

Pinellas County Schools

# OSCEOLA FUNDAMENTAL HIGH



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Osceola Fundamental High School's mission is to sustain an environment where staff, students, parents, and community work collaboratively to support all students in meeting or exceeding college and career readiness.

### Provide the school's vision statement

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Osceola Fundamental High School's vision is to graduate 100% of our students so they are prepared for college and career.

## B. School Leadership Team

### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Michael Bohnet

##### Position Title

Principal

##### Job Duties and Responsibilities

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No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Matthew Chrispin

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Math, Science, Application Program, English Language Learners

### **Leadership Team Member #3**

**Employee's Name**

Julie Finley

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Curriculum, ELA, Career and Technical, Acceleration, and Assessments

### **Leadership Team Member #4**

**Employee's Name**

Cynthia Mucerino

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Social Studies, Exceptional Students Education, Facilities, and Activities

### **Leadership Team Member #5**

**Employee's Name**

Christopher Montgomery

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

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No Answer Entered

### **Leadership Team Member #6**

**Employee's Name**

Electra Polizzi

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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No Answer Entered

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Teacher Input through School Based Leadership Team, Surveys of Staff, Student and Parents, Community Groups (ie, Elks, Rotary) Monthly Parent Meetings, Boosters, SAC, PTSA, Academy Advisory Boards.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Observation Process: Walk through data and feed-back, especially in our focus area of differentiation and sound teaching practices. Consistent Data Review and data chats. Adjustments will be made based on the data provided by observation and data review results.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>27.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>27.6%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21:</b> <b>2019-20: A</b>



## E. Early Warning Systems

### 1. Grades K-8

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

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					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 (2024-25)

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

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

### Current Year (2024-25)

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

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71			62	47	50	68	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63						54		
ELA Learning Gains Lowest 25%	64						51		
Math Achievement *	58			69	36	38	72	38	38
Math Learning Gains	46						63		
Math Learning Gains Lowest 25%	32						56		
Science Achievement *	82			83	61	64	84	42	40
Social Studies Achievement *	86			85	63	66	90	47	48
Graduation Rate	100			100	92	89	100	61	61
Middle School Acceleration								45	44
College and Career Readiness	80			80	69	65	75	70	67
ELP Progress	51			41	47	45	60		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	729
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	77%	70%	68%		73%	70%

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

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	51%	No		
Asian Students	86%	No		
Black/African American Students	55%	No		
Hispanic Students	58%	No		
Multiracial Students	70%	No		
White Students	70%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	41%	No		
Asian Students	85%	No		
Black/African American Students	72%	No		
Hispanic Students	71%	No		
Multiracial Students	79%	No		
White Students	81%	No		
Economically Disadvantaged Students	73%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	63%	No		
English Language Learners	51%	No		
Native American Students				
Asian Students	86%	No		
Black/African American Students	72%	No		
Hispanic Students	66%	No		
Multiracial Students	82%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	68%	No		



# D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	71%		63%	64%	58%	46%	32%	82%	86%	
Students With Disabilities	30%		43%	44%	18%	19%	16%	43%	46%	
English Language Learners	43%		52%	45%	28%	36%		38%		
Asian Students	87%		69%		72%	77%		90%	100%	
Black/African American Students	52%		78%		46%	20%		77%		
Hispanic Students	57%		54%	62%	38%	29%	16%	72%	86%	
Multiracial Students	71%		63%	58%	56%	64%		77%	82%	
White Students	73%		64%	67%	63%	47%	36%	83%	86%	
Economically Disadvantaged Students	64%		62%	61%	53%	42%	40%	77%	84%	

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	62%				69%			83%	85%		100%	80%	41%
Students With Disabilities	40%				53%			38%	68%		97%	35%	
English Language Learners	35%				40%				27%				61%
Asian Students	73%				88%			94%	90%		100%	67%	
Black/African American Students	63%				70%						100%	54%	
Hispanic Students	56%				47%			77%	77%		100%	82%	55%
Multiracial Students	52%				69%			77%	89%		100%	88%	
White Students	62%				72%			83%	87%		99%	82%	
Economically Disadvantaged Students	55%				65%			80%	79%		99%	66%	64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRE
All Students	68%		54%	51%	72%	63%	56%	84%	90%		100%	75%	60%
Students With Disabilities	49%		52%	55%	65%	69%	64%	38%	95%		97%	43%	
English Language Learners	43%		41%	36%	50%	60%		67%					60%
Native American Students													
Asian Students	90%		66%		83%	92%		93%			100%	77%	
Black/African American Students	67%		61%					90%	80%		91%	40%	
Hispanic Students	58%		51%	47%	60%	63%	59%	73%	78%		100%	65%	70%
Multiracial Students	77%		55%		75%	91%			93%		100%	81%	
Pacific Islander Students													
White Students	68%		53%	51%	74%	59%	53%	85%	92%		100%	77%	
Economically Disadvantaged Students	61%		53%	43%	62%	70%	65%	74%	89%		99%	66%	64%

## 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.

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

### 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?

---

Greatest growth was demonstrated in our ELA data, data reflected a 9% growth (59% to 68%). Teachers utilized common planning to plan rigorous lessons that demonstrated strong task target alignment as well as utilize district common strategies such as the reading protocol.

##### Lowest Performance

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

---

Our lowest performance was demonstrated in our Students with Disabilities subgroup in both ELA and Algebra, showing a decline to 19% and 16% proficient, respectively. Factors that may have impacted the data would be less time co-planning between inclusion teachers and general education teachers and need for more differentiation strategies.

##### Greatest Decline

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

---

The greatest decline in data was seen in Geometry, with a 9% decline (72% - 63%). Factors that may have impacted data would be the decreased use of common formative and summative assessments.

##### 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.

---

When comparing our overall data to that of the state averages, we scored above in all tested areas.

##### EWS Areas of Concern

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

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No Answer Entered

##### Highest Priorities

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

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1. Increase student performance within our lowest achieving Students with Disabilities subgroup population.
2. Increase student performance of the students in Algebra 1.
3. Increase student performance of the students in Geometry.
4. Continue to grow students enrolled in AP and/or college coursework.
5. Decrease the number of students receiving Ds and Fs in required content courses.

## 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 Math

##### Area of Focus Description and Rationale

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

---

**Algebra 1:** Our overall proficiency rate for Algebra 1 was 49%. The data reflects that most proficient students scored in the level 3 achievement band (44%) with just 5% scoring in the level 4 achievement band. One student did score in the level 5 achievement band. Our students scoring below proficient was 51%, with most of those students scoring in the level 2 achievement band (43%). This demonstrates a critical need for differentiation to better support our low proficient students and to challenge our higher proficient students.

**Geometry:** Our overall proficiency rate for Geometry was 63%. The data reflects that most students scored in the level 3 achievement band (32%) with 14% scoring in the level 4 achievement band, and 16% scoring level 5. Students scoring below proficient was 37%, with most of those students scoring in the level 1 achievement band (35%). This demonstrates a critical need for additional supports for our lowest performing students while providing challenging differentiation for our proficient students to increase total percentage of students testing in the level 4 and 5 achievement 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.

---

**Algebra:** The percent of students achieving proficiency in Algebra 1 will increase from 49% to 55%, as measured by the Algebra 1 EOC Assessment.

**Geometry:** The percent of students achieving proficiency in Geometry will increase from 63% to 72%, as measured by the Geometry EOC Assessment.

##### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

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how ongoing monitoring will impact student achievement outcomes.

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Progress for both Algebra and Geometry will be monitored throughout the school year through regular classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

**Person responsible for monitoring outcome**

Matthew Chrispin

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Staff will strengthen instructional practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative/summative assessment strategies that monitor for student learning and mastery of standards.

**Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning

**Person Monitoring:**

**By When/Frequency:**



Matthew Chrispin

Quarterly

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

Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLC's that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will analyze and track student data (PM Data, District common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content.

**Action Step #5**

Walkthrough Feedback

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #6**

Student Tools

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Weekly

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

Teachers will intentionally teach and spend time working with the student tools used throughout testing (calculator, Desmos online calculator, reference sheets) to increase student understanding of tools to transfer use on assessments.

**Action Step #7**

Tutoring

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Quarterly

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

Working with Administration on a quarterly calendar of tutoring will be set up ensuring that a teacher tutor is available twice weekly for additional assistance to fill in academic gaps.

**Action Step #8**

Strategy Walks

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

**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**

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

---

Our current level of performance shows that 67% of students are proficient, as measured by the 2024 PM Cycle 3 ELA FAST Assessment, this ranked, again, as one of the highest performances in the district. Within the proficiency bands, 29% scored in the level 4 achievement band and 13% scoring in level 5. Students showing below proficient is 32%, with most of those students scoring in the level 2 achievement band (21%). Our data demonstrates a need for a continuous focus on intentional planning, differentiation, and strong instructional practices.

**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 percent of students achieving proficiency in English Language Arts will increase from 68% to

74%, as measured by the PM Cycle 3 ELA FAST Assessment.

### **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.

---

Progress for ELA will be monitored throughout the school year through regular classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

### **Person responsible for monitoring outcome**

Julie Finley

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

#### **Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Quarterly

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

Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLC's that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Teachers will analyze student data (PM Data, District common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Action Step #5**

Walkthrough Feedback

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #6**

Lesson Resources

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Weekly

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

Throughout lessons teachers will use BEST text, reading comprehension protocols, and anchor charts to assist students in mastery of standards.

**Action Step #7**

Strategy Walks

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

**Area of Focus #3**

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**

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

---

Our current level of performance shows that 87% are proficient, as measured by the 2024 U.S. History EOC, ranked as one of the highest performances in the district. Students showing within the proficient bands, with 34% scoring in the level 5 performance band and 23% scoring level 4. Most students scoring in the non-proficient bands were at the level 2 achievement band (9%). Our data demonstrates a need for continuous focus on differentiation to continue to support our high level of achieving students.

**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.

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The percent of students achieving proficiency in U.S. History will increase from 87% to 90%, as measured by the U.S. History EOC Assessment.

**Monitoring**

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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.

---

Progress for Social Studies will be monitored throughout the school year through regular classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

### **Person responsible for monitoring outcome**

Cynthia Mucerino

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

#### **Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Professional Learning

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Quarterly

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

Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLC's that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Teachers will analyze student data (PM Data, District common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Action Step #5**

Walkthrough Feedback

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #6**

Questioning



**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

During common planning teachers will intentionally plan for purposeful questioning strategies to help students better elaborate on content.

**Action Step #7**

Strategy Walks

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

**Area of Focus #4**

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**

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

---

Our current level of performance shows 82% of students proficient, as measured by the 2024 Biology EOC, ranked as one of the highest performances in the district. Students showing within the proficient bands demonstrate 33% at level 5 proficiency band and 14% at level 4. Students showing below proficient rank most in level 2 proficiency band (15%). Data shows that we must continue to focus on differentiation, strong instructional practices, and remediation efforts to support continued growth in proficiency.

**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 percent of students achieving proficiency in Biology will increase from 82% to 88%, as measured by the Biology EOC Assessment.

**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.

---

Progress for Biology will be monitored throughout the school year through regular classroom



walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

**Person responsible for monitoring outcome**

Matthew Chrispin

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards

**Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Quarterly

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

Teachers will engage in district and site provided professional learning opportunities and utilize

strategies learned within their own classrooms.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLC's that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will analyze student data (Biology Checks for Understanding, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Action Step #5**

Walkthrough Feedback

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #6**

Hands-on Experience

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Weekly

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

When introducing new content teachers will engage students with hands-on experiences to anchor

the learning. Throughout the lesson teachers will use this hands-on activity reinforce the learning of critical content.

### **Action Step #7**

Strategy Walks

#### **Person Monitoring:**

Matthew Chrispin

#### **By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

### **Area of Focus #5**

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

#### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

##### **Area of Focus Description and Rationale**

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

---

Data indicates that Students with Disabilities (SWD) have demonstrated that they are lacking the foundational skills to meet proficiency levels on state tested subject areas as shown in both Algebra (16%) and English (ELA, 19%). This data indicates a critical need to focus ESE inclusion instructors and General Education subject area instructors on collaboration on content being taught and strategies to meet specially designed instruction.

##### **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 percent of students achieving proficiency in ELA will increase from 19% to 30%, as measured by the PM Cycle 3 ELA FAST Assessment.

The percent of students achieving proficiency in Algebra will increase from 16% to 30%, as measured by the Algebra 1 EOC.

##### **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.

---

Progress for Students with Disabilities will be monitored throughout the school year through regular

classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

**Person responsible for monitoring outcome**

Cynthia Mucerino

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning focused on content specific general education teachers co-planning with inclusion teachers on strategies that best fit individual student specialized designed instruction needs. • Using cognitive processes to align learning action to standard and rigor. • Assist students to mastery of meaningful IEP goals while learning the foundational skills needed to engage in rigorous, grade level content in the least restrictive environment. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

**Rationale:**

Students when offered the support and scaffolding needed to understand the content will be more engaged in their learning and will show more learning gains as they increase their skills. Using PLC data chats we will enable early identification of students in need, and plan for the differentiation and support of those students. We will use regular progress monitoring data to determine ESE students making sufficient gains.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Scheduling

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Prior to start of school

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

Ensure optimal student support, build a master schedule that places ESE students in the proper

courses with the necessary supports.

### **Action Step #2**

Planning

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Quarterly

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

Strategically create a quarterly schedule that provides time for collaboration between the ESE Inclusion and Gen Ed teacher to facilitate integration of specially designed instruction into core content classes, provide opportunities for differentiation, and monitor student progress towards IED goals and mastery of general education standards.

### **Action Step #3**

Differentiation

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Teachers and/or ESE Service Providers will provide differentiated, individual/small group instruction aligned to areas of need identified in each student's IEP to allow them to fully engage with same age peers and make progress towards grade level standards by engaging in professional development that best supports SWD by differentiating rigorous standards-based instruction

### **Action Step #4**

Student Independence

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Strengthen student's abilities to work independently by embedding meta-cognitive strategies into content based (ELA/Math) instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

### **Action Step #5**

Professional Development

**Person Monitoring:**

Mucerino

**By When/Frequency:**

Monthly

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

ESE professional development will be offered to support Gen Ed teachers with differentiation strategies to support student growth in core content.

### **Area of Focus #6**

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

**ESSA Subgroups specifically relating to English Language Learners (ELL)**

**Area of Focus Description and Rationale**

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

---

English Language Arts (ELA) was the lowest proficient content area for this subgroup, scoring at 29% proficient, compared to an overall proficiency of 72% (looking rising 9th grade students). Data indicates a need to focus on intentional planning, differentiation and scaffolding to assist this subgroup in meeting proficiency.

**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 percent of students achieving proficiency in ELA will increase from 29% to 41%, as measured by the PM Cyle 3 ELA FAST Assessment.

**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.

---

Progress for English Language Learners will be monitored throughout the school year through regular classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

**Person responsible for monitoring outcome**

Matthew Chrispin

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

**Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Quarterly

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

Teachers engage in district provided professional learning opportunities focused on differentiation for student of other languages.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLCs that focus on data analysis and intentional planning as well as pedagogy focused on strategies that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Teachers will analyze student data (PM Data, District common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching



**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Action Step #5**

Walkthrough Feedback

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #6**

Supports

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Monthly

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

Provide time for collaboration between the gen ed content teacher and ELL support personal to develop strategies to support individual student needs.

**Action Step #7**

Strategy Walks

**Person Monitoring:**

Matthew Chrispin

**By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

**Area of Focus #7**

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

**ESSA Subgroups specifically relating to Black/African American Students (BLK)****Area of Focus Description and Rationale**

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

---

Algebra was the lowest proficient content area in this subgroup at 33% compared to the overall average proficient rate of 49% as measured by the Algebra 1 EOC. Data also showed that students in this subgroup underperformed in English, showing a proficiency of 55% compared to the overall



average proficiency of 68%. Data indicates a need to address the gap in learning through differentiation and scaffolding.

**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 percent of students achieving proficiency in Algebra will increase from 33% to 43% as measured by the Algebra 1 EOC.

The percent of students achieving proficiency in English will increase from 45% to 55% proficient as measured by the PM Cycle 3 ELA FAST Assessment.

**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.

---

Progress for Black/African American students will be monitored throughout the school year through regular classroom walkthroughs with actionable and timely feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practices that are data centered. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration plans for students.

**Person responsible for monitoring outcome**

Cynthia Mucerino

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Staff will strengthen pedagogical (instructional) practices through: • Intentional planning (focused on cognitive processing and practicing, common assessments, WICOR strategies) • Strategy walks (demo classrooms, co-teach model lesson, and WICOR walks) • Using cognitive processes to align learning action to standard and rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

**Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced instructional practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the distribution of scale scores to reduce non-proficiency and increase proficiency in the higher levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning Communities

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Teachers will participate in bi-monthly PLC's that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

**Action Step #2**

Student Alliance

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Enhance the supports of the Black Student Alliance (BSA) group as a place for students to address concerns and receive additional academic supports.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Monthly

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

Teachers will analyze student data (PM Data, District common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will track this data through the use of a tracking system used by both teachers and students.

**Action Step #4**

Spiral Teaching

**Person Monitoring:****By When/Frequency:**

Cynthia Mucerino

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Area of Focus #8**

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

**Graduation/Acceleration specifically relating to Graduation****Area of Focus Description and Rationale**

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

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Our current graduation rate is at 100%, as evidenced in the school's 2023-2024 graduation data. Current performance will be maintained by implementing targeted areas for school improvement with fidelity.

**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 percent of students' graduating on time will be 100%.

**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.

---

This goal will be monitored throughout the school year via the following methods: monitoring district cycle assessment summative scores for at-risk seniors, intervention placement within scheduling for at-risk seniors, district graduation cohort report data analysis, individual at risk senior report monitored through Child Study Team (CST).

**Person responsible for monitoring outcome**

Julie Finley

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

CST - weekly meetings held with MTSS support staff to analyze individual student situation Targeted scheduling - student placement in intervention classes (math and ELA) for students that have not yet recorded passing state scores.

**Rationale:**

Data analysis for individual students will take place weekly to monitor senior progress immediately and efficiently. Continued implementation of this practice will assist in reaching our repeated goal of 100% graduation.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

MTSS

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Weekly

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

Using current data, CST/MTSS will meet weekly to monitor progress of at risk seniors.

**Action Step #2**

Data Analysis

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Weekly/Quarterly

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

Weekly and quarterly the district graduation cohort report will be analyzed and shared with school counselors to develop next steps toward a successful on-time graduation.

**Action Step #3**

Course Placement

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Prior to start of school

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

Course data will be evaluated, and seniors will be placed in intervention courses necessary.

**Area of Focus #9**

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

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

---

Our current level of performance is a pass rate of 63% of students enrolled in accelerated courses, as evidence by the Advanced Placement (AP) data. The area of focus is on the additional 37% of students who did not meet the pass rate. Data indicates is a need to focus on differentiation to increase the percent of students passing AP exams.

### 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 percent of students receiving a passing score of 3 or greater on AP Exam will increase from 63% to 69% as measured by individual AP Subject Exams.

### 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.

---

this goal will be monitored throughout the school year through the following methods:

- monitoring practice exam data and item analysis through AP focused PLCs following delivery of assessments such as DBQ, teacher created common formative assessments
- targeted feedback through the observation process to include walk-through data and formative evaluation of instructional practice
- the use of differentiated instructional practices designed within bimonthly PLCs
- attending district professional development and AP Summer Institute trainings
- increased use of AP Classroom

### Person responsible for monitoring outcome

Julie Finley

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

AP focused PLCs – assessment breakdown to include practice exam data and item analysis, unit planning and alignment with AP course requirements/pacing guides, individual lesson planning (i.e. objective creation, embedding formative assessments), student work analysis. • Pedagogy focused PLCs – instructional practice enhancement as defined by teacher DPP, development of differentiated instruction based on current trends in assessment data.

**Rationale:**

A strategic and consistent focus on content mastery and delivery of instructional practice to develop differentiation within the teaching and learning processes, will meet student needs across levels of proficiency. Through purposeful professional development with teacher planning, enhanced pedagogical practices will be implemented and improved levels of differentiated instruction will occur. This will positively impact the varied learning styles to reduce non-proficiency and increase proficiency in the higher levels as outlined in the measurable outcome.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning Communities

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Create and follow a pre-determined schedule of PLCs that is aligned with district and state assessment calendars, that will focus on collaboration and differentiation strategies.

**Action Step #2**

Data Analysis

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Teachers will analyze assessment and/or student work data at PLCs to look for trends and needs for remediation and differentiation.

**Action Step #3**

Walkthrough Feedback

**Person Monitoring:**

All Administration

**By When/Frequency:**

Weekly

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

Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

**Action Step #4**

Spiral Teaching

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Monthly

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

Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

**Action Step #5**

Strategy Walks

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Quarterly

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

Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

## **IV. Positive Culture and Environment**

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

---

Culture and Environment specifically addressing and relating to the School Climate/Conditions for Learning: The discipline data at Osceola Fundamental High School indicated 184 referrals were issued in the 2023-24 school year. Students skipping/Eloping Class or School was the most prevalent with 44 referrals (24%). By building relationships, posting signs, addressing concerns on Morning School News, keeping students engaged in the classroom and monitoring our halls via behavior specialist, campus monitor, and administration team, and encouraging students to go to class, we can reduce the number of skipping referrals by 10%. Teachers will be encouraged to use Positive Behavior incentives and restorative practices to foster a positive classroom environment. If needed behavior specialist will check in with students struggling in this area.

**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 percent of student referrals for skipping will be reduced from 24% of total referrals to 14% of total referrals.

**Monitoring**

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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.

---

This will be monitored by behavior specialist, CST and MTSS teams, and weekly attendance reports. Students will be required to check in with Behavior Specialist or Campus monitor before heading back to class.

**Person responsible for monitoring outcome**

Christopher Montgomery

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Using the following evidence-based interventions: Rigorous, engaging instruction Restorative Practices (Classroom Climate and Grading) PBIS incentives Run Focus Attendance reports Child Study Team (CST) PBIS Incentives for teachers and Students

**Rationale:**

Focus discipline and attendance will be used to determine which students are skipping classes and the time of day. We will ask Behavior specialist, Campus monitor, and Resource Officers to monitor the parking lots, and hallways at the high flight times. Establishing cooperative learning structures to promote student engagement and positive relationships (utilizing PBIS and Restorative Practices as needed). Students with repeated skipping patterns will be referred to the Child study team for planning and implementation of interventions to improve behavior. Restorative practices must be present to ensure the student feels welcome back into the classroom. With the development of deeper meaningful relationships, engaging content and the active monitoring of campus, students should have a stronger desire to stay in class.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Professional Development

**Person Monitoring:**

Julie Finley

**By When/Frequency:**

Beginning of school/ongoing

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

Teachers will engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction and engagement, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking) to support learning for ALL students equitably.



**Action Step #2**

Greetings

**Person Monitoring:**

Cynthia Mucerino

**By When/Frequency:**

Ongoing

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

Teachers will greet students daily at their doors and monitor their surroundings during transition time, while administration and other support staff actively monitor campus ensuring that students check-in to their classrooms.

**Action Step #3**

PBIS System

**Person Monitoring:**

Julie Finley/Christopher Montgomery

**By When/Frequency:**

Beginning of school/ongoing

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

A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. Reward distribution will be monitored through PBIS team.

**Action Step #4**

Walkthrough Feedback

**Person Monitoring:**

All administration

**By When/Frequency:**

Weekly

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

Administration will complete classroom walk-throughs to ensure highly engaging lessons are occurring as well as to promote presence on campus .

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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