can't physically be there can join virtually so they can provide their input for any revisions or ideas to add to our SIP plan.

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))*

The SIP will be regularly monitored through the leadership meetings, during PLC's, Title 1 chats, and department meetings. The data from PM state testing, USA's, FSQ's, classroom assessments, and other technology based programs will be regularly monitored by administration and teachers. This information will be shared with students during data chats to maximize student achievement. The SIP plan will be revised as needed when new student or teacher needs arise.

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	**YES**
2023-24 MINORITY RATE	**88.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
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)	**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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B 2022-23: C* 2021-22: B 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	45	41	68	65	219
One or more suspensions	102	60	79	87	328
Course failure in English Language Arts (ELA)	17	82	70	79	248
Course failure in Math	16	124	179	113	432
Level 1 on statewide ELA assessment	116	105	124	40	385
Level 1 on statewide Algebra assessment	111	0	0	0	111

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	130	125	139	115	509

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	51	50	66	53	220
Students retained two or more times	2	3	3	17	25

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	58	55	49	52	50	54	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	61	60	57	55			55		
ELA Learning Gains Lowest 25%	59	59	55	47			47		
Math Achievement *	34	45	45	26	38	38	36	42	38
Math Learning Gains	40	46	47	57			57		
Math Learning Gains Lowest 25%	52	48	49	55			55		
Science Achievement *	62	71	68	59	68	64	52	43	40
Social Studies Achievement *	64	71	71	59	67	66	65	53	48
Graduation Rate	91	91	90	89	90	89	95	65	61
Middle School Acceleration								46	44
College and Career Readiness	65	71	67	61	71	65	59	69	67
ELP Progress	38	42	49	35	40	45	47		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	621
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	56%	57%	47%		51%	56%

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

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	47%	No		
Asian Students	85%	No		
Black/African American Students	53%	No		
Hispanic Students	55%	No		
Multiracial Students	80%	No		
White Students	73%	No		
Economically Disadvantaged Students	54%	No		

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	4	1
English Language Learners	35%	Yes	1	
Asian Students	90%	No		
Black/African American Students	50%	No		
Hispanic Students	62%	No		
Multiracial Students	74%	No		
White Students	79%	No		
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	3	
English Language Learners	42%	No		
Native American Students				
Asian Students	86%	No		
Black/African American Students	50%	No		
Hispanic Students	62%	No		
Multiracial Students	81%	No		
Pacific Islander Students				
White Students	79%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%		61%	59%	34%	40%	52%	62%	64%		91%	65%	38%
Students With Disabilities	24%		56%	55%	16%	37%	46%	39%	33%		95%	17%	
English Language Learners	28%		60%	58%	31%	46%	53%	44%	40%		78%	37%	38%
Asian Students	93%		73%		92%	45%		94%	91%		95%	97%	
Black/African American Students	49%		61%	62%	28%	39%	57%	54%	53%		91%	53%	39%
Hispanic Students	51%		60%	50%	38%	38%	30%	72%	75%		88%	73%	34%
Multiracial Students	90%		70%										
White Students	74%		54%	54%	54%	42%		84%	90%		93%	91%	
Economically Disadvantaged Students	51%		62%	60%	30%	39%	52%	57%	57%		90%	59%	42%

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	49%				26%			59%	59%		89%	61%	35%
Students With Disabilities	21%				11%			28%	19%		81%	17%	43%
English Language Learners	17%				15%			32%	27%		70%	33%	52%
Asian Students	83%				71%			95%	100%		100%	93%	
Black/African American Students	39%				19%			48%	47%		88%	51%	55%
Hispanic Students	55%				40%			72%	67%		85%	71%	41%
Multiracial Students	78%				46%				75%		100%	71%	
White Students	77%				57%			86%	87%		89%	80%	
Economically Disadvantaged Students	42%				22%			53%	52%		87%	55%	56%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		55%	47%	36%	57%	55%	52%	65%		95%	59%	47%
Students With Disabilities	19%		47%	47%	14%	41%	39%	20%	17%		93%	20%	
English Language Learners	27%		50%	50%	20%	50%	55%	25%	19%		89%	26%	47%
Native American Students													
Asian Students	93%		71%		76%	53%		100%	97%		100%	94%	
Black/African American Students	40%		49%	44%	25%	53%	54%	40%	52%		95%	46%	48%
Hispanic Students	62%		61%	71%	48%	64%	50%	57%	68%		90%	68%	43%
Multiracial Students	74%		59%				70%	75%	100%		100%	89%	
Pacific Islander Students													
White Students	87%		66%		66%	68%		80%	91%		95%	79%	
Economically Disadvantaged Students	46%		52%	47%	30%	55%	57%	45%	57%		94%	51%	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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	48%	54%	-6%	53%	-5%
Ela	9	50%	53%	-3%	53%	-3%
Biology		53%	66%	-13%	67%	-14%
Algebra		28%	53%	-25%	50%	-22%
Geometry		30%	51%	-21%	52%	-22%
History		56%	65%	-9%	67%	-11%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		28%	39%	-11%	36%	-8%
Algebra		31%	12%	19%	16%	15%
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	16%	-5%	17%	-6%
Biology		*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.				
History		*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?

Math showed the most improvement with an increase from 26% to 34% proficiency. Math teachers met bi-weekly in PLCs to analyze data and differentiate instruction in their classrooms. Administration completed one-on-one data chats with all Algebra and Geometry teachers. One new action is we obtained funding from UNISSIG and implemented an after-school and Saturday tutorial for SWDs. Another new action is the push-in support from the Math Coach in all Algebra 1 classes. Due to this intentional support and planning our SWD subgroup moved from 11%-16% and ELLs subgroup moved from 15%-31%.

Lowest Performance

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

Math data showed the lowest performance. The students are lacking foundational knowledge. The main stream SWD students are not receiving adequate content support within the general classroom setting. The student attendance contribute to this factor because missing more than one class period equates to missing more than two instructional lessons since we are on block scheduling.

Greatest Decline

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

All of our data components showed progress from the prior year. The only subgroup that showed a decline from the prior year is our white population in their ELA proficiency from 77% to 74% and in their Math proficiency from 57% to 54%. The factors that contributed are student attendance, motivation, and some were recently a new Level 3 and dropped. Even though this is a category that rarely drops in proficiency, our school will monitor this.

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 is Geometry and Algebra. Our school was at 30**%** proficiency while the state was 52**%** for Geometry while for Algebra the state had **50%** proficiency and **28%** for our school. The factors that contributed to this gap is lack of foundational skills in Algebra which makes it difficult in Geometry. Students coming to us are weak in algebraic thinking and many other skills needed for success in Algebra and other higher level math classes. Students and teachers seem to struggle with the transition to the BEST standards for both Algebra and Geometry. The students unfamiliar utilizing the technology enhanced test items even with practice. All of the subgroups, are in need of intensive support in the area of mathematics.

EWS Areas of Concern

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

There was a 432 course failures in mathematics. This contributes to the students not being proficient on the EOC. Attendance contributed to the course failures because the students did not gain the content knowledge necessary to be successful. Students have a lack of motivation to do well in Math as they feel they can retake it in credit recovery at a later date before they graduate.

Highest Priorities

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

It is essential that while planning for improvement, we focus on all subgroups to ensure that each student receives high-quality instruction that will be supportive of their individual learning needs. In our SIP, the school will focus on
increasing the achievement levels of the SWD and ELL populations and concentrate on the needs of our students in all subject areas-specifically Algebra and Geometry. Students who fall within our SWD/ELL categories will be monitored for progress and receive additional support from teachers to ensure lessons are planned based on their needs. Our school-wide focus is to move from whole group instruction to more time with standards-based instruction and small group instruction. Analyzing multiple data sources will help drive our instructional practices to meet the needs of the students and help us reach the school achievement goals. We analyze data bi-weekly in PLCs to identify which students fall under the "At-Risk" category or need support in mastering specific standards or skills across subject areas. While planning for improvement, we focus on all subgroups to ensure that each student receives
high-quality instruction supportive of their individual learning needs.

Instructional meetings focused on data analysis, and planning will help ensure student growth and achievement. A culture of collaboration will continue to be at the forefront of our school's focus when staff works together to support
our goals through PLCs, Collaborative Planning, and PDs.

1. Working collaboratively with teachers with additional instructional staff during PLC, Collaborative Planning, Team Leader meetings, PBIS meetings, SBT meetings, PDs, and Instructional Leadership Meetings to ensure a positive school culture allows for everyone to share and receive feedback for the success of all students. Coaching throughout the school year will be
provided to support teachers in their professional development needs. A focus on standards-based planning and small-group instruction will be implemented this year.

2. Creating a data-rich culture that uses multiple data sources to support teachers in their instruction planning through PLCs, Teacher Data Chats, Student Data Chats, and parent conferences. The school will continue to use resources within the community to support the school's needs and help provide instruction resources.

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

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

Our lowest performance was in Algebra and Geometry across the board especially our SWD students. In Algebra, 92% of the SWD students performed in Levels 1 and 2 in Expressions, functions, and Data Analysis; 96% in Linear Relationships; and 85% in Non-linear Relationships . In Geometry, 60% of the SWD students performed in Levels 1 and 2 in Congruence, Similarity, and Constructions; 60% in Logic, Relationships, and Theorems, 80% Measurement and Coordinate Geometry.. The contributing factors to this student achievement is the lack of foundational skills in math in both courses, attendance issues of these SWD students, discipline issues within the Math classrooms, teachers not attending PLC's once we hired a Single School Culture Coordinator, and the new BEST standards. Teachers were not as familiar to the standards as necessary, and this assessment was new to all of the teachers.

When looking at the scores on the SY24 FAST data for the ESE sub group there was a decline compared to the SY24 Winter Midterm. The largest drop was from the Algebra Semester exam where SWD students had a 0% proficiency on the Midterm.   On the Geometry semester exam % o0f the SWD students were proficient. ALthough this subgroup improved on the Spring EOC for both Algebra 1 and Geometry, our math SWD students still need to make progress in both courses. We need to monitor their performance throughout the school year on their FSQ's, USA's, semester exams, and classroom assessments.

We feel the decline in our SWDs is a trend and we need to continuously focus additional support for our SWDs.

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.

By May 2025, our SWD students will increase proficiency in both Algebra and Geometry by 10 percentage points.

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.

The Area of Focus will be monitored by FSQ's, USA's,Diagnostics, IXL, Algebra & Math Nation, Khan Academy, KhanMigo, and ACHIEVE 3000. PLC's will be conducted biweekly in order to analyze data to improve student achievement. There will be uninterrupted collaborative planning time to plan for Algebra and Geometry lessons in order to work with targeted students. There is a new push for all classrooms to use small group instruction in order to provide even more support for all students in the classroom. Administration will be conducting weekly walkthroughs to ensure that schoolwide practices are being implemented.

Person responsible for monitoring outcome

Travis Vanscoy

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:
1. Data folders (digital paper) for all students including SWD students. 2. Provide yearlong support all students including SWD identified in the lowest 25% by our intervention specialist along with all classroom teachers. 3. Standard-based lessons will be developed during the PLC's. Departments will develop standards-based bellringers to be utilized with students. 4. Math, ELA, Reading, Biology, and US History teachers will collaborate through PLC's. 5. In-school/after school tutorials to support closing the achievement gaps. 6. FSQ/USA assessments will be administered and monitored for student progress routinely. 7. Adaptive Technology in ELA, Math, Biology classroom will be utilized to assist students along with ACHIEVE 3000 for ELL students. 8. Utilize AVID strategies to provide rigorous, engaging instruction to students. All content area teachers will use vocabulary academic strategies to increase language acquisition for all students.

Rationale:
1. Students will have data portfolios (digital or paper) to help monitor their own progress. 2. Support personnel will push into classrooms to support students based upon data and teacher recommendations. 3. Standard-based bell ringers will be used to offer additional practice on tested standards. Standard-based lessons will be used daily to meet the needs of our diverse learners. 4. Teachers will meet bimonthly with Mrs. Allen, SSCC, and department specific administrator to utilize PLC's to focus on data analysis and research-based practices to increase student achievement. 5. Based upon the results of FSQ, USA assessments, tutorial groups will be used during the day and/or after school to receive additional support. 6. To assist, reteach, enrich, and assess students. 7. Teachers will use IXL, Algebra Nation, and ACHIEVE 3000 (ELL students). 8. AVID strategies will provide best practices and improve language academic skills.

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
Ensure teachers are utilizing the data portfolios in each classroom. Each teacher will analyze data from classroom and other sources and put in these data folders which can be virtual or paper. The teachers will utilize data chats with their students on a routine basis (minimum of every month) and in which the administration will monitor this is happening.

Person Monitoring:	By When/Frequency:
Travis Vanscoy	By end of September, 2024 and monthly thereafter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support personnel and those assigned to supporting our students will review and analyze data based upon classroom performance, assessment data, and other data points. The support personnel will push into classrooms to support these students based upon data and teacher recommendations. Administration will match the teachers to the students and will be monitored by walkthroughs by the administration.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Daily attendance is essential to student success at all grade levels, too many absences can lead to students falling behind and ultimately dropping out. Student attendance affects all grade levels and interferes with the students' learning by not being present in classroom to obtain the necessary instruction in content. In our Early Warning Systems, students with missing over 10% of the total school days was 219 students; however, we have many students who are just under this statistic that warrants putting focus on. We examined the first few weeks of school, and we are already seeing an attendance issue among all student groups.

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and

S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity.

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.

Reducing the amount of absences by 5% by December, 2024 and another 5% by the end of school year for all grade levels.

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.

Monitoring
- Teachers accurately taking attendance
- Scheduled pulling of attendance data
- Scheduled pulling of suspension data
- Scheduled pulling of tardy data (this data turns into an absence)

This ongoing monitoring will help improve long-term outcomes with regards to student's achievement and motivation to do do well in classes. We will communicate this data to parents to assist in engaging them in their child's educational career which is a key to improving attendance and academic performance.

Person responsible for monitoring outcome
Attalah McLawrence, AP

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:

1. Choice Programs /AVID / Extracurricular Activities 2. Schoolwide Discipline Plan 3. Schoolwide Attendance Plan 4. PBIS 5. Parent Involvement 6. Single School Culture of Excellence; Florida State Statute 1003.42 and Policy 2.09

Rationale:
1. IB Program: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect. AVID program allows students to close the achievement gap by preparing all students for college readiness and success in a global society. Extracurricular activities teaches discipline, team building, character, accountability, leadership, and time management. 2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. 3. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn. 4. PBIS: supports decreasing levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. 5. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school 6. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

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 #1
Action Steps to Implement

Person Monitoring:	**By When/Frequency:**
Attalah McLawrence	by September, 2024 and monthly thereafter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Choice Programs /AVID / Extracurricular Activities * The choice coordinator will routinely check grades and attendance on those students who are in the choice programs. *AVID will monitor grades and attendance on a regular basis and do data chats with each AVID student. *The athletic director will monitor grades, attendance in classes, and participation among all after school activities and sports and offer mentoring to those students who are in need of it. 2. Schoolwide Discipline Plan * SBT leader will monitor any relevant data for students who need extra support for attendance and discipline. * Admin leadership team will routinely monitor discipline data to ensure that any support system that needs to be added will occur. 3. Schoolwide Attendance Plan * The leadership team will routinely (monthly basis) monitor to see if attendance issues are increasing and discuss strategies to help students get to class so they can be successful. *Home visits will be conducted for those students who have chronic attendance issues. *The data processor will notify teachers routinely to ensure they are taking accurate attendance especially when they are absent from their classroom. 4.

PBIS *Provide teachers with professional development to understand PBIS*▪ Ensure all expectations are clearly explained and understood *Ensure the school has postings of the PBIS expectations in all common areas and classrooms *Teachers reinforce expected behaviors in and out of the class through positive reward * Ongoing student recognition 5. Parent Involvement * Title 1 meetings will be done through SAC meetings to engage parents. * Parents links will be sent out to parents communicating any necessary information to help improve attendance. *School newsletter will sent out monthly to help remember parents to check the attendance and grades of their students. 6. Single School Culture of Excellence; Florida State Statute 1003.42 and Policy 2.09 and Required Instruction Florida State Statute 1003.42 In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity. 1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan, which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to: A. History of Holocaust, B. History of Africans, and African Americans, C. Hispanic Contributions, D. Women's Contributions, E. Sacrifices of Veterans and the value of Medal of Honor recipients. 2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. 3. Our school highlights multicultural diversity within the curriculum and the arts.

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.

https://www.palmbeachschools.org/AtlanticHighSchool
Atlantic Community High School communicates and disseminates information through a variety of ways. Information is discussed and explained at our Annual Title I Meeting, All stakeholders are encouraged to attend the monthly School Advisory Meetings. Information is also posted on the above school website in multiple languages to meet the needs of our families including the Title I contact person's name and contact information.

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))

https://www.palmbeachschools.org/AtlanticHighSchool
In order to our students and families, we have several opportunities to meet and build relationships through our parent trainings and informational meetings with language support offered multiple times within the year. We offer the following trainings in the fall.

Understanding the new state standards. Parents will be trained to understand what the new are and how to best help students at home. Parents will also understand what is required for students to receive a standard high school diploma. We will also offer, Understanding graduation requirements and post graduation options. Parents will be able to learn what the requirements are to receive a high

school diploma. Parents will also understand how to support their students in the progression towards meeting the graduation requirements.

Information about the trainings as well as handouts will be posted on our website listed above.

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))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

Not applicable.

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))

Atlantic High School has a positive behavior matrix known as SOAR that stands for Safety first, Ownership, Act Responsibly and Respect. We also use several interventions when it comes to behavior through our 9th and 10th grade academies. Our interventions include: Issuing a warning, calling parent, silent lunch, after school detention, and Saturday School detention. Our positive referral includes 3 Eagle Bucks, 5 Eagle Bucks and 10 Eagle Bucks. Students who are doing something great in classroom or on campus receive Eagle Bucks. Our counselors provide individual and group sessions to address various issues including divorce, bullying, family loss, dating violence etc. Our multilingual guidance counselor conducts home visits regularly to support students and family in need. Our School Resource Officer's implement bi-weekly Cops Corner during lunches with our students targeting a group of students who need additional behavior support through mentoring. A behavior specialist is meeting twice a week with students who need help building their character. The school has a strong partnership with Genesis Community Health which promotes and provides behavioral health and medical care to students on campus. A full time Licensed Clinical Social Worker has an office on campus to provide individual therapy sessions to students experiencing emotional crisis, psychiatric and self-esteem issues, eating disorders and substance abuse trauma. Genesis is providing a Nurse Practitioner and a Pediatrician to provide medical care to students in a clinic that the school board approves on campus. No Place for Hate is a student club that promotes tolerance on campus. The club schedules activities during three lunches near the cafeteria in the courtyard in order to get all students attention. Their focus is bullying prevention and mutual respect on and off campus. Through AVID (Advancement Via Individual Determination) the school is committed to get students involved in academic and non academic activities such as conferences and field trips. The students are taught study skills, note taking, time management, writing and research skills while being immersed in a college culture. One of our AVID students was the guest speaker at an Anti Defamation League event (ADL) in 2017. The AVID recruitment is a 2.5 Grade Point Average (GPA), no discipline referrals and first one in family to attend college.

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))

Atlantic High School offers a wide range of programs including Advancement Via Individual Determination (AVID). This program support students as they challenge themselves in more rigorous classes. The class also includes tutoring sessions that are led by college students. This year, there are two Florida Atlantic University (FAU) students who provide support for success in the academically rigorous curriculum. AVID Students have access to information about colleges and universities through field trips, guest speakers and college tutors. They also learn about scholarship opportunities and college admission requirements.

The school offers the opportunity to students to do Dual Enrollment at Florida Atlantic University (FAU) or Palm Beach State College (PBSC). The requirements are 3.0 Unweighted Grade Point Average (GPA) and the following test scores:
SAT: 24 Reading, 25 Writing and Language, 24 Math (PBSC will accept PSAT scores in lieu of SAT scores)

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)).

Students are identified for tiered support through problem solving to match instructional/behavioral, social emotional resources to what the student needs to be successful. Behavior deterrents are in place and it is a teacher initiated process. The School Based Team must first identify what the problem is and determine if the problem is a large, small or an individual problem. If it is determined to be an individual problem, all aspects of the issue should be looking into. It is important to question why the problem is occurring; is it a skill or a motivation deficit? Support for identified individuals vary according to what the need is for that student and a form of data collection for tracking success is also identified. Once a student is identified as struggling or below level, the teacher will begin an evaluation process to determine if there is a true learning deficiency. There are some case where support has to be delivered through outside agencies and are coordinated accordingly. The progress of the students is monitored and charted frequently (weekly, biweekly). If it discovered that a student is not responding favorably to the intervention (RtI), the type of support may need to be adjusted. Alternate environments are a short term solution as with parental approval, an 8 week intervention program is implemented in the classroom. After an 8 week intervention period and assessment review, if further information is required, the SBT team will gather to create the required packet with parent consent that will best suit the student individual learning.

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)).

Single School Culture Coordinator (SSCC) provides just in time training for teachers in data analysis, instructional strategies and effective implementation of online educational resources. The SSCC facilitates Professional Learning Communities (PLCs) and common planning for teachers. Professional Learning Communities (PLC's) are where content area teachers are provided professional development within their content area to ensure data driven, standards-based instruction. Teachers attend PLC's bi-weekly throughout the year. Throughout the PLC process, teachers engage in the analyzation of data from summative and formative assessments, collaborative discussions around best practices/strategies, unpacking of content standards, creation of content scales for student tracking and implement lesson studies to build teacher capacity. The PLC's are supported by assistant principals, instructional coaches and instructional leaders. The Professional Development (PD) and PLC meetings with faculty are aligned with the Palm Beach Model of Instruction (PBMI) and adhere to the Mazano framework.

Advancement Via Individual Determination (AVID) is being implemented through 6 AVID elective courses. AVID curriculum requires AVID tutors and professional development within the AVID curriculum. AVID site team meets monthly and adheres to the AVID certification process. Additional teachers have been trained in the AVID framework to ensure collaborative and research based instructional strategies school-wide.

Atlantic High School implements PLC's weekly through tested subject areas. We work closely with District Curriculum staff in the areas of Math, English Language Arts (ELA), and English Language Learners (ELL) to provide additional support in our classrooms. We have a school wide mentoring program where the group works on social/emotional needs along with academic/behavior needs.

Online Professional Development is encouraged for our teachers and new teachers along with Administration hosting several after school trainings. We started a Peer Coaching Model for our teachers to observe each other and share out best practices.

Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies.

All first year teachers attend Educators Support Program (ESP) and meet regularly.

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))

Not applicable

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