

St. Johns County School District

BEACHSIDE HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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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 (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

Michell.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

Johnathan Higgins

Johnathan.Higgins@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

Sherry Romeo

Sherry.Romeo@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

Jennifer Bowmaster

Jennifer.Bowmaster@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.

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22:

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 (2026-27)

Using 2025-26 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 (2026-27)

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 (2025-26) 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					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

Prior Year (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	80	81	62	76	77	59	75	75	55
Grade 3 ELA Achievement									
ELA Learning Gains	66	69	59	63	66	58	66	64	57
ELA Lowest 25th Percentile	64	63	55	55	59	56	56	55	55
Math Achievement*	78	76	52	73	69	49	72	69	45
Math Learning Gains	67	54	45	60	51	47	54	55	47
Math Lowest 25th Percentile	58	51	44	47	43	49	51	49	49
Science Achievement	95	92	74	88	90	72	92	88	68
Social Studies Achievement*	91	90	76	88	88	75	87	85	71
Graduation Rate	98	98	94	99	96	92		95	90
Middle School Acceleration									
College and Career Acceleration	63	72	74	54	63	69		60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					71	52		70	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						76%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						761
Total Components for the FPPI						10
Percent Tested						98%
Graduation Rate						98%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
76%	70%	71%	77%			

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
English Language Learners	64%	No		
Asian Students	83%	No		
Black/African American Students	66%	No		
Hispanic Students	75%	No		
Multiracial Students	78%	No		
White Students	77%	No		
Economically Disadvantaged Students	65%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGR
All Students	80%		66%	64%	79%	67%	58%	95%	91%		98%	63%	
Students With Disabilities	49%		57%	56%	47%	47%	41%	77%	73%		95%	17%	
English Language Learners	37%		49%	54%	67%	67%	58%	76%	80%		96%	58%	
Asian Students	82%		65%	53%	93%	73%		100%	91%		100%	86%	
Black/African American Students	57%		60%	61%	61%	59%	53%	86%	81%		96%	46%	
Hispanic Students	77%		68%	59%	76%	68%	68%	89%	92%		100%	52%	
Multiracial Students	78%		63%	73%	86%	75%	70%	93%	90%		100%	48%	
White Students	83%		66%	65%	80%	65%	55%	96%	91%		98%	66%	
Economically Disadvantaged Students	61%		62%	70%	63%	49%	47%	83%	81%		85%	45%	

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%	

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%				

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	81%	79%	2%	60%	21%
ELA	10	79%	80%	-1%	61%	18%
Biology	9	100%	99%	1%	87%	13%
Biology	10	89%	86%	3%	60%	29%
Algebra	9	70%	64%	6%	41%	29%
Geometry	9	98%	92%	6%	75%	23%
Geometry	10	69%	63%	6%	40%	29%
Geometry	11	27%	31%	-4%	26%	1%
History	11	90%	90%	0%	75%	15%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* 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 Learning Gains for the Lowest 25th Percentile showed the greatest improvement, increasing from 47% in 2024-25 to 58% in 2025-26, an increase of 11 percentage points. Actions supporting this area included collaborative review of student performance data through PLCs and the MTSS process, identification of students requiring additional support, and the use of targeted instructional interventions. Beachside High School will continue to analyze student performance, monitor the effectiveness of interventions, and provide targeted support to sustain and build upon this growth.

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 Learning Gains for the Lowest 25th Percentile was the lowest-performing schoolwide accountability component at 58%. Although this represents an 11-percentage-point improvement from the previous year, the data indicate a continued need to support students performing below grade-level expectations. Subgroup data further identify Students with Disabilities and Economically Disadvantaged Students as areas of need, with Math Learning Gains for the Lowest 25th Percentile at 41% and 47%, respectively. Beachside High School will continue to emphasize differentiated instruction, targeted intervention, progress monitoring, and collaborative analysis of student data to improve outcomes for students requiring additional academic support.

Greatest Decline

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

At the schoolwide level, Graduation Rate was the only reported accountability component to decline from the previous year, decreasing slightly from 99% in 2024-25 to 98% in 2025-26. Despite this one-percentage-point decline, Beachside High School continues to maintain a strong graduation rate that matches the district rate of 98% and exceeds the state rate of 94%. The school will continue to monitor students' progress toward graduation and provide timely academic and student-support interventions when concerns related to credits, academic progress,

or other graduation requirements are identified.

Within the subgroup data, the greatest year-over-year decline occurred in Math Learning Gains for Economically Disadvantaged Students, which decreased from 64% in 2024-25 to 49% in 2025-26, a decline of 15 percentage points. This decline indicates a need for continued monitoring of mathematics performance within this subgroup and for targeted academic support when students demonstrate skill gaps or insufficient progress. Beachside High School will use collaborative data analysis, progress monitoring, and differentiated interventions to identify areas of need and improve mathematics learning gains for Economically Disadvantaged Students.

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.

College and Career Acceleration demonstrated the greatest negative gap when compared with the state average. Beachside High School achieved 63% in College and Career Acceleration, compared with 72% for the district and 74% for the state, resulting in an 11-percentage-point gap between the school and state. Although this remains an area for improvement, Beachside increased from 54% in the previous year to 63%, demonstrating substantial progress and narrowing the gap with the state. Moving forward, Beachside High School will focus on increasing access to and successful completion of college and career acceleration opportunities, with particular attention to student groups currently demonstrating lower participation or completion rates.

EWS Areas of Concern

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

Chronic absenteeism is an area of concern. Beachside High School would like to reduce the percentage of students attending less than 90% of school days. Improving student attendance will increase access to instruction, strengthen academic engagement, and support student achievement. The school will continue to monitor attendance data, identify students demonstrating patterns of excessive absences, and provide targeted interventions and family outreach as needed.

Highest Priorities

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

1. Improve Attendance
2. Students enrolled in Accelerated Programs.
3. Improve English Language Arts and Math scores

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

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

Area of Focus #1

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

Graduation/Acceleration specifically relating to Acceleration

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.

Beachside High School will focus on increasing student access to and successful completion of College and Career Acceleration opportunities for students in grades 9–12. Acceleration opportunities include **Advanced Placement (AP), AICE, Dual Enrollment, and Industry Certification programs through Career and Technical Education (CTE).**

Beachside High School's acceleration rate improved from approximately **53–54% to 64%**, representing an increase of approximately 11 percentage points. Although this demonstrates significant growth, the school has identified continued expansion of acceleration opportunities as a priority so that a greater percentage of students graduate having successfully completed coursework, examinations, certifications, or other experiences that contribute to college and career readiness.

The schoolwide acceleration effort recognizes that students demonstrate readiness in different ways. Therefore, Beachside High School will continue to expand access to multiple pathways rather than relying on a single acceleration program. This includes increasing participation and successful completion in AP, AICE, Dual Enrollment, and Industry Certification opportunities.

Career and Technical Education is an important component of this effort. During the previous year, students earned **1,047 industry certifications**, approximately **80% of upper-level academy students attained certification**, and **seven additional certification opportunities** have been added. These results demonstrate the potential for expanded CTE opportunities to contribute substantially to the school's overall acceleration rate.

The school will focus on ensuring that students across all grade levels and academic pathways have equitable access to opportunities capable of generating acceleration points and supporting postsecondary readiness.

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's acceleration rate increased from approximately **53–54% to 64%** during the prior year.

By the end of the 2026–27 school year, Beachside High School will **increase the schoolwide acceleration rate by 15 percentage points, from approximately 64% to at least 79%.**

Progress toward the goal will be monitored across grades 9–12 through participation and successful completion in:

- Advanced Placement courses and examinations
- AICE courses and examinations
- Dual Enrollment coursework
- Industry Certification opportunities

The school will also monitor participation and successful completion across student groups to ensure that acceleration opportunities are accessible to a broad range of students.

Monitoring

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

Beachside High School will monitor acceleration participation and successful completion throughout the school year using enrollment, assessment, certification, and completion data from AP, AICE, Dual Enrollment, and CTE programs.

School administration, counselors, department leaders, and program coordinators will review acceleration data at least quarterly to determine whether students are participating in available opportunities and progressing toward successful completion.

Monitoring will include:

- The number and percentage of students participating in acceleration opportunities
- Successful completion of AP and AICE examinations
- Successful completion of Dual Enrollment coursework
- Industry Certification attempts and attainment
- Student participation by grade level
- Identification of students who are not currently participating in an acceleration pathway
- Identification of participation or completion gaps among student groups

The school will use these data to identify students who may benefit from additional acceleration opportunities and students who require academic or program-specific support to successfully complete an existing acceleration pathway.

Ongoing monitoring will allow Beachside High School to adjust student advising, course placement, academic supports, certification preparation, and program availability throughout the year rather than waiting until final acceleration data are available.

Person responsible for monitoring outcome

Tabatha Calderone

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:

Beachside High School will implement a schoolwide system of student identification, advising, access expansion, and progress monitoring to increase participation and successful completion of College and Career Acceleration opportunities. Students will be identified for potential acceleration opportunities using multiple indicators, including academic performance, course history, student interests, career goals, teacher recommendations, and current program participation. School counselors, teachers, program coordinators, and administrators will provide students and families with information about available AP, AICE, Dual Enrollment, and Industry Certification pathways. Particular emphasis will be placed on identifying students who demonstrate the potential to participate successfully in acceleration but are not currently enrolled in an acceleration opportunity. Students already participating in acceleration programs will be monitored for progress, and targeted academic or program-specific support will be provided when students demonstrate difficulty. The school will also continue expanding available acceleration opportunities, including the addition of new Industry Certification options.

Rationale:

Prior-year data demonstrate that Beachside High School has made substantial progress in College and Career Acceleration, improving approximately 11 percentage points to approximately 64%. The school's prior reported College and Career Acceleration rate was below both the district and state averages, supporting the continued need for focused improvement in this area. A schoolwide approach that includes AP, AICE, Dual Enrollment, and Industry Certification provides multiple pathways through which students can demonstrate college and career readiness. Expanding access while simultaneously monitoring successful completion will allow the school to increase acceleration opportunities without limiting participation to students already enrolled in traditional advanced academic programs. The success of Beachside High School's CTE programs also supports continued expansion of industry certification opportunities. With 1,047 certifications earned during the previous year and approximately 80% certification attainment among upper-level academy students, CTE represents a significant opportunity to increase acceleration while preparing students for postsecondary education and employment.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Identify Students for Accelerated Classes

Person Monitoring:

School Counselors

By When/Frequency:

Each Semester

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

School counselors, administrators, and instructional staff will review student academic performance, course history, interests, career goals, and current acceleration participation to identify students who may benefit from AP, AICE, Dual Enrollment, or Industry Certification opportunities.

Particular attention will be given to identifying students who are not currently participating in an acceleration pathway but demonstrate readiness or interest in one or more available opportunities. The school will monitor the number of students identified, advised, and subsequently enrolled in acceleration opportunities. Participation data will be reviewed quarterly to determine whether the percentage of students participating in acceleration pathways is increasing.

Action Step #2

Expand Access to Acceleration Opportunities

Person Monitoring:

Michelle Davis

By When/Frequency:

Annually

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

Beachside High School will continue to expand and promote multiple acceleration pathways through AP, AICE, Dual Enrollment, and Career and Technical Education.

The school will communicate available acceleration opportunities to students and families and provide individualized guidance to help students select pathways aligned with their academic strengths, interests, and postsecondary goals.

Career and Technical Education programs will continue to expand Industry Certification opportunities, including implementation of the seven new certification opportunities identified for the upcoming year. The school will monitor enrollment and participation data across all acceleration programs and compare participation by program, grade level, and student group. These data will be used to identify areas where additional outreach, programming, or student support may be needed.

Action Step #3

Monitor Acceleration Success and Provide Targeted Support

Person Monitoring:

Tabatha Calderone

By When/Frequency:

Quarterly

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

tudents participating in acceleration opportunities will be monitored throughout the school year for academic progress and successful completion.

Monitoring will include AP and AICE course and examination performance, Dual Enrollment course completion, and Industry Certification attainment.

Students demonstrating difficulty will be identified for appropriate support, which may include teacher assistance, tutoring, targeted examination preparation, counseling, academic intervention, or additional program-specific support.

Quarterly data reviews will compare current participation and successful completion trends with the baseline acceleration rate of approximately 64% and the annual target of 79%.

School leadership will use the results of these reviews to determine whether current strategies are increasing both access to and successful completion of acceleration opportunities. Strategies will be adjusted when data indicate that students or student groups are not demonstrating sufficient progress toward the schoolwide goal.

Area of Focus #2

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.

Beachside High School will focus on strengthening **standards-aligned, differentiated ELA instructional practices** to increase learning gains for students performing within the Lowest 25th Percentile.

ELA teachers will use formative assessment data to identify specific skill and standards-based needs and adjust instruction through targeted reteaching, scaffolding, small-group instruction, purposeful questioning, frequent checks for understanding, and differentiated learning opportunities.

During the 2025–26 school year, ELA learning gains for students in the Lowest 25th Percentile increased from **55% to 64%**, an improvement of 9 percentage points. This growth demonstrates that Beachside High School has established instructional practices capable of improving student achievement. The school will build upon these practices by increasing consistency in the use of data-driven differentiation and targeted standards-based instruction across ELA classrooms.

Improving instructional practice for students who have not yet demonstrated grade-level mastery will increase access to rigorous ELA standards while providing the scaffolds and targeted instruction necessary for students to demonstrate measurable academic growth.

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.

During the 2025–26 school year, **64% of students in the ELA Lowest 25th Percentile demonstrated a learning gain**, compared with 55% during the previous year.

By the end of the 2026–27 school year, Beachside High School will increase ELA learning gains for students in the Lowest 25th Percentile by **9 percentage points, from 64% to at least 73%**.

Monitoring

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

Implementation of the identified instructional practices will be monitored through ELA PLC collaboration, review of common and formative assessment data, instructional walkthroughs, and analysis of student work.

ELA PLCs will regularly examine student performance by standard to identify areas of mastery and continued need. Teachers will use these findings to adjust instructional pacing, reteach standards, provide differentiated learning opportunities, and determine when additional scaffolding is necessary. School leadership and the ELA Department Chair will monitor the consistent implementation of targeted instructional practices through classroom walkthroughs, PLC discussions, lesson-planning evidence, and student-performance data.

At least quarterly, ELA teams will review progress toward the annual target of **73% Lowest 25th Percentile learning gains**. When student data do not demonstrate expected growth, instructional strategies will be revised and additional support will be incorporated.

Ongoing monitoring of both **instructional practice and student outcomes** will allow the school to determine which strategies are producing the strongest academic growth and expand effective practices across ELA classrooms.

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:

Beachside High School will implement data-informed differentiated instruction and formative assessment practices in ELA classrooms. Teachers will collaboratively analyze formative, common, benchmark, and classroom assessment data to determine student mastery of priority ELA standards. Instruction will be adjusted based on identified student needs through: Explicit standards-based instruction Targeted reteaching Small-group instruction Scaffolded reading and writing tasks Frequent checks for understanding Purposeful questioning and academic discussion Timely, specific feedback Differentiated practice based on student need ELA PLCs will collaboratively review the effectiveness of these strategies and identify instructional practices producing the strongest student growth.

Rationale:

Beachside High School increased ELA Lowest 25th Percentile learning gains from 55% to 64% during the prior year. Continuing and strengthening instructional practices that respond directly to student data will allow teachers to more precisely address unfinished learning and provide students with the support necessary to access grade-level standards. Consistent use of formative assessment, differentiation, and targeted reteaching will allow instructional decisions to be made throughout the learning process rather than after summative assessments have occurred.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Standards Based PLC Data Analysis

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:

ELA PLC teams will collaboratively analyze student performance by standard using formative, common, benchmark, and classroom assessment data.

Teams will identify standards requiring additional instruction and collaboratively determine appropriate instructional responses, including reteaching, scaffolding, differentiation, and enrichment.

PLC documentation and subsequent student-performance data will be reviewed to determine whether instructional adjustments result in increased student mastery.

Action Step #2

Implement Differentiated and Targeted ELA Instruction

Person Monitoring:

Kendall Higgins

By When/Frequency:

Ongoing

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

ELA teachers will use student performance data to differentiate instruction based on identified skill and standards-based needs.

Instruction will include targeted reteaching, small-group instruction, scaffolded reading and writing activities, frequent checks for understanding, purposeful questioning, and timely feedback.

School leadership and the ELA Department Chair will monitor implementation through classroom walkthroughs, PLC discussions, and review of student-performance data.

Action Step #3

Evaluate the Impact of ELA Instructional Practices

Person Monitoring:

Kendall Higgins

By When/Frequency:

Quarterly

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

ELA teams will conduct quarterly reviews of student-growth data to determine the effectiveness of implemented instructional practices.

Teams will compare student progress with the annual goal of 73% Lowest 25th Percentile learning gains and identify instructional strategies associated with the strongest student growth.

Effective practices will be shared and expanded across ELA classrooms. Strategies demonstrating insufficient impact will be revised or replaced based on student-performance data.

Area of Focus #3

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

Instructional Practice specifically relating to Math

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.

Beachside High School will focus on strengthening **standards-aligned, differentiated mathematics instructional practices** to increase learning gains for students performing within the Lowest 25th Percentile.

Mathematics teachers will use formative assessment and student-work data to identify misconceptions and unfinished learning and adjust instruction through explicit modeling, multiple representations, targeted questioning, small-group instruction, scaffolded problem solving, purposeful practice, and frequent checks for understanding.

During the 2025–26 school year, Mathematics learning gains for students in the Lowest 25th Percentile increased from **47% to 58%**, an improvement of 11 percentage points. This substantial growth indicates that current instructional efforts are having a positive impact. Beachside High School will build upon this improvement by increasing the consistency and precision of data-driven mathematics instruction across classrooms.

Improving mathematics instructional practice will allow teachers to address misconceptions earlier, provide targeted support while maintaining access to grade-level standards, and increase the likelihood that students demonstrate meaningful academic growth.

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.

During the 2025–26 school year, **58% of students in the Mathematics Lowest 25th Percentile demonstrated a learning gain**, compared with 47% during the previous year.

By the end of the 2026–27 school year, Beachside High School will increase Mathematics learning gains for students in the Lowest 25th Percentile by **9 percentage points, from 58% to at least 67%**.

Monitoring

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

Implementation of the identified mathematics instructional practices will be monitored through Mathematics PLC collaboration, analysis of common and formative assessment data, instructional walkthroughs, and review of student work.

Mathematics PLCs will regularly analyze student performance by standard to identify misconceptions, unfinished learning, and areas requiring additional instructional emphasis. Teachers will use these findings to adjust instruction, reteach concepts, provide additional representations and scaffolds, and differentiate mathematical practice.

School leadership and the Mathematics Department Chair will monitor implementation of instructional practices through classroom walkthroughs, PLC discussions, collaborative planning, and student-performance data.

At least quarterly, Mathematics teams will review progress toward the annual target of **67% Lowest 25th Percentile learning gains**. When student performance does not demonstrate expected growth, instructional practices will be adjusted based on identified student needs.

Ongoing monitoring of instructional implementation and student performance will allow teachers to identify effective practices and improve consistency across mathematics classrooms.

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:

Beachside High School will implement data-informed differentiated instruction and formative assessment practices in Mathematics classrooms. Teachers will collaboratively analyze student work and formative, common, benchmark, and classroom assessment data to identify misconceptions and determine student mastery of priority mathematics standards. Instructional practices will include: Explicit modeling and think-alouds Multiple representations of mathematical concepts Targeted questioning Frequent checks for understanding Scaffolded problem solving Small-group instruction Targeted reteaching Purposeful practice Opportunities for students to explain and justify mathematical reasoning Timely feedback based on student performance Mathematics PLCs will collaboratively evaluate the effectiveness of these instructional practices and adjust instruction based on evidence of student learning.

Rationale:

Beachside High School increased Mathematics Lowest 25th Percentile learning gains from 47% to 58%, an 11-percentage-point improvement during the prior year. Building upon this growth requires continued emphasis on instructional practices that allow teachers to identify misconceptions during instruction and respond before skill gaps become barriers to subsequent learning. Consistent use of formative assessment, differentiated instruction, mathematical discourse, and targeted reteaching will provide students with additional opportunities to develop conceptual understanding and demonstrate measurable academic growth.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Standards Based Mathematics PLC Data Analysis

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:

Mathematics PLCs will collaboratively analyze student performance by standard using formative assessments, common assessments, benchmark data, and student work.

Teams will identify common misconceptions and standards requiring additional instructional emphasis and collaboratively plan instructional responses.

PLC teams will review subsequent student-performance data to determine whether instructional changes resulted in increased mastery.

Action Step #2

Implement Targeted Mathematics Instructional Practices

Person Monitoring:

Kendall Higgins

By When/Frequency:

Ongoing

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

Mathematics teachers will use formative assessment and student-work data to modify instruction based on demonstrated student needs.

Instruction will incorporate explicit modeling, multiple representations, scaffolded problem solving, purposeful questioning, small-group instruction, targeted reteaching, frequent checks for understanding, and opportunities for students to explain mathematical reasoning.

Implementation will be monitored through classroom walkthroughs, PLC collaboration, and analysis of student-performance data.

Action Step #3

Evaluate the Impact of Mathematics Instructional Practices

Person Monitoring:

Kendall Higgins

By When/Frequency:

Quarterly

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

Mathematics teams will conduct quarterly reviews of student-growth data to evaluate the effectiveness of implemented instructional practices.

Teams will compare student progress with the annual target of 67% Lowest 25th Percentile learning gains and identify practices associated with the greatest student growth.

Effective instructional strategies will be shared and implemented more consistently across Mathematics PLCs. Practices that are not producing sufficient growth will be modified based on student-performance data.

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.

Beachside High School will focus on improving student attendance and reducing chronic absenteeism among students in grades 9–12. Chronic absenteeism is defined for this goal as missing 10% or more of instructional time.

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.

During the 2025–26 school year, **21.59% of students missed 10% or more of instructional time.**

By the end of the 2026–27 school year, Beachside High School will **reduce the percentage of students who are chronically absent by at least 3 percentage points, from 21.59% to 18.59% or lower.**

Attendance data will be reviewed for grades 9–12 both schoolwide and by grade level to determine progress toward the identified goal.

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.

Beachside High School will monitor student attendance throughout the school year using attendance reports and Early Warning System data. Students approaching or exceeding the chronic absenteeism threshold will be identified for additional support.

Attendance data will be reviewed regularly by school administration and appropriate student-support

personnel to identify attendance patterns by individual student, grade level, and student subgroup. Students demonstrating attendance concerns will receive progressively targeted interventions based on the severity and cause of the attendance issue.

Schoolwide chronic absenteeism data will be reviewed at least monthly and compared with the prior-year baseline of **21.59%** and the 2026–27 goal of **18.59% or lower**. Ongoing monitoring will allow the school to identify students at risk of becoming chronically absent before they reach the 10% threshold and provide timely intervention.

The impact of attendance interventions will be evaluated by examining changes in individual student attendance as well as the percentage of students meeting the chronic absenteeism criterion throughout the school year.

Person responsible for monitoring outcome

Jennifer Bowmaster

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:

Beachside High School will implement a multi-tiered attendance intervention system that emphasizes early identification, student and family communication, identification of barriers to attendance, and increasingly targeted intervention for students demonstrating patterns of excessive absences. Universal attendance expectations and the importance of regular attendance will be communicated to students and families. Attendance data will be reviewed regularly to identify students beginning to demonstrate concerning attendance patterns. Students requiring additional support will receive targeted interventions that may include student conferences, parent/guardian contact, counselor support, development of attendance improvement plans, mentoring or check-ins, problem-solving to address barriers to attendance, and referral to additional school or community resources when appropriate.

Rationale:

Prior-year data indicate that 21.59% of Beachside High School students missed more than 10% of instructional time, demonstrating a need for systematic attendance monitoring and early intervention. A multi-tiered approach allows the school to intervene before attendance concerns become chronic while also providing more individualized support to students with persistent attendance difficulties. Increasing consistent attendance increases students' access to instruction and opportunities for academic success.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Early Identification and Attendance Monitoring

Person Monitoring:

Jennifer Bowmaster

By When/Frequency:

Weekly Monitoring

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

Attendance data will be reviewed to identify students demonstrating emerging patterns of excessive absences, including students approaching the threshold of missing 10% of instructional time. The Attendance Team will maintain and review a list of students requiring intervention and track changes in attendance following implementation of supports. Monthly schoolwide attendance data will be compared with the 2025–26 chronic absenteeism baseline of 21.59% to determine progress toward the 18.59% goal.

Action Step #2

Student and Family Attendance Intervention

Person Monitoring:

Jennifer Bowmaster

By When/Frequency:

Ongoing students establish attendance warning thresholds

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

Students demonstrating concerning attendance patterns will receive targeted intervention. Interventions may include student conferences, parent/guardian communication, identification of barriers contributing to absences, counseling support, attendance improvement plans, and connection with appropriate school or community resources. The school will monitor student attendance before and after interventions to determine whether attendance improves. Interventions will be intensified or modified when students continue to demonstrate excessive absenteeism.

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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