

Pinellas County Schools

# LAKEWOOD HIGH SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 6
  - D. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 9
  - A. ESSA School, District, State Comparison ..... 10
  - B. ESSA School-Level Data Review ..... 11
  - C. ESSA Subgroup Data Review ..... 12
  - D. Accountability Components by Subgroup..... 13
  - E. Grade Level Data Review ..... 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment ..... 35
- V. Title I Requirements (optional)..... 39
- VI. ATSI, TSI and CSI Resource Review ..... 45
- VII. Budget to Support Areas of Focus ..... 46

## 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

---

Nurture a foundation for learning and academic success that results in college and career readiness.

### Provide the school's vision statement

---

Intentionally prepare our students for a competitive and global society.

## 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

Connisheia Garcia

garciaco@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

---

The school leader serves as the instructional and administrative leader of the school, responsible for creating a safe, supportive, and academically challenging environment for all students. The duties include overseeing daily operations, managing staff, implementing curriculum, and ensuring compliance with district and state policies. The principal provides instructional leadership by guiding teachers, monitoring student performance data, and promoting continuous professional development. As the school leader, the principal fosters positive relationships with students, families, and the broader community, encouraging collaboration and engagement. Additionally, the principal manages budgets, supports student services, and leads school improvement initiatives focused on school climate and culture, achievement, and overall school success.

## Leadership Team Member #2

### Employee's Name

Lukas Hefty

heftyl@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #3

### Employee's Name

Donald Johnson

johnsondona@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #4

### Employee's Name

Melanie Rogers

rogersm@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #5

### Employee's Name

Ransom Cook

cookra@pcsb.org

### Position Title

MTSS Coach

**Job Duties and Responsibilities**

---

No Answer Entered

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

Keisha Albritton

albrittonk@pcsb.org

**Position Title**

Instructional Staff Developer

**Job Duties and Responsibilities**

---

No Answer Entered

**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.*

---

Stakeholder involvement was essential in developing our school improvement plan, as it ensures that the voices of all members of the school community are heard and valued. We engaged stakeholders—including teachers, staff, students, parents, and community members monthly to promote shared ownership and accountability for the school's goals and outcomes. Through monthly collaborative meetings with staff, surveys, and our monthly school advisory committee, stakeholders contributed diverse perspectives, helping to identify the school's strengths, challenges, and priorities. This inclusive process fosters transparency, builds trust, and aligns our school's plan with the real needs of our school's community, ultimately leading to more informed decision-making and improved student achievement.

**3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

---

The School Improvement Plan (SIP) will be regularly monitored through a systematic process of data analysis, progress tracking, and stakeholder engagement to ensure effective implementation and measurable impact on student achievement. School leadership will conduct quarterly data reviews focused on key performance indicators such as benchmark assessments, state test scores, and formative classroom data, with particular attention to students in identified subgroups experiencing the greatest achievement gaps. Instructional teams and Professional Learning Communities (PLCs) will meet regularly to assess student progress, adjust instructional strategies, and identify supports needed to accelerate and enrich learning. Monitoring efforts will be documented through implementation logs, walkthroughs, and feedback from staff and students. A School Leadership Team, including teacher leaders and parent representatives, will review progress toward SIP goals and use evidence of impact to make informed adjustments. Stakeholder feedback will be gathered through surveys, focus groups, and school community meetings. Based on this feedback and data trends, the SIP will be revised as needed to strengthen strategies, reallocate resources, or address emerging challenges. This ongoing cycle of review, reflection, and revision ensures the SIP remains a dynamic, responsive tool that drives continuous improvement and closes achievement gaps for all students.

## C. Demographic Data

<b>2025-26 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>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 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>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>2024-25: B</b> <b>2023-24: C</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21: C</b>



## D. Early Warning Systems

### 1. Grades K-8

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

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

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

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

### Current Year (2025-26)

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

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	62	59	43	55	55	38	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	53	58	58	64	57	57			
ELA Lowest 25th Percentile	57	54	56	61	55	55			
Math Achievement*	50	46	49	29	42	45	19	36	38
Math Learning Gains	49	45	47	34	46	47			
Math Lowest 25th Percentile	53	43	49	41	41	49			
Science Achievement	67	73	72	47	64	68	46	61	64
Social Studies Achievement*	63	74	75	61	70	71	46	63	66
Graduation Rate	94	94	92	92	92	90	95	92	89
Middle School Acceleration									
College and Career Acceleration	43	69	69	56	69	67	56	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	52		45	49	31	47	45	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	579
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	53%	50%	46%	49%		49%

\* 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	54%	No		
English Language Learners	55%	No		
Black/African American Students	55%	No		
Hispanic Students	59%	No		
Multiracial Students	33%	Yes	1	
White Students	68%	No		
Economically Disadvantaged Students	54%	No		

## D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		53%	57%	50%	49%	53%	67%	63%		94%	43%	
Students With Disabilities	36%		57%	55%	49%	59%	57%	55%	42%		94%	39%	
English Language Learners	55%		62%	60%	33%	64%							
Black/African American Students	41%		54%	62%	49%	49%	55%	56%	57%		94%	30%	
Hispanic Students	68%		49%		50%	39%		90%	50%		85%	41%	
Multiracial Students	36%		30%										
White Students	76%		55%	25%	55%	54%		92%	83%		93%	81%	
Economically Disadvantaged Students	44%		52%	57%	46%	48%	56%	60%	56%		91%	32%	

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	43%		64%	61%	29%	34%	41%	47%	61%		92%	56%	
Students With Disabilities	18%		53%	60%	21%	35%	30%	31%	33%		93%	28%	
English Language Learners											91%	70%	
Black/African American Students	35%		61%	63%	23%	33%	41%	39%	50%		87%	39%	
Hispanic Students	47%		56%	50%	30%	38%		35%	93%		97%	59%	
Multiracial Students	47%		53%		46%						86%	67%	
White Students	67%		79%	57%	53%	35%		80%	78%		98%	79%	
Economically Disadvantaged Students	35%		60%	57%	24%	35%	49%	38%	48%		87%	37%	

Page 14 of 47



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	38%				19%			46%	46%		95%	56%	31%
Students With Disabilities	15%				2%			28%	23%		80%	31%	
English Language Learners	31%												
Asian Students	58%										100%	80%	
Black/African American Students	25%				11%			31%	33%		95%	34%	
Hispanic Students	56%				22%			57%	44%		90%	61%	
Multiracial Students	52%				55%			50%			91%	50%	
White Students	63%				38%			76%	86%		96%	91%	
Economically Disadvantaged Students	30%				16%			34%	35%		92%	42%	

## 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	44%	59%	-15%	58%	-14%
ELA	9	55%	59%	-4%	56%	-1%
Biology		67%	69%	-2%	71%	-4%
Algebra		53%	59%	-6%	54%	-1%
Geometry		49%	53%	-4%	54%	-5%
History		67%	72%	-5%	71%	-4%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
History		* 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?

---

Lakewood HS demonstrated proficiency increases in all areas, including ELA (+7), Math (+21), Science (+20), and Social Studies (+2). Algebra 1 demonstrated a 33% increase. We focused on strong daily, standards-aligned teaching; common practices across departments; weekly collaborative planning; high quality testing environment; and new student recruitment into magnet programs.

##### **Lowest Performance**

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

---

Acceleration decreased from 56 to 43 (Class of 2024). The Class of 2025 increased to 56 with the start of a new acceleration plan. We have adopted a partner school and will continue to improve our acceleration plan with each class.

##### **Greatest Decline**

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

---

Acceleration decreased from 56 to 43 (Class of 2024). The Class of 2025 increased to 56 with the start of a new acceleration plan. We have adopted a partner school and will continue to improve our acceleration plan with each class.

##### **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.

---

Acceleration decreased from 56 to 43 (Class of 2024). The Class of 2025 increased to 56 with the start of a new acceleration plan. We have adopted a partner school and will continue to improve our acceleration plan with each class.

##### **EWS Areas of Concern**

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

---

No Answer Entered

### **Highest Priorities**

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

---

Acceleration

Learning gains for already proficient students in ELA and Mathematics

Learning gains for the L25 in ELA and Mathematics

Proficiency of Black students

Proficiency of ESE students

## 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

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.

Overall mathematics proficiency is 50% as measured by Spring 2025 Algebra and Geometry EOC exams. This represents a 21% increase as compared to 2024. Proficiency measured at 49% (+13) in Geometry and 54% (+33) in Algebra 1. Learning gains increased to 49% (+15) and L25 Learning Gains increased to 53% (+12). To continue the school's momentum toward an A school grade, mathematics proficiency, learning gains, and L25 learning gains must continue to increase.

#### 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.

Overall mathematics proficiency will increase to 60% as measured by Spring 2026 Algebra and Geometry EOC exams.

Mathematics learning gains and L25 learning gains will increase to a minimum 60%.

AP Precalculus, Calculus, and Statistics pass rates will meet or exceed district averages.

#### Monitoring

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

The implementation and impact of the Mathematics Area of Focus will be monitored through a multi-tiered approach that ensures both fidelity of instruction and progress toward the measurable outcome of 60% proficiency on the end-of-course exams.

#### 1. Instructional Walkthroughs and Observations

School administrators and instructional coaches will conduct regular classroom walkthroughs and formal observations to ensure that teachers are implementing standards-aligned instruction and providing appropriate scaffolds for diverse learners. Feedback will be provided to support continuous instructional improvement.

**2. Student Assessment Data**

Progress will be tracked through cycle assessments, module tests, and weekly formative checks. Data will be disaggregated by subgroup to monitor performance gaps and adjust instruction as needed.

**3. Professional Learning Communities (PLCs)**

Math teachers will meet weekly in PLCs to analyze student work, review assessment results, share best practices, and plan targeted re-teaching strategies.

**4. Stakeholder Updates and Feedback**

Progress toward the goal will be shared regularly with school leadership, faculty, and families through data presentations and School Advisory Council (SAC) meetings. Stakeholder feedback will be used to refine instructional supports and ensure continuous improvement.

This ongoing monitoring cycle will help ensure that strategies are implemented with fidelity and that instructional adjustments are made in real time to support all learners in achieving mathematics proficiency.

**Person responsible for monitoring outcome**

Lukas Hefty

**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:**

Effective collaborative planning: Utilize professional learning and weekly PLCs to ensure aligned, daily core instruction.

**Rationale:**

For effective collaborative planning, teachers will be utilizing appropriate district resources for planning lessons to prepare to implement standards-aligned curriculum to consider the varied needs of the learners within their classroom.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Planning for diverse learning needs

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

Lukas Hefty

Weekly

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

Teachers will analyze data (prior year, cycle, module, and formative) to identify student needs. In collaborative planning and weekly PLCs, they will utilize district-provided resources to intentionally plan rigorous challenge tasks and questions for students who scored prior year Level 4 and 5. They will plan for effective use of the 47-50 minute block, including spiraled bell work, note-taking, academic discourse and collaboration, differentiation, and effective practice.

**Action Step #2**

Identify and support students scoring below proficiency.

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Weekly

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

Teachers will analyze data (prior year, cycle, module, formative) to identify students scoring prior year Level 1.1 - 2.2. Students will be provided with additional instructional support and mentoring opportunities. Teachers will monitor and adapt instruction during and between lessons to increase student engagement and intentionally plan for academic discourse and collaboration. An Algebra 1 section has been created with ninth-grade students who scored prior-year Level 2. Push-in support will be provided to this class.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale**

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

---

The ELA Area of Focus for the 2025 school year is enrichment through the strategic use of formative assessments to identify students ready for advanced instruction and provide them with consistent academic challenges. FAST PM3 data from 2024–2025 revealed that while we met our 50% proficiency goal, student growth declined—Learning Gains dropped by 11%, and the Lowest 25% declined by 4%. These trends indicate that many proficient students experienced stagnation or regression. By using formative assessments to target enrichment, we aim to sustain growth and ensure all students remain academically engaged and challenged. ELA teachers will use all district provided resource and attend PD throughout the year with a focus on enrichment, student discourse, and bridging the GAP.

**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.

---

By the end of the 2025–2026 school year, we expect to increase our overall ELA Proficiency to 60% which is a 10% increase from last year's 50%.

Our Learning Gains will be above 60% which will be an increase of at least 7% from last year's 53%.

### **Monitoring**

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

---

To ensure effective implementation of enrichment through formative assessments, the following monitoring strategies will be used:

- **Weekly PLC Meetings:**
- **Lesson Plan Reviews:**
- **Classroom Walkthroughs and Observations:**
- **Student Work Samples:**
- **Progress Monitoring Data Reviews:**
- **Feedback and Reflection:**

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

Donald Johnson

### **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:**

Strategy #1: Enrichment - Challenge and enrich students to proficiency and beyond.

#### **Rationale:**

While much of the traditional intervention focus is placed on remediation, research also supports the need to provide enrichment for students already meeting or exceeding expectations. Enrichment helps prevent academic stagnation, promotes engagement, and builds skills such as inquiry, synthesis, and analysis which leads to an increase in academic performance.

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

Tier 1 – Strong Evidence

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

No

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

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3



action steps and the person responsible for each step.

### **Action Step #1**

Planning for Enrichment

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Weekly

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

Weekly PLC Meetings: Teachers will analyze formative assessment data to identify students who demonstrate early mastery and collaboratively plan enrichment activities aligned to ELA standards and using district resources. School and District PD: Teachers will attend monthly 30 and Out PD aligned with school goals and district PD aligned with their course load. Classroom Walkthroughs and Observations: Leadership will conduct targeted walkthroughs to observe the use of formative assessments and the application of enrichment strategies in real-time instruction.

### **Action Step #2**

Bridging Proficiency Gaps

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Bi-Weekly

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

ELA teachers will analyze multiple data sources—including prior year state assessments, instructional cycle data, module assessments, and formative classroom data—to identify students who scored between Level 1.1 and 2.2 on the previous year's benchmarks. Identified students will receive targeted instructional support and access to mentoring opportunities to address skill gaps and improve literacy outcomes.

## **Area of Focus #3**

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

### **Instructional Practice specifically relating to Science**

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

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

The identified Area of Focus for Science instruction across all grade levels/content areas will be enhancing students' ability to engage in scientific inquiry and apply critical thinking skills to real-world problems by using the scientific thinking protocols with an emphasis on writing to learn (making thinking visible), leading with the lab, strengthening content knowledge, etc.

This focus was identified based on a review of prior year assessment data, including state science assessments, cycle assessments, and classroom-based performance tasks. The data revealed that while students could often recall factual information, students struggled with higher-order tasks such

as interpreting data, drawing conclusions, and applying concepts to unfamiliar scenarios. Subgroup analysis revealed the need to intentionally focus on claims, evidence, and reasoning and spiraling previous benchmarks into current instruction to scaffold, build background and make connections

This area is critical to improving overall science proficiency from 67% to 75%. By targeting inquiry-based learning, we aim to not only increase assessment performance but also cultivate the scientific literacy and problem-solving skills essential for cross-content and mastery of level 5 thinking tasks learning.

### **Measurable Outcome**

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

---

Based on the prior year's data, 67% of students in the tested grade levels met or exceeded proficiency on the state science assessment. The school's goal for the current year is to increase this percentage to 75% proficiency across all relevant grade levels. This represents an 8 percentage point gain and reflects a focused effort to close learning gaps,

To support this outcome:

- Weekly PLC's for teachers to collaborate, analyze and evaluate data on a weekly basis including professional development to strengthen instruction.
- Checks for Understanding daily for students to ensure mastery of benchmark and errors of reasoning using CER
- District Cycle Assessments to ensure consistent monitoring of progress toward the goal
- Formative assessments in the classroom to ensure benchmark mastery

### **Monitoring**

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

---

The implementation and impact of the Science Area of Focus will be monitored through a multi-tiered approach that ensures both fidelity of instruction and progress toward the measurable outcome of 75% proficiency on the state science assessments.

#### **1. Instructional Walkthroughs and Observations**

School administrators and instructional coaches will conduct regular classroom walkthroughs and formal observations to ensure that teachers are implementing inquiry-based strategies, using standards-aligned curriculum, and providing appropriate scaffolds for diverse learners. Feedback will be provided to support continuous instructional improvement.

## 2. Student Assessment Data

Progress will be tracked through benchmark assessments, unit tests, and labs. Data will be disaggregated by subgroup to monitor performance gaps and adjust instruction as needed.

## 3. Professional Learning Communities (PLCs)

Science teachers will meet weekly in PLCs to analyze student work, review assessment results, share best practices, and plan targeted re-teaching strategies. PLCs will document action steps in meeting logs to ensure accountability and alignment with the SIP.

## 4. Student Work Samples and Engagement Evidence

Teachers will review student labs, Protocol Graphic Organizers, science notebooks, article CREs to assess critical thinking and application of scientific concepts. These artifacts will be used as formative indicators of student understanding and instructional effectiveness.

## 5. Stakeholder Updates and Feedback

Progress toward the goal will be shared regularly with school leadership, faculty, and families through data presentations and School Advisory Council (SAC) meetings. Stakeholder feedback will be used to refine instructional supports and ensure continuous improvement.

This ongoing monitoring cycle will help ensure that strategies are implemented with fidelity and that instructional adjustments are made in real time to support all learners in achieving science proficiency

**Person responsible for monitoring outcome**

Connisheia Garcia

**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:**

The Science Department will implement Writing to Learn by making thinking visible as an evidence-based intervention to strengthen students' understanding of science content and improve their ability to think critically and communicate scientific ideas. Writing to Learn involves the use of short, frequent writing tasks—such as journals, reflections, lab summaries, and constructed responses—that help students process and internalize content through writing.

**Rationale:**

Research supports Writing to Learn as a high-impact instructional strategy across content areas, including science. Integrating writing into science instruction enhances comprehension, retention, and the ability to apply scientific concepts. It is particularly effective in supporting English language learners and students with learning disabilities, helping them organize their thinking, build vocabulary, and make sense of complex material.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Writing To Learn Student Notebooks

**Person Monitoring:**

Connisheia Garcia

**By When/Frequency:**

Bi-Weekly

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

The implementation and effectiveness of the Writing to Learn (making learning visible) intervention will be monitored through a structured and ongoing process that focuses on both instructional fidelity and student outcomes. Monitoring will include the following key components: 1. Classroom Observations and Walkthroughs Administrators and instructional coaches will conduct regular classroom walkthroughs to ensure that writing-to-learn strategies are being consistently implemented across science classrooms. Observations will focus on student engagement in writing tasks, and alignment with the benchmark. 2. Review of Student Writing Samples Teachers will analyze student writing samples—such as lab scientific protocols, science journals, and short responses—on a weekly basis. Samples will be evaluated using common look-fors focused on content accuracy, scientific reasoning, and clarity of explanation. These samples will also be used during PLC meetings to calibrate scoring and share best practices. 3. Formative Assessment Data Writing tasks will be embedded into formative assessments to track student understanding and inform instruction. Teachers will monitor progress over time to identify trends, address misconceptions, and provide targeted feedback to students who need additional support. 4. Professional Learning Community (PLC) Collaboration Teachers will use PLC time to review implementation of writing strategies, analyze student work, and discuss instructional adjustments. Documentation of PLC discussions and action steps will be maintained to support continuous improvement. 5. Student Performance on Cycle Assessments The impact of the WTL intervention will be assessed through analysis of benchmark data.

**Area of Focus #4**

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

**Instructional Practice specifically relating to Social Studies****Area of Focus Description and Rationale**

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

The Social Studies department will focus on enrichment strategies to ensure students are not only meeting proficiency but are also being academically challenged to exceed expectations. This area of focus was identified as a critical need based on a review of 2024–2025 performance data, which showed that while the department improved proficiency 2%, a substantial percentage of students demonstrated potential for higher achievement but did not advance beyond the minimum proficiency

threshold.

The data revealed a plateau among students performing at the mid-proficiency level, indicating the need for more rigorous instruction, extension opportunities, and differentiated enrichment to elevate these students toward mastery and beyond.

### **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.

---

By the end of the 2025–2026 school year, 75% of students enrolled in Social Studies courses will score at or above proficiency on the US History EOC, reflecting a 12% increase from the 2024–2025 school year, during which 63% of students demonstrated proficiency.

### **Monitoring**

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

---

The implementation and impact of the enrichment focus will be monitored through a combination of instructional walkthroughs, PLC collaboration, and data analysis cycles. Administrators and instructional coaches will conduct regular classroom walkthroughs using a targeted look-for tool aligned to enrichment indicators, such as the use of higher-order questioning, academic discourse, and rigorous student tasks.

In PLCs, teachers will collaboratively plan, reflect on, and refine enrichment strategies, using student work samples and formative assessment data to evaluate effectiveness. Progress will also be monitored through quarterly analysis of common assessment data to identify trends in student performance, particularly among students at or near the proficiency threshold. Adjustments to instruction and supports will be made based on this ongoing review.

The department will track student progress toward the 75% proficiency goal by monitoring benchmark and state assessment data throughout the year, with an emphasis on moving students from proficiency to mastery. Teacher participation in enrichment focused professional learning will also be tracked to ensure alignment and consistency across classrooms.

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

Melanie Rogers

### **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:**

Strategy #1: Enrichment - Challenge and enrich students to proficiency and beyond.

**Rationale:**

Enrichment as an instructional strategy promotes deeper learning, critical thinking, and increased student engagement which are key factors in improving academic outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Strategy #2: Bridging the Gap - Bridge the gap for Black students scoring Level 2.

**Rationale:**

Bridging the Gap addresses Tier 2 needs through structured academic support and differentiated instruction.

**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:**

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**

PLCs for Proficiency

**Person Monitoring:**

Melanie Rogers

**By When/Frequency:**

Weekly

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

Describe the action step: Challenge and enrich students to proficiency and beyond. - Use structured PLC protocols to analyze enrichment task responses. Identify trends in proficiency, determine next steps, and adjust instruction or grouping to push students further. - Utilize curriculum maps, benchmark lessons, and enrichment tools provided by the district during PLCs to plan rigorous tasks and scaffolded extensions that push students beyond proficiency. - Plan daily lessons in PLC using the non-negotiables including protocols for document analysis, historical connections, historical thinking/talking. - Establish a system for teachers to observe one another using enrichment strategies in action. How will it be monitored: - PLC meeting notes and structured protocol templates will be used and reviewed weekly. - Administrators and instructional coach will conduct routine walkthroughs and learning environment scans using a targeted enrichment "look-for" tool. - Cycle assessments, benchmark data, and other formative assessments will be conducted to evaluate academic growth. The data will inform ongoing adjustments to enrichment strategies and teacher support.

**Action Step #2**

Bridging Proficiency Gaps

**Person Monitoring:**

Melanie Rogers

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

Describe the action step: Identify and support students scoring below proficiency. - Use assessment data (e.g., cycle or formative assessments) to identify students performing below proficiency. Maintain a dynamic tracker in PLCs that includes proficiency levels, skill gaps, and intervention status. - Develop tiered instructional strategies based on student need. - Analyze the impact of current supports, reflect on instructional strategies, and determine what changes are needed. How will it be monitored: - A shared dynamic data tracker in PLCs will be routinely updated that includes students scoring below proficiency, specific skill deficits, and current intervention status. - Administrator will monitor lesson plans and conduct classroom walkthroughs to ensure that differentiated, tiered strategies are being implemented with fidelity. - At the end of each cycle, PLCs will engage in structured reflection to analyze the effectiveness of current supports.

**Area of Focus #5**

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

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

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

---

Acceleration (Class of 2024) was 43%. This increased to 56% for the Class of 2025 but remains below district average.

**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.

---

Acceleration will increase to 70% for the graduating class of 2026.

**Monitoring**

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

---

An acceleration team including administrators, coaches, and school counselors will create and continually monitor our acceleration plan and progress towards our goal. We will use Data Analytics to continually monitor progress and update schedules when needed to improve results. This includes scheduling into and monitoring progress of students in courses leading to Industry Certifications, Dual Enrollment, and Advanced Placement.

**Person responsible for monitoring outcome**

Lukas Hefty



**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:**

Identify students who have not yet met acceleration and ensure they are scheduled into one or more class leading to acceleration, including Dual Enrollment, industry certifications, and Advanced Placement.

**Rationale:**

All students should have the opportunity to engage in accelerated coursework every year, 9th-12th.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Class of 2026

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Monthly

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

Identify students from the 2022 Cohort who have not yet met acceleration. Schedule students into SLS1301. Work with counselors and the College & Career Counselor to ensure students have SPC IDs. Monitor progress of students within the course to ensure success.

**Action Step #2**

Strategic scheduling for acceleration

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Monthly

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

Schedule students into accelerated courses each year. 9th - Personal Finance and DIT with ESB Certification; CAT and CJAM Pathways with industry certifications. 10th - AP Seminar; CAT and CJAM Pathways with industry certifications 11th - AP courses; SLS 1301 and Dual Enrollment; CAT and CJAM Pathways with industry certifications 12th - SLS 1301

**Area of Focus #6**

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.

---

The graduation focus aims to sustain and improve the school's already strong graduation rate by implementing targeted supports for at-risk students, enhancing credit recovery opportunities, and strengthening progress monitoring throughout the school year.

Rationale: A 94% graduation rate reflects the effectiveness of current practices, however, there are still disparities that must be addressed in subgroup data (ESE, ELL, etc.) to achieve equitable outcomes.

**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 overall graduation rate from 94% to 96% for the 2025-26 school year.

**Monitoring**

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

---

The graduation area of focus will be monitored through a structured and data-driven approach that ensures early identification, consistent progress tracking, and timely interventions for students at risk of not graduating.

**Person responsible for monitoring outcome**

Melanie Rogers

**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:**

Targeted Academic Support for Off-Track/At-Risk Students - This intervention provides a comprehensive targeted academic support based on individual need for students who are at risk of not meeting graduation requirements.

**Rationale:**

This intervention supports the graduation measurable goal of increasing the graduation rate to 96% by closing academic gaps and providing the intensive support off-track students need to complete graduation requirements on time.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Targeted Academic Support

**Person Monitoring:**

Counselors & AP

**By When/Frequency:**

Weekly/Bi-Weekly

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

- Identification of Off-Track/At-Risk Students - students will be identified at the start of the school year and monitored through monthly meetings with guidance counselors. - Scheduling of Academic Support Periods - students will be enrolled in GEP and/or credit recovery courses. - Ongoing Progress Monitoring and Mentoring - Students will be assigned a mentor who meets with them bi-weekly to set goals, track grades, and address challenges. - Family Engagement - Regular updates will be provided to parents/guardians through phone calls, progress reports, and in-person conferences.

**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**

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

The identified Area of Focus for Black students in the School Improvement Plan are to increase academic achievement by improving access to rigorous instruction, access and mastery of accelerated courses, and targeted support in core subject areas, particularly in reading and mathematics. This focus is grounded in our commitment to closing achievement gaps that disproportionately affect Black students. This was identified as a crucial need as we analyze data and make improvements to increase proficiency and acceleration for Black students to 60% and beyond.

**Measurable Outcome**

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

Based on the prior year data, achievement gaps were most evident among Black students in core

academic subjects, particularly English Language Arts (ELA), Algebra, and Geometry. The following measurable outcomes have been set for the current school year to address these gaps and support academic growth:

- English Language Arts (ELA):  
 Last year, 42.9% of Black students scored at or above grade level proficiency.  
 The school's goal is to increase ELA proficiency to 60% among Black students by the end of this academic year, as measured by the state ELA assessment.
- Algebra:  
 Last year, 55.9% of Black students were proficient on the state Algebra assessment.  
 The school aims to raise this to 60% proficiency by the end of the school year.
- Geometry:  
 Last year, 44.8% of Black students demonstrated proficiency on the state Geometry assessment.  
 The new goal is to increase this to 60% proficiency.

These objectives represent data-driven, measurable outcomes focused on narrowing achievement gaps and promoting mastery. Progress toward these targets will be closely monitored through benchmark assessments, common formative assessments, and ongoing analysis of student performance data by grade level and subject. Targeted instructional supports and culturally responsive teaching strategies will be implemented to help reach these goals.

## Monitoring

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

---

The Area of Focus for increasing academic achievement among Black students will be monitored through a structured system that ensures consistent implementation of targeted strategies and tracks progress toward measurable outcomes in ELA, Algebra, and Geometry.

### 1. Data Analysis and Progress Monitoring

Student performance data will be reviewed biweekly through progress monitoring tools, including formative and benchmark assessments. Data will be disaggregated by subgroup to closely track growth among Black students in each content area. Teachers and instructional leaders will analyze trends to identify which strategies are yielding positive results and where adjustments are needed.

### 2. Classroom Observations and Instructional Walkthroughs

School administrators and instructional coaches will conduct frequent walkthroughs and

formal observations to monitor the implementation of culturally responsive teaching practices, standards-aligned instruction, and differentiated supports. Observational data will be used to provide timely feedback and guide professional learning.

3. Professional Learning Community (PLC) Collaboration

Grade-level and content-area PLCs will meet weekly to examine student work, analyze assessment data, and adjust instruction based on student needs. PLCs will maintain documentation of strategies being used to support Black students and track their impact on learning outcomes.

4. Student Work Samples and Portfolios

Teachers will regularly review student work samples—especially writing tasks in ELA and problem-solving in math—to assess content mastery and higher-order thinking. Portfolios will help show individual growth over time and inform instruction.

5. Targeted Interventions and Progress Checks

Students not demonstrating adequate progress will receive targeted interventions such as small-group instruction, tutoring, and mentoring. Intervention progress will be reviewed every 4–6 weeks to determine effectiveness and make adjustments.

6. Stakeholder Engagement and Feedback

Progress updates will be shared with staff, families, and the School Advisory Committee through meetings, data presentations, and communication tools. Feedback from parents and students will be gathered via surveys and forums to guide decision-making and ensure cultural relevance and inclusivity.

Through this comprehensive monitoring plan, the school will ensure high-quality implementation of instructional strategies and make data-informed adjustments necessary to meet the proficiency goals for Black students, ultimately supporting academic excellence.

**Person responsible for monitoring outcome**

Connisheia Garcia and Kesha Albritton

**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:**

The evidence-based intervention the school will implement to support Black students' academic achievement is Targeted Small-Group Instruction in ELA and Mathematics. This approach involves grouping students by specific learning needs and providing focused, differentiated instruction designed to accelerate growth in areas where students are struggling.

**Rationale:**

Targeted small-group instruction is recognized by the What Works Clearinghouse and supported by ESSA (Every Student Succeeds Act) as a high-impact, Tier 2 intervention. Students who receive regular, focused instruction in small groups show significant gains in reading comprehension, vocabulary, math fluency, and problem-solving skills.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Small Group Instruction (based on data/needs)

**Person Monitoring:**

Connisheia Garcia, Lukas Hefty, Donald Johnson, Bi-Weekly  
Melanie Rogers, Keshia Albritton

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

Instruction will be differentiated and include the use of research-based resources, scaffolded supports, and high-engagement strategies to promote academic growth. Instructional staff will use a rotation model and flexible grouping to ensure responsiveness to individual student progress. 1. Student Progress Monitoring: Teachers will assess student growth every 4–6 weeks using formative assessments, curriculum-based measures, and diagnostic tools. Data will be used to adjust group placement and instructional strategies. 2. Documentation and Group Logs: Teachers will maintain small-group instruction data, including focus skills, instructional strategies used, student attendance, and anecdotal notes on participation and mastery. 3. Walkthroughs and Observations: School administrators and instructional coaches will conduct regular walkthroughs and focused observations to ensure the consistent use of small-group instruction and to provide feedback and support. 4. PLC Review and Data Chats: Content-area PLCs will meet biweekly to analyze student progress data, review intervention effectiveness, and make instructional adjustments. Specific attention will be given to disaggregated data for Black students to ensure targeted impact. 5. Quarterly Impact Reports: Student achievement data will be reviewed quarterly by the leadership team and shared with stakeholders to evaluate the impact of small-group instruction on closing the achievement gap. By taking these actions and closely monitoring their outcomes, the school aims to accelerate learning for Black students and increase the percentage achieving proficiency in ELA and math.

## IV. Positive Learning Environment

---

**Area of Focus #1**

Other: < no answer entered for other >

**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.

---

Lakewood High School (LHS) is a minority-majority high school with a predominantly Black student body. However, while the demographic makeup of a school may offer some context, it should not be used to explain disparities in student discipline. Black students with referrals in 2024-2025 was 184 with 109 having multiple referrals. Instead, it is important to recognize such disparities as potential indications of systemic issues. By solely attributing disciplinary disparities to demographics, we risk oversimplifying the problem and hindering the progress of authentic dialogues to foster school improvement. Therefore, it is crucial to look beyond the simple demographic explanation and strive to understand the deeper issues that contribute to disciplinary disproportionality here at LHS.

### **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 goal by the end of the 2025-2026 school year is to reduce the number of black students with referrals by 20% from 149 to 119. We will also reduce the number of black students receiving multiple referrals by 20% from 90 to 72.

### **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.

---

Monthly behavior meetings will serve as the cornerstone of this monitoring strategy, offering a platform for stakeholders like teachers, counselors, and administrators to review up-to-date data on disciplinary referrals. The School-Based Leadership Team (SBLT) will conduct in-depth data analyses to supplement these monthly reviews. They will examine trends and recommend adjustments to strategies/interventions. These findings will be translated into actionable steps and reviewed for progress during the subsequent monthly behavior meetings, ensuring a constant loop of data-driven action and review. The Spartan call log will be implemented for monthly check-ins to monitor real-time daily incidents. This tool will help identify emerging patterns or problem areas more quickly, allowing immediate interventions.

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

Ransom Cook, Shandy Gregg

### **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:**

Incorporating Validate, Affirm, Build, and Bridge (VABB) within a Positive Behavioral Interventions and Supports (PBIS) framework could be a promising approach to addressing disciplinary disparities. VABB can be embedded within the Tier 1 interventions of PBIS, which aim to create a positive school environment for all students. This integration can provide a responsive and restorative approach to student behavior and discipline that values and builds upon students' diverse experiences.

**Rationale:**

The rationale for selecting PBIS as a strategy is very well articulated, highlighting the key components of PBIS, such as monitoring, family involvement, positive reinforcement, and a tiered approach, which are all important aspects of this evidence-based framework. Data collection and analysis for informed and targeted strategies is an excellent point that aligns with one of the five elements of PBIS, emphasizing the use of data for decision-making. Data-driven decision-making is crucial for identifying trends and areas of concern, assessing the effectiveness of interventions, and making necessary adjustments.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Behavioral Expectations

**Person Monitoring:**

Shandy Gregg, Ransom Cook

**By When/Frequency:**

Daily/Weekly/Monthly

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

Establish and reinforce V.I.B.E. behavioral expectations. V - Values, I-Intentional, B-Be Present, E - Excellence.

**Action Step #2**

PBIS Professional Development

**Person Monitoring:**

Shandy Gregg, Ransom Cook

**By When/Frequency:**

Quarterly/Monthly

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

Provide ongoing professional development and training for staff on positive behavior management techniques, conflict resolution, and understanding the diverse needs of individuals.

**Action Step #3**

Student Supports

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Monthly

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



**step:**

Continuously monitor and assess the effectiveness of the discipline strategies and interventions being used. Regularly review data on behavioral incidents and adjust approaches as needed.

**Action Step #4**

VABB Training

**Person Monitoring:**

Keisha Albritton

**By When/Frequency:**

Semester

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

Staff Training: Equip staff with the skills needed for successful VABB integration within PBIS. a. Provide 20-and-outs to train staff on VABB and its integration into PBIS. b. Develop resources that will assist teachers in applying VABB within the PBIS framework. c. Use PLCs or staff meetings to introduce the new approach and provide initial training.



## 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.

---

Lakewood High School is committed to transparency, collaboration, and community engagement as foundational principles for school improvement. To ensure all stakeholders—students, families, staff, leadership, and community partners—are informed and engaged, the school has developed a comprehensive dissemination plan for the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Plan (SWP). This plan outlines how these documents and ongoing progress will be shared, monitored, and discussed in a manner that is accessible, inclusive, and actionable.

1. School Website
2. Family and Community Newsletters
3. Parent and Family Engagement Nights
4. Student Voice and Leadership Seminars
5. Staff Engagement and PD
6. School Advisory Council (SAC)

Progress Monitoring and Ongoing Communication

Progress toward SIP goals and use of UniSIG funds will be:

- Reviewed monthly by the school leadership team and shared with SAC.
- Communicated through progress dashboards published online and shared at quarterly family nights.
- Highlighted in school assemblies and student-led town halls.

Stakeholders will have continuous opportunities to provide feedback via:

- Digital suggestion boxes on the website.
- Parent and community surveys.
- Open comment periods during SAC

### **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)).

---

At Lakewood High School, fostering strong, positive relationships with parents, families, and community stakeholders is a cornerstone of our mission to educate, support, and empower every student. We believe that student success is maximized when schools and families work in partnership, and when the broader community is actively engaged in supporting the academic, social, and emotional growth of our scholars. Our Strategies to build and maintain a strong relationship includes:

#### **Welcoming and Inclusive Environment**

1. LHS staff are trained to create a welcoming atmosphere for all families, ensuring that school communications, events, and offices are accessible, inclusive, and respectful.
2. LHS front office personnel and school leaders are available to assist families and respond to concerns in a timely and respectful manner.

#### **Consistent, Two-Way Communication**

1. Regular updates are sent to families through phone calls, emails, text messages, the school's mobile app, and newsletters.
2. Teachers use platforms like Canvas, Focus Parent Portal, and Remind to provide updates on assignments, behavior, attendance, and grades.
3. Communication is offered in the languages spoken by families, including Spanish and Haitian Creole.

#### **Family Engagement Activities**

1. Quarterly family events such as Freshman Frenzy, Senior Seminar, FAFSA workshops, and SAC allow families to stay involved and informed.
2. Events are held at flexible times to accommodate working families

**Academic and Social-Emotional Support Collaboration**

1. The school provides information and training on how families can support learning at home, including workshops on curriculum, test preparation, and post-secondary planning.
2. School counselors, social workers, and the MTSS team actively engage families in student support plans.

**Parent Feedback and Decision-Making**

1. Parents serve as members of the School Advisory Council (SAC) and are involved in reviewing and shaping the School Improvement Plan (SIP).
2. Surveys and feedback tools are regularly used to gather input from families on school initiatives and communication effectiveness.

The Lakewood High School PFEP is publicly available on the school's website at:

**<https://www.pcsb.org/lakewood-hs>**

**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)).

---

Lakewood High School is committed to strengthening its academic program by implementing targeted, data-driven instruction and expanding access to rigorous, high-quality learning opportunities for all students. To enhance the core academic program, the school will focus on evidence-based instructional strategies, ongoing professional development for teachers, and regular progress monitoring to ensure instruction is aligned with state standards and individual student needs. The school will increase the amount and quality of learning time through extended learning opportunities such as after-school tutoring, Saturday academies, and credit recovery programs. Additionally, Lakewood will continue to expand its advanced course offerings, including Honors, Advanced Placement (AP), Dual Enrollment, and industry certifications through the Center for Advanced Technologies (CAT), to ensure students are challenged and prepared for college and careers. Enrichment programs, STEM initiatives, project-based learning, and partnerships with local universities and businesses will also be leveraged to create an engaging and accelerated curriculum that supports academic excellence and equity for all learners.

**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)).

---

LHS's plan integrates services from the district's school-based mental health and violence prevention programs to support students' social-emotional and behavioral needs. Lakewood collaborates with school nutrition services to ensure students have access to healthy meals, including free breakfast and lunch for all students, which supports readiness to learn. Through partnerships with career and technical education (CTE) programs, including the Center for Advanced Technologies (CAT), students have access to hands-on learning, industry certifications, and dual enrollment pathways that prepare them for post-secondary success.

In collaboration with adult education services and community-based organizations, the school provides opportunities for family literacy, dual enrollment access, and financial planning workshops, fostering stronger school-home connections. The school also works with the district's homeless education program (HEP) and community housing initiatives to support students and families facing housing instability, ensuring continuity of learning and wraparound services. These coordinated efforts ensure that all students are supported academically, socially, and emotionally through a network of aligned services and resources that reinforce our goals.

## 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)).

---

Lakewood High School is deeply committed to supporting the whole child by providing comprehensive services that address students' social, emotional, and behavioral needs alongside their academic growth. The school ensures access to counseling and school-based mental health services through a dedicated team of certified school counselors, a full-time social worker, and partnerships with local mental health agencies that offer on-site therapy and crisis support. Specialized support services such as behavior specialists, exceptional student education (ESE) case managers, and multi-tiered systems of support (MTSS) are in place to identify and respond to individual student needs. Mentoring programs, including peer mentoring, community-based mentoring partnerships, and initiatives led by staff, provide students with trusted adult and peer relationships that promote confidence, resilience, and positive decision-making. Additionally, character education, restorative practices, and student leadership opportunities are embedded into the school culture to help students develop essential life skills such as self-awareness, conflict resolution, goal setting, and responsible decision-making—ensuring their success far beyond the classroom, which are spearheaded and monitored by our counselors/student services team.

#### Preparing for Postsecondary Opportunities and the Workforce

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

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

---

Lakewood High School implements a schoolwide tiered model of support to proactively prevent and address problem behaviors while promoting positive student outcomes for all learners, including those with disabilities. This model is built on the foundation of Positive Behavioral Interventions and Supports (PBIS) and is aligned with the principles of Multi-Tiered System of Supports (MTSS) to ensure early identification and intervention for students exhibiting academic, behavioral, or social-emotional challenges. The MTSS framework is reviewed bi-weekly by a multidisciplinary team—including administrators, school counselors, ESE specialists, and behavior specialist—to ensure interventions are data-driven, equitable, and aligned with IDEA mandates. By integrating early intervening services with special education supports, Lakewood High School fosters a safe, supportive environment where all students can thrive behaviorally, emotionally, and academically. At the Tier I level, Lakewood establishes clear behavioral expectations, consistent routines, and schoolwide reinforcement systems to create a positive, inclusive climate for all students. Staff receive professional development on culturally responsive practices, trauma-informed care, and classroom management strategies. Behavior data is monitored through platforms such as Focus and used to identify trends and target schoolwide interventions. The LHS MTSS Coach plays a critical role in supporting student success by coordinating and guiding the implementation of the Multi-Tiered System of Supports (MTSS). The coach works closely with teachers, administrators, and support staff to analyze student data, identify students in need of academic or behavioral interventions, and help design targeted strategies across Tier 1, 2, and 3 levels. They lead regular problem-solving team meetings, monitor the fidelity and effectiveness of interventions, and ensure that supports are aligned with state standards and district guidelines. Additionally, the MTSS Coach provides professional development and coaching to staff, helping build capacity for early identification, progress monitoring, and data-informed decision-making that meets the needs of all students.

### **Professional Learning and Other Activities**

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

---

No Answer Entered

### **Strategies to Assist Preschool Children**

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

---

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

### Process to Review the Use of Resources

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

---

No Answer Entered

### Specifics to Address the Need

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

---

No Answer Entered

## VII. Budget to Support Areas of Focus

---

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

**No**



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