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School Board Approval

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

SIP Authority

Section 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: <ol style="list-style-type: none"> 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

Create your own current while we swim together.

Provide the school's vision statement

Be bold, be brave, ride the wave.

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

Greg Bergamasco

Position Title

Principal

Job Duties and Responsibilities

Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

Leadership Team Member #2

Employee's Name

Ryan Sirak

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Beachside High School.

Leadership Team Member #3

Employee's Name

John Swope

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Beachside High School.

Leadership Team Member #4

Employee's Name

Michelle Davis

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Beachside High School.

Leadership Team Member #5

Employee's Name

Kendra Stone

Position Title

Academies Coordinator

Job Duties and Responsibilities

Responsible for coordinating the college readiness programs and academies at Beachside High School.

Leadership Team Member #6

Employee's Name

Kendall Higgins

Position Title

Instructional Coach

Job Duties and Responsibilities

The instructional coach is a highly qualified educator who is knowledgeable about curriculum and instruction and is able to increase student learning by fostering instructional excellence throughout the building. The coach will engage in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student learning.

Leadership Team Member #7

Employee's Name

Bradley Sohn

Position Title

Teacher

Job Duties and Responsibilities

Directly involved in classroom and student instruction and is SAC chair working with parent and community stakeholders.

Leadership Team Member #8

Employee's Name

Jonathan Higgins

Position Title

AICE Coordinator

Job Duties and Responsibilities

Responsible for coordinating the college readiness and AICE Programs at Beachside High School.

Leadership Team Member #9

Employee's Name

Thabatta Calderone

Position Title

Academic Advisor

Job Duties and Responsibilities

Responsible for coordinating the college readiness and AICE Programs at Beachside High School.

Leadership Team Member #10

Employee's Name

Diane Hurst

Position Title

Dean

Job Duties and Responsibilities

The Dean promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the district's disciplinary policy.

Leadership Team Member #11

Employee's Name

Jonathan Livingood

Position Title

Dean

Job Duties and Responsibilities

The Dean promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the district's disciplinary policy.

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.

Beachside High School will host monthly School Advisory Council meetings where school leadership, teachers and staff will meet with families, businesses and community leaders to discuss how to better improve Beachside High School. During the meetings we will determine what areas should be included on the school improvement as well as vote on how to implement strategies for improvement.

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 School Improvement plan will be regularly monitored for effectiveness by looking at attendance as well as test score data. Data monitoring is being conducted in PLC groups within the department, and the multi-tiered support system. The information gathered from the data will then be utilized to determine the effectiveness of the school improvement plan and other smaller focused intervention strategies. If the data indicates that we are not meeting our goals, then we will discuss options of how to revise the school improvement plan during a future School Advisory Council meeting.

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	NO
2023-24 MINORITY RATE	36.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.0%
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 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	81	93	75	58	307
One or more suspensions	41	42	31	19	133
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (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					0

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
Students retained two or more times					0

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	75	75	55	72	71	50		74	51
ELA Grade 3 Achievement **									
ELA Learning Gains	66	64	57						
ELA Learning Gains Lowest 25%	56	55	55						
Math Achievement *	72	69	45	66	61	38		50	38
Math Learning Gains	54	55	47						
Math Learning Gains Lowest 25%	51	49	49						
Science Achievement *	92	88	68	89	86	64		70	40
Social Studies Achievement *	87	85	71	79	82	66		59	48
Graduation Rate		95	90		94	89		84	61
Middle School Acceleration								47	44
College and Career Readiness		60	67		64	65		86	67
ELP Progress	87	70	49	46	51	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 (FPI) 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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	640
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	77%					

* 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	45%	No		
English Language Learners	65%	No		
Asian Students	74%	No		
Black/African American Students	54%	No		
Hispanic Students	67%	No		
Multiracial Students	70%	No		
White Students	71%	No		
Economically Disadvantaged Students	67%	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	40%	Yes	1	
English Language Learners	46%	No		
Asian Students	88%	No		
Black/African American Students	60%	No		
Hispanic Students	71%	No		
Multiracial Students	71%	No		
White Students	79%	No		
Economically Disadvantaged Students	69%	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%
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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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%		66%	56%	72%	54%	51%	92%	87%				87%
Students With Disabilities	36%		53%	49%	38%	36%	42%	67%	42%				
English Language Learners	52%		63%	50%	75%	40%		91%					87%
Asian Students	83%		66%	33%	85%	61%		94%	93%				
Black/African American Students	56%		50%	60%	51%	43%	36%	70%	67%				
Hispanic Students	70%		65%	59%	65%	48%	50%	84%	91%				
Multiracial Students	74%		63%	38%	81%	55%		97%	79%				
White Students	76%		68%	59%	73%	56%	52%	94%	89%				
Economically Disadvantaged Students	61%		53%	41%	74%	65%	63%	90%	88%				

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	72%				66%			89%	79%				46%
Students With Disabilities	32%				35%			52%	39%				
English Language Learners	50%				41%								
Asian Students	81%				77%			93%	100%				
Black/African American Students	50%				40%			77%	74%				
Hispanic Students	68%				57%			84%	74%				
Multiracial Students	72%				57%			77%	79%				
White Students	74%				71%			91%	79%				
Economically Disadvantaged Students	61%				48%			74%	94%				

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	73%	73%	0%	53%	20%
Ela	9	73%	73%	0%	53%	20%
Biology		91%	87%	4%	67%	24%
Algebra		60%	77%	-17%	50%	10%
Geometry		75%	74%	1%	52%	23%
History		86%	84%	2%	67%	19%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		31%	27%	4%	16%	15%
Geometry		* 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		41%	29%	12%	17%	24%
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?

The ELP progression showed the most improvement from moving from 46% to 65% compared to the previous year. Beachside's English language learning students were placed in intensive reading where they used the Imagine Learning program to increase their English learning progression.

Lowest Performance

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

The ELP progression was also the lowest at 65%.

The Math achievement was the 2nd lowest performance at 72% up from 66%. The Math achievement level is still 34 percentage points higher than the state average of 38% achievement level from 2023. The growth in math achievement was achieved in part by the Mu Alpha Theta after school tutoring programs.

Greatest Decline

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

Beachside High School did not decline in any area compared to the previous year.

Greatest Gap

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

The greatest gap between the state and Beachside High School was the Math achievement. Beachside scored 28 points higher than the state average from 2023 and 34 points higher than the 2023 state average.

An area of concern may be a lower gap between ELA achievement. Beachside had an ELA achievement of 72% in 2023 which was 22 points higher than the state average of 50%. Beachside would like to aim to widen that gap through. The ELA gains were monitored through FAST quarterly

testing and PLC groups focused on areas where students could increase proficiency based on that data.

EWS Areas of Concern

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

One of the areas of concern in the EWS was the amount of students that were missing at least 10% or more of school. Beachside had 15.9% of students missing 10% or more of school. With the higher percentages from 11th and 12th grade students.

Highest Priorities

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

1. ELA achievement.
2. Attendance.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

English and Language Arts achievement was chosen as an of focus at Beachside High School because it showed lower improvement than some other areas moving from 72% to 75% achievement. It was also one of the lower areas from our data analysis. Reading and English comprehension is a fundamental foundation that is an essential aspect for many other core courses.

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.

Beachside High School aims to increase the Reading achievement level from 75% to 77% during the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The ELA achievement will be monitored through English classes 3 times throughout the year with FAST testing. The data that is collected from these progress monitoring tests will be analyzed within the PLC groups and develop teaching strategies that meet the students on their level of progression within the material.

Person responsible for monitoring outcome

Kendall Higgins

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:

Teachers will also be utilizing the PLC model to help identify and assist students that are in need of additional help.

Rationale:

Teams that operate using the PLC model, collaborate and align standards and review data which will increase student achievement.

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

Professional Learning Community Process.

Person Monitoring:

Kendall Higgins

By When/Frequency:

monthly

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

Within the PLCs from each subject the team will: 1. Analyze data from district and state assessments. 2. Develop a Smart goal of which standards are key for each course. 3. Establish the best practices and methods to teach the most important material as well as develop common summative assessments. 4. Share common assessment data to identify where students succeeded or did not reach desired achievement. 5. Develop a plan for what to do when students do not master the material.

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.

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Beachside High School aims to continue to strive to increase attendance rates at our school.

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.

Beachside High School would like to raise the amount of students that are present 90% of school from to 84% to 86% during the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Deans will meet weekly to review attendance reports and also determine if any student has improved or developed trends with attendance. With the identification of the students with attendance concerns Beachside High Schol can utilize intervention strategies to increase student achievement.

Person responsible for monitoring outcome

Ryan Sirak

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:

MTSS teams will meet weekly to identify at risk students and develop plans to assist them.

Rationale:

The identification and then development of an action plan for students that are at risk will allow for these students to be put into contact with an adult that can monitor and assist the student in their educational process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Beachside High School will be implementing many clubs and special interest programs in addition to sports other extracurricular activities.

Rationale:

Participating in extracurricular activities builds teamwork, communication, relationships, and a sense of belonging, all of which help students to develop socially and be successful in school. Participation in extracurricular activities demonstrates the importance of community involvement. All of which are vital to Beachside High Schools culture and environment.

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

Club Fair

Person Monitoring:

Ryan Sirak

By When/Frequency:

September 11

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

The Club Fair will take place during lunch to ensure that all Beachside High School students will have the opportunity to see extracurricular activities that may interest them. Clubs will take membership information to be able to track how many students are joining.

Action Step #2

MTSS tiered support.

Person Monitoring:

Michelle Davis

By When/Frequency:

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

Step 1: Goal Identification (Problem Identification) - What do we want students to know and be able to do? Step 2: Problem Analysis - Why is the problem occurring? The second step of the problem-solving process allows teams to gain a better understanding of why the problem is occurring or why students are not meeting expectations. During this step the team generates hypotheses (i.e., educated guesses) about why the problem is occurring and then uses data to determine which are most likely to be true or valid. Step 3: Instructional/Intervention Design - What are we going to do? The third step of the problem-solving process focuses on the development of a comprehensive intervention plan. Step 4: Response to Intervention/Instruction - Is it working? The final step of the problem-solving process is to determine the effectiveness of the intervention. Teams review the ongoing progress monitoring data to determine the student response to intervention.

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))

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))

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))

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))

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))

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)).

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)).

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))

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