CALVIN A. HUNSINGER SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

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

Mission: Educate and Prepare Each Student for College, Career and Life

Provide the school's vision statement

100% Student Success

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
Jessica Urquhart

urquhartje@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Leadership and Vision Alignment
- Ensure the SIP aligns with the school's mission, vision, and district goals
- Communicate the purpose and priorities of the SIP to all stakeholders
- Set clear, measurable goals based on data and identified needs

Data-Driven Decision Making
- Analyze academic, behavioral, and attendance data to identify areas for improvement
- Monitor progress toward SIP goals using ongoing assessments and metrics

- Use data to adjust strategies and interventions as needed

Instructional Support and Oversight

- Guide and support teachers in implementing strategies aligned with SIP objectives
- Provide professional learning based on SIP priorities
- Monitor classroom instruction to ensure fidelity to the improvement plan

Collaboration and Stakeholder Engagement

- Involve teachers, parents, students, and community members in SIP development and review
- Facilitate regular meetings of leadership and improvement teams
- Foster a culture of shared accountability and collaboration

Resource Allocation

- Align budgets and resources (staff, time, materials) with SIP goals
- Secure additional supports or funding if needed to meet targets
- Ensure efficient use of human and material resources in support of the SIP

Monitoring and Reporting

- Track implementation milestones and adjust timelines as needed
- Provide regular progress reports to district leadership and stakeholders
- Document successes, challenges, and lessons learned

Sustainability and Continuous Improvement

- Embed successful practices into the school's ongoing operations
- Reflect on outcomes to inform future improvement cycles
- Encourage innovation and continuous learning among staff

Leadership Team Member #2

Employee's Name
Darrell Kretz

Kretzd@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Leadership and Vision Alignment

- Ensure the SIP aligns with the school's mission, vision, and district goals
- Communicate the purpose and priorities of the SIP to all stakeholders
- Set clear, measurable goals based on data and identified needs

Data-Driven Decision Making

- Analyze academic, behavioral, and attendance data to identify areas for improvement
- Monitor progress toward SIP goals using ongoing assessments and metrics
- Use data to adjust strategies and interventions as needed

Instructional Support and Oversight

- Guide and support teachers in implementing strategies aligned with SIP objectives
- Provide professional learning based on SIP priorities
- Monitor classroom instruction to ensure fidelity to the improvement plan

Collaboration and Stakeholder Engagement

- Involve teachers, parents, students, and community members in SIP development and review
- Facilitate regular meetings of leadership and improvement teams
- Foster a culture of shared accountability and collaboration

Resource Allocation

- Align budgets and resources (staff, time, materials) with SIP goals
- Secure additional supports or funding if needed to meet targets
- Ensure efficient use of human and material resources in support of the SIP

Monitoring and Reporting

- Track implementation milestones and adjust timelines as needed
- Provide regular progress reports to district leadership and stakeholders
- Document successes, challenges, and lessons learned

Sustainability and Continuous Improvement

- Embed successful practices into the school's ongoing operations
- Reflect on outcomes to inform future improvement cycles
- Encourage innovation and continuous learning among staff

Leadership Team Member #3

Employee's Name
Melissa Wininsky

Wininskym@pcsb.org

Position Title
Elementary Teacher/Elementary Team Leader

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #4

Employee's Name
Drew Stryjewski

Stryjewskid@pcsb.org

Position Title
Middle School ELA Teacher/Middle School Team Leader

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #5

Employee's Name
Janet Cunningham

Cunninghamjan@pcsb.org

Position Title
High School Science Teacher/High School Team Leader

Job Duties and Responsibilities

- Facilitate meetings/professional learning focused on student achievement, graduation, & preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #6

Employee's Name
Lynn Wagner

Wagnerly@pcsb.org

Position Title
SBMH Behavior Specialist/Team Leader

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #7

Employee's Name
Cherie Angelo

Angeloc@pcsb.org

Position Title
ESE Services Coach/Staffing Team Coordinator

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on ESE best practices for increasing student achievement
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #8

Employee's Name
Amy Phillips

Phillipsamyj@pcsb.org

Position Title
School Social Worker/CST Coordinator

Job Duties and Responsibilities

- Facilitate CST meetings and ensure information is captured in the database
- Review, Analyze, & Develop action steps relative to CST and EWS data for the purpose increasing student achievement
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #9

Employee's Name
Tamariay Gordon

Gordonta@pcsb.org

Position Title
Social Studies Teacher 6-12/Reassignment Team Leader

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #10

Employee's Name
Tom Makowski

Makowskit@pcsb.org

Position Title
School Psychologist/MTSS Coordinator

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data

- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #11

Employee's Name
Taffy Quaglieri

Quaglierit@pcsb.org

Position Title
Reassignment-Behavior Specialist/Reassignment Team Leader

Job Duties and Responsibilities

- Facilitate meetings and professional learning focused on increasing student achievement and preparing students for life
- Review, Analyze, & Develop action steps relative to academic and behavioral data
- Monitor SIP data relative to the assigned area & ensure action steps are implemented
- Revise and update SIP action steps as part of a continuous improvement cycle
- Contribute to SBLT and all school initiatives and events
- Communicate relevant information to all team members

Leadership Team Member #12

Employee's Name
Johannah Kolianos

Kolianosj@pcsb.org

Position Title
School Secretary/Bookkeeper

Job Duties and Responsibilities

Support the Principal & Staff in the duties and responsibilities below (specifically the ones related to budget & resources)

Leadership and Vision Alignment
- Ensure the SIP aligns with the school's mission, vision, and district goals
- Communicate the purpose and priorities of the SIP to all stakeholders
- Set clear, measurable goals based on data and identified needs

Data-Driven Decision Making

- Analyze academic, behavioral, and attendance data to identify areas for improvement
- Monitor progress toward SIP goals using ongoing assessments and metrics
- Use data to adjust strategies and interventions as needed

Instructional Support and Oversight

- Guide and support teachers in implementing strategies aligned with SIP objectives
- Provide professional learning based on SIP priorities
- Monitor classroom instruction to ensure fidelity to the improvement plan

Collaboration and Stakeholder Engagement

- Involve teachers, parents, students, and community members in SIP development and review
- Facilitate regular meetings of leadership and improvement teams
- Foster a culture of shared accountability and collaboration

Resource Allocation

- Align budgets and resources (staff, time, materials) with SIP goals
- Secure additional supports or funding if needed to meet targets
- Ensure efficient use of human and material resources in support of the SIP

Monitoring and Reporting

- Track implementation milestones and adjust timelines as needed
- Provide regular progress reports to district leadership and stakeholders
- Document successes, challenges, and lessons learned

Sustainability and Continuous Improvement

- Embed successful practices into the school's ongoing operations
- Reflect on outcomes to inform future improvement cycles
- Encourage innovation and continuous learning among staff

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.

- The school follows an ongoing cycle of continuous improvement that actively engages all stakeholders in the design, implementation, and monitoring of School Improvement Plan (SIP) goals and action steps aimed at increasing student achievement. The school leadership team, School Advisory Council (SAC), students, families, and business partners all play an integral

role in the development and refinement of the plan. A variety of strategies are employed to collect input and feedback, including electronic forms, in-person meeting minutes, one-on-one conversations, and hardcopy instruments such as the Title I survey.

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 implement a continuous improvement cycle grounded in data-driven decision-making to effectively address student needs and enhance academic achievement. This cycle follows a structured Plan-Do-Check-Act model, ensuring that strategies are consistently monitored and refined. School Improvement Plan (SIP) goals and initiatives are regularly reviewed during faculty meetings, School-Based Leadership Team (SBLT) meetings, School Advisory Council (SAC) meetings, and Professional Learning Communities (PLCs). During these sessions, leadership shares relevant data aligned to each goal.
- Following data analysis, stakeholders collaboratively identify trends, examine potential barriers to progress, and engage in focused problem-solving. Action steps are then adjusted as needed to ensure alignment with identified needs. This ongoing process continues throughout the school year and includes active participation from all stakeholder groups.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: MAINTAINING** **2023-24: MAINTAINING** **2022-23:** **2021-22: MAINTAINING** **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	0	0	5	6	3	3	10	14	21	62
Absent 10% or more school days	0	0	5	3	2	1	8	9	19	47
One or more suspensions	0	0	3	5	2	3	10	15	23	61
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	2	0	4	7
Course failure in Math	0	0	0	0	0	0	2	0	5	7
Level 1 on statewide ELA assessment	0	0	3	6	2	5	8	10	7	41
Level 1 on statewide Math assessment	0	0	3	4	2	2	5	8	10	34
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	0	3	2	0	0				5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	3	2	1	0				6

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	0	0	5	5	3	3	10	13	18	57

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	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	3	1	4

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		1	2	2	2	2	2	8	11	30
One or more suspensions			4	1	2	1	4	11	13	36
Course failure in English Language Arts (ELA)						1	7	8	5	21
Course failure in Math						1	1	6	3	11
Level 1 on statewide ELA assessment				1	3	3	2	7	4	20
Level 1 on statewide Math assessment					3	3	3	8	6	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	2	2						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	2	2	3					8

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		1	2	2	3	3	4	8	11	34

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				1				2		3
Students retained two or more times							5	3	3	11

2. Grades 9-12 (optional)

Current Year (2025-26)

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

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

Current Year (2025-26)

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

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

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	4	10	12	9	35
One or more suspensions	10	13	12	6	41
Course failure in English Language Arts (ELA)	5	8	2		15
Course failure in Math	1	3	2		6
Level 1 on statewide ELA assessment	7	8	8		23
Level 1 on statewide Algebra assessment	5	2	1	7	15

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	7	10	12	7	36

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	5	3	2		10
Students retained two or more times			1		1

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	13	62	61	10	59	58	21	55	53
Grade 3 ELA Achievement		68	62		64	59		63	56
ELA Learning Gains	36	59	61	23	60	59			
ELA Lowest 25th Percentile		52	55		53	54			
Math Achievement*	16	66	62	7	62	59	27	61	55
Math Learning Gains	42	63	60	33	59	61			
Math Lowest 25th Percentile		55	53		51	56			
Science Achievement	21	59	57	25	54	54	20	52	52
Social Studies Achievement*	24	72	74		71	72	13	69	68
Graduation Rate		40	72		31	71		44	74
Middle School Acceleration		83	75		74	71		69	70
College and Career Acceleration	19	56		20	54		17	53	
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	61		53	59		56	55	

*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)	CSI
OVERALL FPPI – All Students	25%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	152
Total Components for the FPPI	6
Percent Tested	86%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
25%	20%	20%	20%	29%		33%

* 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	28%	Yes	6	4
White Students	34%	Yes	6	
Economically Disadvantaged Students	24%	Yes	6	6

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	13%		36%		16%	42%		21%	24%				
Students With Disabilities	17%		39%		18%	44%		22%	25%				
White Students	24%		44%		21%	53%		30%	30%				
Economically Disadvantaged Students	19%		37%		8%	38%		20%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	10%		23%		7%	33%		25%					
Students With Disabilities	12%		23%		9%	33%		25%					
White Students	19%		20%		15%	31%							
Economically Disadvantaged Students	8%		19%		0%	20%							

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	21%				27%			20%	13%				
Students With Disabilities	21%				27%			20%					
Black/African American Students	29%				28%								
White Students	17%				29%			27%					
Economically Disadvantaged Students	26%				29%			30%					

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	0%	59%	-59%	58%	-58%
ELA	6	14%	61%	-47%	60%	-46%
ELA	7	13%	59%	-46%	57%	-44%
ELA	8	20%	59%	-39%	55%	-35%
ELA	9	0%	59%	-59%	56%	-56%
Math	6	5%	63%	-58%	60%	-55%
Math	7	12%	33%	-21%	50%	-38%
Math	8	30%	64%	-34%	57%	-27%
Science	8	9%	58%	-49%	49%	-40%
Civics		23%	78%	-55%	71%	-48%
Biology		7%	69%	-62%	71%	-64%
Algebra		0%	59%	-59%	54%	-54%
Geometry		0%	53%	-53%	54%	-54%
History		23%	72%	-49%	71%	-48%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data reveals positive trends in student learning gains for both English Language Arts (ELA) and Mathematics. ELA learning gains increased significantly, rising from 23% in the 2023–2024 school year to 30% in 2024–2025. Similarly, Math learning gains improved from 33% to 45% over the same period. In addition to overall growth, all reported subgroups including Students with Disabilities (SWD), White (W), and Economically Disadvantaged (ED) demonstrated increased learning gains, reflecting a broad-based improvement in academic performance. These gains are attributed to our collective focus and sustained efforts in implementing small group and differentiated instruction.

Lowest Performance

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

While we observed growth in the percentage of students making learning gains in both ELA and Math, we remain below our goal of 50%. Additionally, although ELA and Math achievement scores have increased, they continue to fall short of our target of 42%.

Greatest Decline

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

Science achievement declined from 25% to 21%, and our White, Economically Disadvantaged, and Students with Disabilities subgroups have been identified as not meeting the ESSA performance targets.

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.

We remain committed to closing achievement gaps for all students by increasing learning gains and proficiency rates across all grade levels and content areas. Our targeted priorities include improving ELA and Math achievement, raising graduation rates, and reducing the overall number of disciplinary infractions and suspensions. Additionally, we aim to address and decrease disparities in disciplinary

actions to ensure they reflect the demographics of our student population.

EWS Areas of Concern

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

- Decrease ODR's
- Decrease Suspensions (OSS, ISS)
- Increase Attendance

Highest Priorities

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

- Build Reading & Writing Stamina Across All Grades & Content Areas
- Data-Driven Instruction through regularly assessing (formally & informally), differentiating instruction, and purposeful PLC's
- Creating and Maintaining Positive Learning Environments through practices that promote the academic, social-emotional, and behavior growth of each student.

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 Student Engagement

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.

Description: Building reading and writing stamina across all grades (K-12) and content areas using the Five Essentials of Effective Instruction for the purpose of increasing student engagement in standard-based instruction and closing achievement gaps.

Rationale: Seventy-two percent of scholars scored at Achievement Level 1. While many students demonstrated learning gains, reading and writing stamina remains a critical area for growth. Strengthening this skillset is essential to closing achievement gaps and ensuring students are prepared for college, careers, and life.

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.

Increase the percentage of students making learning gains from 30% in ELA to 50%
Increase the percentage of students scoring proficiently in Math from 45% to 65%
Increase the percentage of students scoring proficiently in Science (Biology EOC, SSA 5 & 8) from 21% to 35%
Increase the percentage of students scoring proficiently on Social Studies (Civics & U.S. History) 24% to 40%

Student Look Fors: Student will demonstrate increased learning gains through state progress monitoring.
Teacher Look Fors: Teachers will utilize high yield instructional strategies specifically the Five Essentials of Effective Instruction.
Administration Look Fors: weekly walkthroughs with feedback, data chats, purposeful Professional Learning aligned to SIP.

Monitoring

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

- Clearly defined Looks Fors communicated to all staff
- Weekly Walkthroughs with feedback on Looks Fors
- Data Chats focused on progress monitoring

Person responsible for monitoring outcome

Jessica Urquhart (Principal) & Darrell Kretz (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:

Intervention: Cognitive Engagement, Writing to Learn, Academic Discourse, Formative Assessment & Feedback, Close Reading & Annotation Strategies

Rationale:

As teachers become more skilled in the Five Essentials of Effective Instruction, research indicates that students will be more cognitively engaged in rigorous standard-based content and empowered to take ownership of their learning. As a result of leveraging these high yield strategies, students will deepen their understanding and increase their stamina for learning across all grades and content areas increasing student learning gains and closing gaps in achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Professional Learning centered on the 5 Essentials of Effective Instruction.

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Monthly

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

We will provide site-based professional learning on the Five Essentials of Effective Instruction monthly.

Action Step #2

Administrative walkthroughs with feedback specifically targeting Five Essentials of Effective Instruction strategies.

Person Monitoring:
Jessica Urquhart & Darrell Kretz

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrator will conduct walkthroughs with feedback specifically targeting the Five Essentials of Effective Instruction strategies and review data to monitor the impact of the strategy on student learning.

Action Step #3
Data Chats

Person Monitoring:
Jessica Urquhart & Darrell Kretz

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators: review student data with teacher after each assessment cycle as part of the continuous improvement model. Teacher: review student data during monthly MTSS meetings and utilize information to drive and differentiate instruction. Students: participate in data chats with their teachers after each assessment cycle and set goals to improve achievement.

Action Step #4
Book Study-Know Better, Do better Comprehension Book Study-The Writing Revolution 2.0

Person Monitoring:
Jessica Urquhart & Darrell Kretz

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will participate in book studies for the purpose of strengthening instruction practices aligned to SIP goals. Administrators will monitor the implementation of this action by conducting walkthroughs and the impact will be measured through student achievement data.

Area of Focus #2

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

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.

Strategically implementing systems that ensure students meet graduation requirements on time with their cohort is essential. This includes providing timely academic support, monitoring progress toward graduation standards, and expanding access to college and career readiness opportunities. By aligning instruction, interventions, and enrichment with students' future goals, we can empower all scholars to successfully transition beyond high school prepared for college, career, and life.

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.

Increase the percentage of students graduating with their cohort to 100%. In the 2024-2025 school year, 71% of students graduated with their cohort.

Monitoring

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

We implement an ongoing cycle of improvement that utilizes data to evaluate the effectiveness of interventions and adjust as needed to meet student needs and increase student progress toward graduating with their cohort prepared for college, career and life.

Person responsible for monitoring outcome

Jessica Urquhart & Darrell Kretz

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:
Graduation Data Chats

Rationale:
Research indicates that reviewing graduation expectations and progress with high school students, particularly regarding academic rigor and post-secondary preparation, is crucial for improving student outcomes. Aligning high school coursework with college and career expectations is vital for student success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Expanding student access to college and career readiness opportunities.

Rationale:
Research shows that when students are engaged in college and career exploration, they are more likely to stay motivated and set long-term goals. These opportunities also help close equity gaps by ensuring that all students receive guidance on college or career planning. By intentionally integrating readiness experiences, schools can foster a sense of purpose, expand access to future opportunities, and better prepare students for success beyond graduation.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:
Community Based Experiences

Rationale:
Community Based Experiences play a vital role in preparing students for college, career, and life by connecting classroom learning to real-world contexts. These experiences provide students with authentic opportunities to apply knowledge and explore potential career paths. Engaging with the broader community fosters critical thinking and problem-solving skills, while also cultivating a sense of responsibility and a deeper understanding of the diverse world around them.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

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
Students will participate in Community Based Experiences

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The high school team in conjunction with school counselors will plan and facilitate community-based experiences that connect the relevance of education to the real-world and expose students to new possibilities. By bridging the gap between school and the world beyond, we are providing students with a more holistic, equitable approach to college and career readiness.

Action Step #2
Data-Driven Scheduling and Instruction

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Flexible scheduling for 11th and 12th grade students to ensure junior and senior scholars are on track towards meeting graduation requirements with their cohort. Grade level teams will monitor each 11th and 12th grade students progress and report twice a month student achievement in their content areas, to ensure that the student is continuously moving toward graduation, (example - passing courses, making up credits, etc.). 11th and 12th grade students will both be taking part in graduation activities to ensure excitement of reaching on-time graduation.

Action Step #3
Connect with Students

Person Monitoring:	**By When/Frequency:**
School Counselor	Quarterly

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

step:
School Counselors and/or case managers will meet with 11th and 12th grade students at least quarterly to track their progress towards meeting graduation requirements and support their post-secondary goals.

Action Step #4
Celebrations

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on student input, the high school team will plan and facilitate graduation celebrations intermittently throughout the school year to keep students motivated and engaged in the learning necessary to meet graduation requirements and transition beyond high school prepared for college, career and life.

Area of Focus #3

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

Instructional Practice specifically relating to Differentiation

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.

Description: Data-Driven Instruction through regularly assessing students (formally & informally), differentiating content delivery, and facilitating purposeful PLCs, with the goals of increasing student engagement in standard-based instruction and closing achievement gaps.

Rationale: Seventy-two percent of scholars scored at Achievement Level 1. While many students demonstrated learning gains, teacher's utilizing data to tailor instruction to meet student needs remains a critical area for growth. Strengthening this skillset is essential to closing achievement gaps and ensuring students are prepared for college, careers, and life.

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.

Increase the percentage of students making learning gains from 30% in ELA to 50%

Increase the percentage of students scoring proficiently in Math from 45% to 65%

Increase the percentage of students scoring proficiently in Science (Biology EOC, SSA 5 & 8) from 21% to 35%

Increase the percentage of students scoring proficiently on Social Studies (Civics & U.S. History) 24%

to 40%

Student Look Fors: Student will demonstrate increased learning gains through state progress monitoring.

Teacher Look Fors: Teachers will utilize data to tailor instruction to meet student needs and address educational disparities.

Administration Look Fors: weekly walkthroughs with feedback, data chats, purposeful Professional Learning aligned to SIP.

Monitoring

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

- Clearly defined Looks Fors communicated to all staff
- Weekly Walkthroughs with feedback on Looks Fors
- Data Chats focused on progress monitoring

Person responsible for monitoring outcome

Jessica Urquhart & Darrell Kretz

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:
Intervention: Formative Assessment & Feedback, Cognitive Engagement, Writing to Learn, Academic Discourse, Close Reading & Annotation Strategies

Rationale:
As teachers become more skilled at using student data to drive instruction and meet individual needs, students will be empowered to take ownership of their learning. This will lead to deeper understanding, increased stamina for learning across all grades and content areas, greater learning gains, and a narrowing of achievement gaps

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

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
Data-Chats

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators: review student data with teacher after each assessment cycle as part of the continuous improvement model. Teacher: review student data during monthly MTSS meetings and utilize information to drive and differentiate instruction. Students: participate in data chats with their teachers after each assessment cycle and set goals to improve achievement.

Action Step #2
Administrators will conduct walkthroughs with feedback specifically targeting the use of data to differentiate instruction and increase student achievement.

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators: review student data with teacher after each assessment cycle as part of the continuous improvement model. Teacher: review student data during monthly MTSS meetings and utilize information to drive and differentiate instruction. Students: participate in data chats with their teachers after each assessment cycle and set goals to improve achievement.

Action Step #3
Professional Learning centered on Data

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Site-Based professional learning focused on utilizing information from Data Analytics to tailor instruction and monitor the effectiveness of interventions will be provided continuously throughout the year.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Attendance Description: Currently, 79.5% of our student population has an attendance rate below 90%. Additionally, 45.2% of students were absent for 20% or more of the school year. While there are

multiple factors contributing to these figures, research consistently shows that students with average daily attendance below 90% are at a significantly increased risk of falling behind academically. To improve student learning outcomes and close achievement gaps, we must prioritize addressing chronic absenteeism. This involves identifying and removing barriers that prevent students from attending school consistently and arriving on time.

Discipline Description: During the 2024–2025 school year, a total of 1,636 Office Discipline Referrals (ODRs) were issued, resulting in an overall risk ratio of 1.031. Of these referrals, 42% were assigned to students in the Black subgroup, who represent 41% of our student population. In-School Suspension (ISS) was assigned 10% of the time as a progressive disciplinary intervention aimed at addressing inappropriate behavior while reinforcing positive behavioral strategies. The overall risk ratio for ISS was 1.020, with students in the Black subgroup accounting for 45% of those assignments. Out-of-School Suspension (OSS) was assigned 11% of the time, yielding an overall risk ratio of 1.426. Notably, 97 of these OSS assignments (54%) were issued to students in the Black subgroup. This data may suggest a potential disproportionality in disciplinary practices affecting this subgroup, warranting further review and targeted equity-focused interventions.

Rationale: Research suggests that both in-school suspension (ISS) and out-of-school suspension (OSS) are associated with negative impacts on student achievement, including lower academic performance, increased likelihood of dropping out, and reduced on-time graduation rates. These effects can be particularly pronounced for high school students and can disproportionately affect certain student populations, such as Black students and those from lower socioeconomic backgrounds.

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.

Reduce the percentage of ODR's resulting in ISS from 10% to no more than 5%, while also decreasing the Risk Ratio to 1.0.

Reduce the percentage of ODR's that result in OSS from 11% to no more than 5%, while also decreasing the Risk Ratio to 1.0.

Reduce the percentage of students who have been absent 10% or more to 50% therefore increasing our overall Average Daily Attendance.

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.

As part of a continuous improvement model, early warning indicator data is utilized to monitor the effectiveness of PBIS systems and behavioral interventions. Attendance data is reviewed 2x per month during Child Study Team meetings and behavior data is reviewed 2x per month during MTSS meetings for the purpose of improving student achievement outcomes.

Person responsible for monitoring outcome
Amy Phillips (CST) Lynn Wagner (PBIS) Taffy Quaglieri (Restorative Practices) Jessica Urquhart & Darrell Kretz (BTG)

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:
Restorative Practices

Rationale:
Research shows that schools implementing restorative practices experience improvements in student behavior, reductions in suspensions and expulsions, and increases in student engagement and academic performance. Furthermore, these practices support social-emotional learning, empower student voice, and cultivate a sense of belonging which are key factors in closing achievement gaps and improving outcomes for all students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Multi-Tiered System of Supports (MTSS)

Rationale:
Research supports the use of MTSS as a proactive, data-driven approach to helps identify students who require additional support and deliver interventions across multiple tiers. By systematically monitoring student progress and tailoring supports accordingly, MTSS plays a critical role in providing targeted assistance that address students' academic, behavioral, and social-emotional needs while closing achievement and opportunity gaps.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #3:
Positive Behavioral Interventions and Supports

Rationale:

PBIS is a research-based approach to improving student behavior and academic outcomes by creating a positive and predictable learning environment. PBIS uses a tiered system to provide support based on individual student needs, with the goal of teaching and reinforcing socially appropriate behaviors and creating positive learning environments.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
Professional Learning

Person Monitoring:	**By When/Frequency:**
Jessica Urquhart & Darrell Kretz	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will be providing ongoing site-based professional learning targeting effective classroom/behavior management strategies and instructional best practices that yield high effect sizes. Intentionally integrating these strategies will create structured, supportive, and academically rigorous environments and have a significant impact on student engagement and overall learning outcomes. Weekly instructional walkthroughs and review of data relative to this area of focus and goals will be utilized to determine if the professional learning is transferring into the classroom and positively impacting student achievement.

Action Step #2
Scheduling and conducting CST and MTSS meetings to review data and determine next steps.

Person Monitoring:	**By When/Frequency:**
Amy Phillips & Lynn Wagner	2x per month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As part of a continuous improvement model to monitor student progress toward this area of focus, CST and MTSS meetings will be held 2x per month to review data and refine interventions and supports to enhance student outcomes

Action Step #3
Comprehensive recognition system to regularly celebrate student growth and achievement in both academic performance and positive behavior (including attendance & discipline).

Person Monitoring:	**By When/Frequency:**
Amy Phillips & Lynn Wagner	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on data the following strategies will be implemented to increase student motivation, engagement, and school connectedness Daily Point Cards/School Store(weekly) Monthly PBIS celebrations based on student input Citizen of the Month Award Ceremony Attendance at or above 90% Celebrations PBIS Activity Room

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.

https://www.pcsb.org/domain/13559
We always provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the Focus messenger, email, one-on-one conversations, and the school website. At the Back-2-School night and stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided with a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. Title I information will be included in the September newsletter for parents who were unable to attend the annual meeting. Our website is also maintained with current Title 1 information and dates of parent involvement activities. Our teachers maintain constant contact with parents in a variety of ways: person-to-person meetings, emails, phone calls, and using daily point cards which are sent home with the students each day. These point cards contain information on their child's activities; parents are asked to sign the form and return it with the student the next school day. Parent requests for meetings are encouraged and always honored.

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)).

https://www.pcsb.org/domain/13559

Calvin A Hunsinger School offers SAC meetings at various times during the day to accommodate our stakeholders. For parents unable to transport themselves, or find childcare, it will be communicated to parents that Title 1 funds can be allocated to ensure their presence at our Title 1 events. For parents that cannot take advantage of childcare, transportation, or other services, Title I information will be included in the September newsletter for parents who were unable to attend the annual meeting. The accommodations will also be listed on our website that is maintained with current Title 1 information and dates of parent involvement activities. Our teachers maintain constant contact with parents in a variety of ways: person-to-person meetings, emails, phone calls, and using daily point cards which are sent home with the students each day. These point cards contain information on their child's activities; parents are asked to sign the form and return it with the student the next school day. Parent requests for meetings are encouraged and always honored, and hopefully take place in person with the meeting accommodations

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)).

Calvin Hunsinger is committed to strengthening the academic program by implementing targeted instructional practices, expanding learning opportunities, and providing all students with access to an enriched supports and curriculum.
Strengthening Core Instruction:
We are enhancing the rigor and relevance of our ELA and math instruction through the adoption of high-quality, standards-aligned data driven instruction. Teachers receive ongoing professional development focused on data analysis, differentiated instruction, formative assessments, and intervention strategies to meet diverse learning needs.
Data-Driven Decision Making:
Frequent data analysis is conducted through PLCs (Professional Learning Communities) to monitor student progress and tailor instruction. This process ensures timely intervention and allows for flexible grouping and personalized instruction.

Inclusive Supports for All Learners:

Special populations, including English learners, and students with disabilities receive targeted supports through co-teaching models, push-in/pull-out services, and scaffolded instruction, ensuring equitable access to high-quality education.

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)).

This plan has been intentionally developed through strategic coordination with multiple federal, state, and local services to ensure a comprehensive, student-centered approach that addresses both academic and non-academic barriers to learning. We align Title I program goals with initiatives supported under the Every Student Succeeds Act (ESSA), particularly those related to school improvement under CSI (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement) designations.

We actively collaborate with our district's departments of student services, health and wellness, and family engagement to align our efforts with violence prevention programs and mental health supports. Our partnership with local law enforcement and community-based organizations enhances school safety and provides preventive services for at-risk youth.

Through the National School Lunch Program and other child nutrition services, we ensure all students have access to healthy meals, critical for focus and performance. Our school also maintains a referral pipeline to local housing agencies to support families experiencing homelessness, in alignment with the McKinney-Vento Homeless Assistance Act.

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)).

Our school recognizes that student success is rooted not only in academic achievement but also in strong social-emotional development and mental wellness. To that end, we provide a multi-tiered system of support (MTSS) that ensures access to counseling, school-based mental health services, mentoring, and other whole-child development strategies.

School Counseling and Social Work Services:

Our full-time school counselor and social worker provide individual and small group counseling, crisis intervention, conflict resolution support, and family outreach services. They also lead classroom guidance lessons that focus on self-regulation, goal setting, and healthy decision-making.

School-Based Mental Health Services:

Through partnerships with local mental health agencies, we offer on-site therapeutic services for students in need of more intensive emotional or behavioral support. These services are provided during the school day, reducing barriers to access and ensuring continuity of care.

Behavioral and Restorative Supports:

We implement Positive Behavioral Interventions and Supports (PBIS) and restorative practices to create a safe, inclusive, and respectful school environment. These efforts promote pro-social behavior and teach students how to resolve conflicts constructively

Through this comprehensive approach, we foster a supportive environment where students can thrive emotionally, socially, and behaviorally—ensuring that they are fully prepared to succeed both in and out of the classroom.

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)).

Calvin Hunsinger is deeply committed to preparing students for success beyond high school by equipping them with the knowledge, skills, and exposure necessary to pursue postsecondary

education and thrive in the modern workforce. We do this through a combination of academic rigor, career exploration, and college-readiness initiatives.

Career and Technical Education (CTE) Pathways:

We offer opportunities that provide students with hands on, real-world experiences in high demand fields such as healthcare, information technology, business, and skilled trades. This   done primarily through field trips to various employers and postsecondary institutions.

Community Based Learning Experiences:

We facilitate internships, job shadowing, and mentorship programs that connect students with local employers and professionals. These experiences help students make informed career decisions and develop essential workplace skills.

College and Career Events:

Our school hosts annual college and career fairs, FAFSA completion nights, and campus visits to technical schools, colleges, and universities. We also provide individualized guidance through our college and career center, where students receive support with applications, course planning, and goal setting.

Personalized Student Planning:

Each student develops and maintains an Individual Graduation Plan, which outlines academic goals, course selections, and career interests. These plans are reviewed annually with students and families to ensure alignment with postsecondary aspirations.

By integrating these strategies, our school fosters a college- and career going culture that empowers students to explore options, set ambitious goals, and graduate ready to pursue higher education, career training, or immediate employment with confidence and purpose.

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)).

Calvin Hunsinger takes a whole-child approach to education by prioritizing the development of students' social, emotional, and behavioral skills alongside their academic growth. We ensure access to a variety of support systems designed to meet students' needs beyond the classroom.

Counseling Services:

We have a certified school counselor who provides individual and group counseling, classroom guidance lessons, and crisis support. Counseling services focus on emotional regulation, interpersonal skills, and decision-making to promote student well-being and healthy development.

School-Based Mental Health Services:

Through partnerships with local mental health agencies, licensed clinicians provide on-site therapy and behavioral health support for students facing more intensive challenges. This reduces barriers to care and ensures consistent access

Restorative Practices and PBIS:

We implement Positive Behavioral Interventions and Supports (PBIS) along with restorative circles and conferences to build community, resolve conflicts, and teach pro-social behaviors.

Through these comprehensive and proactive measures, our school creates a supportive environment where all students are equipped with the life skills they need to thrive both in school and in life.

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)).

Calvin Hunsinger prioritizes continuous professional learning to build instructional capacity, strengthen data driven practices, and support the recruitment and retention of highly effective educators, especially in high-need subject areas.

Professional Learning Communities (PLCs):

Teachers and paraprofessionals participate in weekly PLCs focused on analyzing assessment data, planning aligned instruction, and sharing best practices. These collaborative sessions are led by instructional coaches and supported by administrators to ensure alignment with school wide goals

Ongoing Professional Development:

We provide targeted, job-embedded professional development on high impact strategies such as differentiated instruction, formative assessment, and integrating technology to personalize learning. Sessions are designed based on student data trends and staff need

Paraprofessional Development:

Paraprofessionals are included in all relevant PD sessions and receive additional training focused on instructional strategies, behavior management, and supporting students with disabilities or language needs.

Leadership Development:

Teachers are encouraged to pursue leadership roles and participate in leadership academies or instructional lead positions. This supports retention by fostering growth and advancement within the school system.

Through these initiatives, we are building a culture of continuous improvement, where all staff are equipped to deliver high-quality instruction, use data effectively, and remain committed to the success of every student.

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 ATSIor 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.

We utilize the Multi-Tiered System of Supports (MTSS) framework to monitor the effectiveness of programs and resources, guiding decisions for improvement and redistribution as needed. Grounded in the belief that "what gets measured gets improve,"' we are committed to data-driven decision-making to ensure all students receive a high-quality education tailored to their individual needs. This process is reviewed quarterly by our school-based leadership team, using data and stakeholder feedback to determine whether additional resources are needed, or if existing programs should be expanded, modified, or discontinued

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).

Our School Improvement Plan (SIP) focuses on three core areas:
1. **Building Reading and Writing Stamina Across All Grades and Content Areas**
2. **Implementing Data-Driven Instruction** through regular formal and informal assessments, differentiated instruction, and purposeful Professional Learning Communities (PLCs)
3. **Creating and Maintaining Positive Learning Environments** that support the academic, social-emotional, and behavioral growth of every student

To support these goals, our SIP outlines targeted professional learning opportunities for teachers, including training, administrative feedback from classroom walkthroughs, and attendance at professional learning conferences. These conferences will equip teachers with valuable resources and best practices, which will then be shared with the entire staff to build collective capacity.
We are investing in resources that support small group and differentiated instruction, including professional books and intervention materials. Our plan also includes flexible seating and classroom furniture to increase student engagement and create variety within instructional stations. To enhance learning beyond the classroom, we will incorporate **field trips** that provide real-world experiences and help prepare students for college, career, and life. Additionally, **technology** will be leveraged to strengthen our Positive Behavioral Interventions and Supports (PBIS) framework, reinforcing both academic and behavioral success. Finally, through our **Family Engagement Plan** and **Parent Engagement Events**, we will share our SIP initiatives with all stakeholders, gather feedback, and ensure our strategies align with the needs and priorities of our school community.

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