

St. Johns County School District

BEACHSIDE HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 21
- V. Title I Requirements (optional)..... 24
- VI. ATSI, TSI and CSI Resource Review 27
- VII. Budget to Support Areas of Focus 28

School Board Approval

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

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Greg Bergamasco

Greg.Bergamasco@stjohns.k12.fl.us

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

Michelle Davis

Michelle.Davis@stjohns.k12.fl.us

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

John.Swope@stjohns.k12.fl.us

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

Maira McCabe

Maira.MCcabe@stjohns.k12.fl.us

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

Kendra.Stone@stjohns.k12.fl.us

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

Kendall.Higgins@stjohns.k12.fl.us

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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with

stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement plan will be 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

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

Current Year (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	77	59	75	75	55	72	71	50
Grade 3 ELA Achievement									
ELA Learning Gains	63	66	58	66	64	57			
ELA Lowest 25th Percentile	55	59	56	56	55	55			
Math Achievement*	73	69	49	72	69	45	66	61	38
Math Learning Gains	60	51	47	54	55	47			
Math Lowest 25th Percentile	47	43	49	51	49	49			
Science Achievement	88	90	72	92	88	68	89	86	64
Social Studies Achievement*	88	88	75	87	85	71	79	82	66
Graduation Rate	99	96	92		95	90		94	89
Middle School Acceleration									
College and Career Acceleration	54	63	69		60	67		64	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		71	52	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 (FPPi) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	703
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	71%	77%				

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	62%	No		
Asian Students	77%	No		
Black/African American Students	61%	No		
Hispanic Students	71%	No		
Multiracial Students	77%	No		
White Students	70%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

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

F	2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
		ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
	All Students	76%		63%	55%	73%	60%	47%	88%	88%		99%	54%	
	Students With Disabilities	44%		51%	44%	48%	48%	43%	60%	61%		98%	17%	
	English Language Learners	46%		56%	51%	53%	61%	54%	68%	83%		100%	45%	
	Asian Students	90%		67%	36%	76%	63%		84%	89%		100%	88%	
	Black/African American Students	62%		47%	44%	64%	48%	56%	83%	72%		100%	33%	
	Hispanic Students	69%		64%	59%	73%	59%	54%	90%	87%		100%	55%	
	Multiracial Students	80%		66%	56%	82%	66%		92%	94%		94%	60%	
	White Students	76%		62%	56%	73%	61%	45%	88%	89%		99%	53%	
	Economically Disadvantaged Students	67%		58%	50%	68%	64%	58%	84%	78%		95%	21%	
28/2025														

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	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.

There is no assessment data available for this school.

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?

Students with disabilities showed the largest improvement during the 2024-2025 school year. The students with disabilities improved in the majority of categories with the largest improvement being in ELA and Social Science achievement. This improvement could be contributed due to the focus of reading strategies among all courses in addition to intensive reading courses.

Lowest Performance

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

ELA and Math Lowest 25th percentile has the lowest performance. This has been a trend that Beachside would like to improve upon. The ELA lowest 25th percentile is 55% the Math is 47%. Both of these percentages are slightly below the state average. All other components were above the state average.

Greatest Decline

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

The area that showed the greatest amount of decline was overall Math with the lowest 25th percentile, decreasing from 51% to 47%. Overall math achievement increased at Beachside High School. But the lowest quartile showed a slight decrease in Learning gains. This could be due to higher absences in this demographic.

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.

Math Achievement has the largest gap from the state average. Beachside High school had 73% of students showing math achievement 24% above the state average. Students at Beachside High School utilize Delta math online resources. Teachers have been trained in standards based instruction at the Florida Council of Teaching Mathematics conference.

EWS Areas of Concern

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

Attendance rates can always be an area of focus. For all grades 9-12th, we had close to 15-20% of students being absent 10% or more of school days.

Highest Priorities

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

Math learning Gains in the lowest 25% and students with disabilities.

ELA learning Gains in the lowest 25% and students with disabilities.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

English and Language Arts Learning gains specifically with students with disabilities and lowest 25th percentile. ELA learning gains were at 63% a slight drop from the previous year of 66%. The lowest 25th percentile was also a decrease from 56% to 55%. This area was chosen as an of focus at Beachside High School because Reading and English comprehension is a fundamental foundation that is an essential aspect for many other core courses.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Beachside High School aims to increase the ELA gains from 63% to 66% during the 2025-2026 school year.

Monitoring

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

The ELA Learning gains 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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

Action Step #1

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 Learning 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 86% to 88% during the 2025-2026 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 School can utilize intervention strategies to increase student achievement.

Person responsible for monitoring outcome

Moirra McCabe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Action Steps to Implement:

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

Action Step #1

MTSS tiered support

Person Monitoring:

By When/Frequency:

Michelle Davis

Weekly

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.

Action Step #2

Club Fair

Person Monitoring:

Moirra McCabe

By When/Frequency:

September

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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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