

Miami-Dade County Public Schools

MAST ACADEMY



2025-26 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

Maritime and Science Technology Academy focuses on diversity, environmental awareness, and technology. Our school incorporates a thematic and inquiry-based approach, problem-solving, and experiential learning to provide students with opportunities for life-long learning which impacts the global community.

Provide the school's vision statement

Utilizing innovation to educate global citizens.

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

Dr. Michael H. Gould

gouldm@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal supervises and facilitates the daily activities and operations within the school by setting performance objectives for students and teachers and by implementing and monitoring school policies and safety protocols while managing the policies, regulations, and procedures. The principal is also responsible for the hiring process and evaluation of all teachers and staff. Proper management of resources, both human and fiscal, is necessary to accomplish the vision and mission of the school.

Leadership Team Member #2

Employee's Name

Giuseppe Semeraro

gsemeraro@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders. Oversees curriculum and instruction within the Language Arts Department, Social Science Department, facilitates data chats, and monitor academic progress for 11th and 12th grade students.

Leadership Team Member #3

Employee's Name

Dr. Erika Pell

epell16@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders. Oversees curriculum and instruction within the Mathematics Department, facilitates data chats, and monitor academic progress for 9th and 10th grade students.

Leadership Team Member #4

Employee's Name

Samuel Johnson

samuel_johnson3@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders. Oversees curriculum and instruction within the Science Department, facilitate data chats, and monitor academic progress for 6th, 7th and 8th grade students grade students.

Leadership Team Member #5**Employee's Name**

Katerina Galeri

katgaleri@dadeschools.net

Position Title

Test Chairperson

Job Duties and Responsibilities

The test chairperson is responsible for scheduling and administering all state and local student assessments. This also includes training all test administrators and proctors, providing information and assistance for parents and students, maintaining test security, and ensuring all students have appropriate accommodation where applicable.

Leadership Team Member #6**Employee's Name**

Jennifer Fernandez

jenniferfernandez@dadeschools.net

Position Title

Activities Director

Job Duties and Responsibilities

Assist in the planning and implementation of student life and activities; monitor effectiveness of student activities and initiatives and maintain relationships with stakeholders and community partners.

Special Responsibilities include:

All Activities & Events Calendar

Boosters

Bulleting Boards

Clubs
Fieldtrips/Fundraisers
Media Release Forms
Morning Announcements
Social Media
Student Parking Decals
Student & Teacher Awards
United Way (Students)
Volunteers & Dade Partners

Leadership Team Member #7

Employee's Name

Melissa Fernandez

249191@dadeschools.net

Position Title

Lead Teacher

Job Duties and Responsibilities

Assists school principal and magnet teachers with the implementation of the magnet theme program and recruitment of students. She is also involved in recruitment (organizes and disseminates information to students, parents, community, and schools), outreach activities (acts as liaison between magnet school, other schools, and community), and identifies and completes job targets as mutually agreed upon with the administration. Supports the school in magnet recruitment in grades 6 through 12.

Leadership Team Member #8

Employee's Name

Carlos Couzo

ccouzo@dadeschools.net

Position Title

Athletic Director

Job Duties and Responsibilities

Assists the School Leadership Team with the coordination and implementation of the School's Athletic Program. The Athletic Director coordinates and schedules all sports/Teams/Coaches/

Referees/Business Management.

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.

MAST Academy engaged all relevant stakeholders, including the school leadership team, teachers, staff, parents, and students, to identify areas needing improvement based on data and assessments. We developed a comprehensive strategy to engage each stakeholder group through surveys, focus groups, and meetings. The purpose, goals, and timeline of the School Improvement Plan (SIP) development process were clearly communicated, ensuring everyone understood how their input would contribute to school improvement. Stakeholder input was gathered through various methods, such as surveys, meetings, and online platforms, with questions addressing school challenges, strengths, goals, and areas for improvement. The collected data was analyzed to identify common themes, priorities, and concerns from different stakeholder groups. Using these insights, we drafted the initial School Improvement Plan, ensuring it addressed identified priorities and aligned with the school's mission and vision. The draft plan was shared with stakeholders for feedback, and necessary revisions were made based on their input. After incorporating the revisions, we finalized the School Improvement Plan, including specific actions, measurable objectives, timelines, and responsible parties. Finally, the plan was shared with all stakeholders, clearly communicating how their input influenced the plan and emphasizing the importance of their ongoing involvement for successful implementation.

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)).

We will continuously monitor the implementation of the School Improvement Plan (SIP) to ensure that all stakeholders are actively engaged in tracking progress toward the established goals and action steps. The plan will be reviewed and adjusted as needed, based on student progress

monitoring data, stakeholder feedback, and evolving school needs. Stakeholder input—including insights, concerns, and recommendations—will be consistently integrated into the process to support continuous improvement and work toward closing the achievement gap.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	18.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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) 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: A 2020-21:

D. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
School Enrollment							152	158	160	470
Absent 10% or more school days							0	5	4	9
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							0	0	0	0
Level 1 on statewide Math assessment							0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	0	0	2

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	3	3	8
Students retained two or more times							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
	K	1	2	3	4	5	6	7	8	
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 Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

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	305	311	263	243	1,122
Absent 10% or more school days	8	11	11	18	48
One or more suspensions	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	1	1	3	2	7
Level 1 on statewide ELA assessment	2	3	0	0	5
Level 1 on statewide Algebra assessment	0	0	0	0	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	2	3	2	1	8

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	9	13	11	19	52
One or more suspensions	1				1
Course failure in English Language Arts (ELA)		1	4	2	7
Course failure in Math	1	1	4	2	8
Level 1 on statewide ELA assessment		4			4
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	4		5	1	10

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
Students retained two or more times					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*	94	62	59	92	60	55	87	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	71	60	58	73	58	57			
ELA Lowest 25th Percentile	80	55	56	81	55	55			
Math Achievement*	95	54	49	93	51	45	90	43	38
Math Learning Gains	84	50	47	79	50	47			
Math Lowest 25th Percentile	87	54	49	79	56	49			
Science Achievement	89	71	72	92	68	68	93	62	64
Social Studies Achievement*	97	78	75	98	73	71	90	69	66
Graduation Rate	98	93	92	100	92	90	100	89	89
Middle School Acceleration	99			97			96		
College and Career Acceleration	100	78	69	99	74	67	100	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	100	56	52	94	57	49	86	49	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	91%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	1094
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
91%	90%	93%	90%	80%		88%

* 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	74%	No		
English Language Learners	85%	No		
Asian Students	84%	No		
Black/African American Students	75%	No		
Hispanic Students	91%	No		
White Students	92%	No		
Economically Disadvantaged Students	89%	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.

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	94%		71%	80%	95%	84%	87%	89%	97%	99%	98%	100%	100%
Students With Disabilities	72%		63%	71%	90%	71%	75%	73%					
English Language Learners	77%		67%	70%	89%	78%	88%	65%	91%	95%	100%	100%	100%
Asian Students	100%		67%										
Black/African American Students	80%		70%										
Hispanic Students	94%		70%	80%	95%	84%	88%	87%	97%	99%	99%	100%	100%
White Students	95%		74%	81%	96%	87%	88%	96%	100%	100%	98%	100%	
Economically Disadvantaged Students	96%		69%	80%	90%	77%	86%	85%	95%	100%	96%	100%	

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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	EL PROG
All Students	92%		73%	81%	93%	79%	79%	92%	98%	97%	100%	99%	94%
Students With Disabilities	83%		72%	90%	92%	92%							
English Language Learners	80%		69%	76%	86%	72%	77%	73%	100%	96%	100%	94%	94%
Asian Students	92%		77%		91%	90%							
Black/African American Students	93%		71%								100%	100%	
Hispanic Students	91%		71%	79%	93%	78%	81%	90%	98%	97%	100%	99%	93%
Multiracial Students	100%		90%										
White Students	95%		77%	89%	93%	80%	78%	96%	97%	97%	100%	99%	
Economically Disadvantaged Students	86%		68%	70%	89%	78%	71%	89%	93%	82%	100%	98%	

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	87%				90%			93%	90%	96%	100%	100%	86%
Students With Disabilities	56%				64%								
English Language Learners	70%				81%			72%	81%	95%	100%	100%	88%
Asian Students	92%												
Black/African American Students	61%				73%						100%	100%	
Hispanic Students	87%				90%			92%	88%	96%	100%	100%	86%
White Students	88%				92%			96%	97%	97%	100%	100%	
Economically Disadvantaged Students	83%				81%			90%	75%		100%	100%	

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	94%	60%	34%	58%	36%
ELA	6	94%	62%	32%	60%	34%
ELA	7	93%	62%	31%	57%	36%
ELA	8	95%	60%	35%	55%	40%
ELA	9	95%	56%	39%	56%	39%
Math	6	93%	64%	29%	60%	33%
Math	8	98%	60%	38%	57%	41%
Science	8	77%	46%	31%	49%	28%
Civics		97%	74%	23%	71%	26%
Biology		96%	74%	22%	71%	25%
Algebra		97%	59%	38%	54%	43%
Geometry		92%	58%	34%	54%	38%
History		97%	75%	22%	71%	26%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	17%	-8%	16%	-7%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		53%	20%	33%	18%	35%
Geometry		* 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?

During the 2024–2025 school year, MAST Academy achieved notable gains in academic proficiency. FAST results show ELA proficiency increased from 92% to 94%. Algebra 1 EOC scores rose from 94% to 98% proficient, overall math proficiency improved from 92% to 95%, and U.S. History proficiency increased from 93% to 97%

Key Actions for Improvement:

1. **Progress Monitoring:** We implemented a robust progress monitoring system to track student performance regularly. This allowed us to identify areas where students were struggling and provide timely interventions. By continuously assessing and adjusting our approach, we ensured that each student received the support they needed to succeed.
2. **Instructional Walkthroughs:** Regular classroom walkthroughs were conducted by our leadership team to observe teaching practices and student engagement. These walkthroughs provided valuable insights into the effectiveness of our instructional methods and helped us identify best practices that could be shared across the school.
3. **Reciprocal Teaching:** We adopted reciprocal teaching techniques, which involve students taking turns leading discussions about the text. This strategy not only improved comprehension but also encouraged active participation and critical thinking. Students became more confident in their reading and analytical skills, contributing to overall proficiency gains.
4. **CRISS Strategies:** The implementation of CRISS (Creating Independence through Student-owned Strategies) further enhanced our instructional approach. These strategies focused on teaching students how to organize information, make connections, and develop a deeper understanding of the material. By empowering students with these skills, we fostered a more independent and effective learning environment.

Lowest Performance

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

The data components that showed the lowest performance were the Science Achievement proficiency (8th grade Science and Biology EOC average) from 91% in 2024 to 89% in 2025 and the Geometry EOC scores from 93% to 92%. Two contributing factors that may have been attributed are that this science cohort saw a change of teacher in the middle of the year, after being without a teacher for three months. In addition the Geometry teacher did not attend enough training on the new standards to become comfortable with the new resources.

Greatest Decline

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

MAST Academy continues to uphold a strong academic foundation, though recent data from the 2024–2025 school year highlights areas for targeted improvement. The most alarming observation was in the US History proficiency rate for the English Language Learners (ELL) subgroup, which showed a 33% proficiency in 2025. Additionally, our Science Achievement proficiency (including the Statewide Science Assessment and Biology EOC) decreased by 2 percentage points from 91% to 89%, marking another key area of concern since the 3-year trend has shown a decrease each year since 2023.

Despite these challenges, the school remains committed to academic excellence and is actively implementing strategies to address these areas:

1. Lack of English language acquisition.
2. Lack of subject-specific vocabulary.

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.

MAST Academy continues to demonstrate strong academic performance, yet recent data from the 2024–2025 school year highlights critical areas for growth—most notably within the English Language

Learners (ELL) subgroup. The greatest proficiency gap exists in this subgroup across all accountability areas, with the most significant concern for the US History EOC, where only 33% of ELL students achieved proficiency in 2025 compared to 37% proficient in 2024.

In addition, school-wide Science Achievement proficiency declined by 2 percentage points, and both Geometry and overall Social Studies achievement proficiency decreased by 1 percentage point each. These trends underscore the need for focused, data-driven interventions to support our diverse learners.

The primary factors contributing to the largest gap include the addition of new faculty members in the Social Studies department, insufficient interventions for the lowest-performing 25% of students within the classroom, and a lack of consistent progress monitoring.

EWS Areas of Concern

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

Recent student attendance data reflects that MAST Academy has 38% of the student body have been absent 11 or more times. This high rate of absenteeism poses several challenges to both the students' academic progress and the overall school environment.

Highest Priorities

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

MAST Academy's highest priority is improving student attendance to maximize instructional contact hours. The second priority is increasing overall learning gains, with a focus on the English Language Learners (ELL) subgroup taking US history. The third priority is strengthening school-wide science proficiency in both Biology and Middle School Science.

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 Science

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.

Based on the data showing overall Science achievement at 89% in 2024 and 92% in 2025 EOC, and the identified contributing factors of the need to ensure continued progress, maintain high academic standards, close the gap between proficient and advanced performance levels, we will implement the evidence-based strategy of data-driven instruction.

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.

Based on the prior year's data, where 89% of our Science EOC students achieved proficiency, the school aims to increase this rate by at least 3 percentage points to 92% by the end of the 2025-2026 academic year, as measured by the 2026 Science State Assessment and Biology EOC. With the implementation of extended learning opportunities—such as tutoring, mini-assessments, and targeted coaching. We will monitor progress through ongoing assessments and instructional adjustments to ensure we meet this objective.

Monitoring

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

Progress toward the science proficiency goal will be monitored through a multi-tiered approach that includes administrative walkthroughs, instructional learning walks, and collaborative planning sessions. These structures will allow leadership and instructional teams to observe classroom practices, provide real-time feedback, and ensure alignment with instructional goals. Ongoing professional development and targeted supports will be provided based on trends and needs identified during observations and data analysis. This continuous monitoring cycle will ensure fidelity of implementation and drive instructional improvement toward meeting the 92% proficiency target.

Person responsible for monitoring outcome

Giuseppe Semeraro, Assistant Principal, Tomas Pendola, Science Chairperson

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:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Data-driven instruction was selected as the primary strategy because it promotes instructional consistency, ensures alignment to standards, and provides a structured approach for teachers to analyze student data and refine their practice. Prior year data indicated that the most significant gains in student achievement occurred in classrooms where teachers consistently used data to inform instruction. This practice fosters targeted interventions, encourages the use of evidence-based strategies, and allows for early identification of student misconceptions. By leveraging data to guide decision-making, data-driven instruction builds teacher capacity and directly impacts the quality of instruction, making it a critical driver in achieving our goal of increasing science proficiency from 89% to 92%.

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

Master schedule will embed collaborative planning.

Person Monitoring:

Giuseppe Semeraro, Assistant Principal; Science Chairperson

By When/Frequency:

September 26, 2025/Monthly

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

To monitor the impact of this action step, school leadership and department chairpersons will attend collaborative planning meetings monthly, using a standardized protocol to track participation, instructional alignment, and data-driven decision making. The effectiveness of collaborative planning will also be assessed through classroom walkthroughs, learning walks, and review of student assessment data on a monthly basis. Adjustments and targeted support will be provided as needed to ensure the collaborative planning process effectively drives improvements in student achievement.

Action Step #2

Data Chats

Person Monitoring:Giuseppe Semeraro, Assistant Principal;
Department Chairperson**By When/Frequency:**

September 26, 2025/Monthly

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

Administration will conduct monthly data chats to document discussions, instructional adjustments, and next steps. Trends identified during these chats will guide professional development and resource allocation, ensuring instruction remains responsive and aligned with the goal of increasing science proficiency from 89% to 92%.

Action Step #3

Professional Development Opportunities.

Person Monitoring:Giuseppe Semeraro, Assistant Principal;
Department Chairperson**By When/Frequency:**

September 26, 2025/ monthly

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

The school will implement a targeted professional development plan to improve science instruction. School-specific sessions will focus on data analysis, inquiry-based learning, and strategies to increase student engagement. District-provided training will support alignment with state standards and curriculum updates. The effectiveness of professional development will be monitored through classroom walkthroughs, teacher feedback, and evidence of strategy use during instruction. Student assessment data will also be reviewed to track progress toward the schoolwide science proficiency goal of 92%.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies**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.

Based on the data showing that only 33% of English Language Learners (ELLs) subgroup demonstrated learning gains on the 2024–2025 US History EOC, and the identified contributing factors of language barriers, limited background knowledge, and challenges in accessing complex texts, we will implement ongoing progress monitoring to improve ELL learning gains in social studies. These strategies will focus on enhancing content comprehension, promoting critical thinking, and supporting academic language development to ensure ELL students make measurable progress and succeed across disciplines during the 2025–2026 school year.

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.

Our school's goal is to increase the U.S. History EOC proficiency among ELL students from 33% in 2025 to 36% in 2026, as evidenced by the 2026 US History EOC exam.

Monitoring

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

Implementation of instructional strategies to improve ELL proficiency in social studies will be closely monitored through multiple measures:

- Explicit instruction with an emphasis on content-rich vocabulary development.
- Professional development focused on new teachers in the department.
- Collaborative learning activities that promote student engagement, encourage peer-to-peer interaction, and support the development of English acquisition.

Person responsible for monitoring outcome

Dr. Erika Pell, Assistant Principal; Social Studies Department Chairperson

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:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:

English Language Learners (ELLs) demonstrated a 33% proficiency rate in social studies on the 2024–2025 state assessment, highlighting a significant gap in content mastery and academic language development. Addressing this need is critical, as ELL students require targeted instructional support to access complex texts, develop critical thinking skills, and engage fully with grade-level content. By implementing scaffolded strategies, formative assessment–driven interventions, and monthly data chats to monitor progress, the school can provide timely adjustments and support. This approach ensures that instruction is responsive, builds student capacity, and promotes measurable growth, with the goal of increasing ELL proficiency to 36% by the end of the 2025–2026 school year.

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

Academic Vocabulary Instruction Using Visual Supports and Concept Mapping

Person Monitoring:

Dr. Erika Pell, Assistant Principal; Social Studies
Chairperson

By When/Frequency:

September 26, 2025/Monthly

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

Teachers will incorporate monthly structured vocabulary instruction into social studies units using tools such as word walls, visual aids, and concept maps. Instruction will focus on helping students understand word meanings through context clues, relevant examples, and application in both speaking and writing tasks. Key academic and content-specific vocabulary will be intentionally selected based on unit objectives and revisited consistently throughout each unit to reinforce understanding and retention. The implementation of vocabulary instruction will be monitored monthly through lesson plan reviews, classroom walkthroughs, and collaborative planning discussions. Student understanding will be assessed through formative checks, vocabulary quizzes, and integration of key terms in writing tasks and discussions. Progress will be tracked monthly to ensure vocabulary development supports improved comprehension and achievement among ELLs in social studies.

Action Step #2

Collaborative Learning Structures

Person Monitoring:

Dr. Erika Pell, Assistant Principal; Social Studies
Chairperson

By When/Frequency:

September 26, 2025/Monthly

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

Teachers will embed collaborative learning activities into monthly social studies instruction, incorporating small group discussions, peer teaching opportunities, and group projects aligned to content standards. These activities will provide English Language Learners (ELLs) with structured opportunities to engage in academic discourse, practice content-specific vocabulary, and develop both content knowledge and oral language skills in a supportive, peer-driven environment. The use of collaborative learning structures will be monitored monthly through classroom walkthroughs, formal observations, and collaborative planning discussions, with a focus on student engagement and instructional alignment. Teachers will assess student participation and oral language development using rubrics, student reflections, and formative assessments. Monthly data will guide instructional adjustments and ensure collaborative learning strategies effectively support ELL progress in social studies.

Action Step #3

Encourage Professional Development on ELL Strategies

Person Monitoring:

Dr. Erika Pell, Assistant Principal; Social Studies
Chairperson

By When/Frequency:

September 26, 2025/Quarterly

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

The school will conduct quarterly, targeted professional development sessions for social studies

teachers, focusing on evidence-based instructional strategies to support English Language Learners (ELLs). Topics will include vocabulary scaffolding, collaborative learning, and academic language development. Sessions will feature strategy modeling, guided lesson planning, and the provision of practical classroom tools to ensure effective implementation. Follow-up weekly classroom walkthroughs and lesson plan reviews will assess the integration of strategies into daily instruction, while monthly monitoring will provide ongoing feedback and support to ensure sustained implementation and improvement in ELL student outcomes.

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.

Based on the 2024–2025 EWI attendance data, which showed that 38% of students missed 11 or more school days, and the identified contributing factors of inconsistent district-provided transportation, weather-related absences, and immigration-related challenges, we will implement a more stringent Attendance Review Committee with progressive disciplinary actions to address chronic absenteeism. We will promote school attendance by fostering school pride spirit, branding, and by encouraging participation in school activities that support daily attendance. We will provide incentives and challenges to engage in healthy attendance competitions for grade levels.

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.

The measurable outcome is a 5% reduction EWI attendance data in the number of students with 11 or more absences, as evidenced by EWI data for the 2025–2026 school year. This goal will be achieved through the implementation of the Attendance Review Committee, which will regularly monitor attendance data, identify patterns of absenteeism, and apply both progressive disciplinary actions and supportive interventions to ensure students are consistently present and engaged.

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.

Establish a Monthly Attendance Review Committee with clearly defined roles for each member and explicit expectations. The importance of regular attendance and school attendance expectations will be communicated to students during assemblies. Attendance will be tracked closely, with students

identified for intervention after five absences, and each subsequent absence addressed through targeted supports.

Attendance will be monitored monthly by the committee using updated attendance records and trend analysis to ensure timely interventions. By addressing absenteeism early and providing consistent support, this approach will increase student attendance, ensuring more instructional time and engagement. Improved attendance is directly linked to higher academic performance, as students are present to access high-quality instruction, participate in collaborative learning, and engage with curriculum-aligned content.

Person responsible for monitoring outcome

Giuseppe Semeraro, Assistant Principal

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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The establishment of a rigorous Attendance Review Committee, dedicated to providing solution-focused support to assist students and parents in addressing attendance challenges. The committee will implement attendance incentives to encourage regular student participation and maintain clear, proactive communication with families regarding excessive absences.

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

Attendance Review Committee

Person Monitoring:

Giuseppe Semeraro, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

The Attendance Review Committee will analyze attendance data monthly and meet with students

who reach the five-absence threshold. Interventions and disciplinary actions will be implemented based on the number of absences.

Action Step #2

Attendance Incentives

Person Monitoring:

Giuseppe Semeraro, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

The leadership team will review monthly attendance data and recognize the grade level with the highest attendance percentage at the end of September by providing a special treat. This initiative is designed to encourage consistent attendance and foster healthy competition among students.

Action Step #3

Attendance communications through student assembly and Coffee with Captain meetings

Person Monitoring:

Giuseppe Semeraro, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

The leadership team will communicate the school's attendance expectations to students, parents, and staff through student assemblies and monthly 'Coffee with the Captain' sessions. These efforts aim to ensure the school community understands the importance of regular attendance and fosters a shared commitment to supporting student success.

Area of Focus #2

Other: Staff Morale/Campus Cleanliness

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.

Based on the data from the Staff Climate Survey, which showed that 23% of respondents reported the building is not consistently maintained, 26% felt their ideas are not actively considered in decision-making, and 34% disagreed that staff morale is high, and the identified contributing factors of facility maintenance, communication practices, and staff engagement, we will implement targeted strategies to promote a growth mindset.

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.

Our school aims to increase staff morale from 66% in 2025 Staff Climate Survey to 80% in 2026 as evidenced by the Staff Climate Survey. We will implement a staff engagement and morale initiative. This will include follow-up school created climate surveys, faculty meeting exit tickets to collect feedback, regular staff incentives such as giveaways and snacks, public recognition through shout-

outs, and monthly team-building events to foster a positive and collaborative school environment.

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.

Staff morale will be monitored through QR code–based exit tickets following faculty meetings, allowing leadership to gather ongoing, real-time feedback on staff experiences and perceptions throughout the year. To address concerns regarding building cleanliness, an updated restroom cleanliness log will be maintained and reviewed regularly to ensure facilities are clean, well-maintained, and meet staff expectations. By monitoring and addressing these areas, the school will create a positive and supportive work environment, which research shows is linked to increased teacher effectiveness and, ultimately, higher student achievement.

Person responsible for monitoring outcome

Samuel Johnson, Assistant Principal

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:

Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders of growth-mindset, facilitating activities that promote growth-mindset, and modeling growth mindset.

Rationale:

Promoting a growth mindset among staff fosters a culture of continuous learning, resilience, and collaboration. When teachers view challenges as opportunities for development rather than obstacles, they are more likely to engage in professional growth, share ideas, and support one another. This approach encourages a positive perspective on feedback and innovation, reducing stress and increasing confidence in instructional practices. As staff feel more valued and empowered, overall morale improves, leading to greater job satisfaction, stronger collaboration, and a more motivated workforce; all of which positively impact student engagement and achievement. The selected evidence-based interventions—such as recognition programs, real-time feedback tools, and team-building activities—are grounded in studies that demonstrate the importance of employee recognition, psychological safety, and a culture of shared leadership. By addressing these areas through intentional and consistent strategies, the school aims to improve staff satisfaction, increase retention, and ultimately support a more cohesive and effective school community.

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

Exit Tickets

Person Monitoring:

Erika Pell, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

Responses will be reviewed monthly by the leadership team to identify patterns, address concerns, and adjust practices as needed. Trends and summary data will be documented and used to inform leadership decisions, shape future professional development, and guide the implementation of morale-boosting initiatives. The effectiveness of this action step will be evaluated through comparison of beginning- and end-of-year staff climate survey results, aiming for a measurable decrease in negative perceptions of morale and communication.

Action Step #2

Cleanliness Logs

Person Monitoring:

Dr. Erika Pell, Assistant Principal

By When/Frequency:

September 26, 2025/Weekly

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

To address concerns about building cleanliness, the school will implement and daily maintenance restroom cleanliness logs for all staff and student restrooms. Custodial staff members sign the log after each scheduled cleaning, ensuring accountability and consistent upkeep of facilities.

Administrative staff will review the logs weekly to verify completion and identify any recurring issues. Feedback from staff, gathered through QR exit tickets and informal check-ins, will be used to assess the effectiveness of the cleaning schedule. If patterns of concern arise, adjustments will be made to staffing or cleaning routines. The goal is to improve perceptions of cleanliness, as measured by a reduction in related concerns on the end-of-year Staff Climate Survey.

Action Step #3

Incentive Carts

Person Monitoring:

Dr. Erika Pell, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

The school will implement monthly "Incentive Carts" stocked with snacks, small gifts, and motivational items to recognize and appreciate staff members for their hard work and dedication. The carts will be brought to classrooms and workspaces, offering a moment of gratitude and positive interaction. The impact of this action will be monitored through QR code exit ticket feedback, informal staff input, and observations of staff engagement and morale. Leadership will track participation and staff responses to the initiative to assess its effectiveness in boosting morale. Adjustments to the frequency or content of the incentive carts will be made based on feedback, with the ultimate goal of increasing staff satisfaction and decreasing negative perceptions related to morale on the end-of-year Staff Climate Survey.

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