OSCEOLA FUNDAMENTAL HIGH

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, 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
Michael Bohnet

bohnetm@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

All school operations along with Electives.

Leadership Team Member #2

Employee's Name
Matthew Chrispin

chrispinm@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Application Program (Fundamental), English Language Learners, Math, Science

Leadership Team Member #3

Employee's Name
Julie Finley

Finleyju@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assessments, Curriculum, Career and Technical Education, English

Leadership Team Member #4

Employee's Name
Cynthia Mucerino

mucerinocy@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Athletics, Activities, & Facilities, Exceptional Student Education, Social Studies

Leadership Team Member #5

Employee's Name
Electra Polizzi

Polizzie@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

Counseling (career, college, academic, social emotional), Student Registration and Scheduling

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.

Teacher input through School Based Leadership Team, surveys of staff, students, and parents, community groups (i.e. Elks, Rotary), monthly parent meetings (Boosters, SAC, PTSA, Academy Advisory Boards).

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)).

SIP monitoring takes place thought the observation process: Walk through data and feedback, especially in our focus areas of differentiation and sound teaching practices. Consistent data review and data chats are conducted. Adjustments are made to the SIP based on data provided through the observation process and data review results.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**28.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

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

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					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (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					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	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025 SCHOOL	2025 DISTRICT†	2025 STATE†	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023** SCHOOL	2023 DISTRICT†	2023 STATE†
ELA Achievement*	78	62	59	71	55	55	62	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	58	58	63	57	57			
ELA Lowest 25th Percentile	62	54	56	64	55	55			
Math Achievement*	59	46	49	58	42	45	69	36	38
Math Lowest 25th Percentile	31	43	49	32	41	49			
Math Learning Gains	47	45	47	46	46	47			
Science Achievement	85	73	72	82	64	68	83	61	64
Social Studies Achievement*	86	74	75	86	70	71	85	63	66
Graduation Rate	99	94	92	100	92	90	100	92	89
Middle School Acceleration									
College and Career Acceleration	75	69	69	80	69	67	80	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	50	52	47	45	49	41	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)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	750
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	66%	77%	70%	68%		73%

* 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	50%	No		
English Language Learners	49%	No		
Asian Students	90%	No		
Black/African American Students	61%	No		
Hispanic Students	64%	No		
Multiracial Students	72%	No		
White Students	69%	No		
Economically Disadvantaged Students	66%	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	78%		64%	62%	59%	47%	31%	85%	86%		99%	75%	64%
Students With Disabilities	53%		55%	52%	43%	33%	18%	57%	72%		95%	25%	
English Language Learners	33%		43%	43%	37%	39%	30%	54%	64%		100%	31%	64%
Asian Students	97%		87%	83%	83%	71%		95%	95%		100%	90%	
Black/African American Students	71%		66%	54%	52%	38%			82%				
Hispanic Students	69%		63%	62%	52%	38%	34%	81%	85%		100%	67%	56%
Multiracial Students	85%		58%		50%	47%		92%	71%		100%	76%	
White Students	78%		62%	62%	60%	48%	29%	84%	87%		100%	76%	
Economically Disadvantaged Students	70%		63%	56%	58%	48%	39%	78%	82%		99%	66%	64%

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	71%		63%	64%	58%	46%	32%	82%	86%		100%	80%	47%
Students With Disabilities	30%		43%	44%	18%	19%	16%	43%	46%		100%	29%	
English Language Learners	43%		52%	45%	28%	36%		38%			93%	79%	47%
Asian Students	87%		69%		72%	77%		90%	100%		100%	92%	
Black/African American Students	52%		78%		46%	20%		77%					
Hispanic Students	57%		54%	62%	38%	29%	16%	72%	86%		98%	73%	50%
Multiracial Students	71%		63%	58%	56%	64%		77%	82%		100%	62%	
White Students	73%		64%	67%	63%	47%	36%	83%	86%		100%	82%	
Economically Disadvantaged Students	64%		62%	61%	53%	42%	40%	77%	84%		100%	69%	36%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	62%				69%			83%	85%		100%	80%	41%
Students With Disabilities	40%				53%			38%	68%		97%	35%	
English Language Learners	35%				40%				27%				61%
Asian Students	73%				88%			94%	90%		100%	67%	
Black/African American Students	63%				70%						100%	54%	
Hispanic Students	56%				47%			77%	77%		100%	82%	55%
Multiracial Students	52%				69%			77%	89%		100%	88%	
White Students	62%				72%			83%	87%		99%	82%	
Economically Disadvantaged Students	55%				65%			80%	79%		99%	66%	64%

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	78%	59%	19%	58%	20%
ELA	9	77%	59%	18%	56%	21%
Biology		84%	69%	15%	71%	13%
Algebra		35%	59%	-24%	54%	-19%
Geometry		67%	53%	14%	54%	13%
History		86%	72%	14%	71%	15%
			2024-25 WINTER			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		64%	26%	38%	41%	23%
Geometry		44%	17%	27%	23%	21%
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?

Two areas of greatest growth demonstrated were in our ELA proficiency and overall ESE proficiency in all content areas. In ELA, data reflected a 7% growth (71% to 78%), showing a second-year proficiency increase. Teachers continued to utilize common planning to plan rigorous lessons that demonstrate strong task target alignment as well as continued use of the district common strategies. Throughout all content areas our ESE students showed double digit growths in proficiency. ESE and Gen Ed teachers intentionally collaborated to meet the specific needs of ESE students to support growth.

Lowest Performance

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

Our lowest performance was demonstrated in Algebra proficiency, showing a 34% proficiency rate. Factors that may have impacted the data would be a teacher change during mid-quarter 1, teacher left district. The replacement teacher was brand new to education and was building capacity. Also, there was a change to teaching format, moved from 47-minute period to a rotating block schedule for a full quarter of instruction.

Greatest Decline

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

The greatest decline in data was seen in Algebra, with a decline of 22% (56% - 34%). Factors that may have impacted the decline was a teacher change in mid-quarter 1, and the instructional impact due to a teaching format change.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing our overall data to that of the state averages, we scored 20% below the state average for Algebra (State 54%, School 34%). Factors that may have impacted this decline was a

teacher change in mid-quarter 1 and the instructional impact that came along with a change in teaching format.

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.

1. Increase student performance in Algebra 1.
2. Increase student performance in Geometry.
3. Continue to grow students enrolled in AP and/or college coursework.
4. Decrease the number of students receiving Ds and Fs in courses required for graduation.
5. Increase the number of students earning acceleration.

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.

Algebra 1: Our overall proficiency rate for Algebra 1 was 34%. The data reflects that most proficient students scored in the level 3 achievement band (27%), with just 7% scoring in the level 4/5 achievement bands. Our students scoring below proficient was 67%, with most of those students scoring in the level 2 achievement band (41%). This demonstrates a critical need for differentiation to better support our low proficient students and to challenge our higher proficient students.

Geometry: Our overall proficiency rate for Geometry was 67%. The data reflects that most students scored in the level 3 achievement band 38%, with 29% scoring in the level 4/5 achievement bands. Students scoring below proficient was 33%, with most of those students scoring in the level 2 achievement band, 25%. This demonstrates a critical need for additional supports of our lowest performing students while providing challenging differentiation for our proficient students to increase total percentage of students testing in the level 4 and 5 achievement levels.

Measurable Outcome

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

Algebra: The percent of students achieving proficiency in Algebra will increase from 34% to 50%, as measured by the Algebra 1 EOC Assessment.

Geometry: The percent of students achieving proficiency in Geometry will increase from 67% to 70%, as measured by the Geometry EOC Assessment.

Monitoring

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

Progress in both Algebra and Geometry will be monitored through weekly classroom walkthroughs

that provide actionable and timely feedback to teachers. Weekly meetings will be held with Algebra 1 and Geometry teachers to discuss student progress, identify trends, and resolve instructional challenges. In addition, Professional Learning Communities (PLCs) will meet regularly to engage in intentional planning and to strengthen instructional practices grounded in data analysis. Data will be collected through a combination of formative, summative, and district-provided assessments. Teachers will use this information to develop ongoing remediation and acceleration plans tailored to student needs. As part of the monitoring process, administration will ensure the implementation of instructional non-negotiables, including the use of district-approved textbooks, reference sheets, and calculators for every student, as well as the posting of testing strategies in classrooms. Planning will also be monitored for alignment with district-provided resources such as Instructional Focus Guides (IFGs) and Pacing Calendars.

Person responsible for monitoring outcome
Matthew Chrispin

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

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
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:
Matthew Chrispin

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

Action Step #2
Professional Learning Communities

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

Action Step #3
Data Analysis

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #4
Spiral Teaching

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Action Step #5
Walkthrough Feedback

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices. During walkthroughs, administrators will look for the implementation of non-negotiables such as the use of district-approved textbooks, student access to reference sheets and calculators, visible posting of testing strategies, and evidence of planning aligned to district resources like Instructional Focus Guides (IFGs) and Pacing Calendars.

Action Step #6
Student Tools

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will intentionally teach and spend time working with the student tools used throughout testing (calculator, Desmos online calculator, reference sheets) to increase student understanding of tools and transfer use on assessments.

Action Step #7
Tutoring

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Working with Administration a quarterly calendar of tutoring will be created ensuring that a teacher tutor is available twice weekly for additional assistance to students to fill in academic gaps.

Action Step #8
Strategy Walks

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

Our current level of performance shows that 78% of students are proficient, as measured by the 2025 PM Cycle 3 ELA FAST Assessment, this ranked, again, as one of the highest performances in the district. Within the proficiency bands, 21% scored in the level 5 achievement band and 29% scored in level 4. Students showing below proficient is 23%, with most of those students scoring in the level 2 achievement band, 17%. Our data demonstrates a need for continued focus on intentional planning, differentiation, and strong instructional practices.

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.

The percent of students achieving proficiency in English Language Arts will increase from 78% to 80%, as measured by the PM Cycle 3 ELA FAST Assessment.

Monitoring

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

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

Person responsible for monitoring outcome
Julie Finley

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

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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:**
Julie Finley	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

Action Step #2
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Julie Finley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

Action Step #3
Data Analysis

Person Monitoring:	**By When/Frequency:**
Julie Finley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #4
Spiral Teaching

Person Monitoring:	**By When/Frequency:**
Julie Finley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Action Step #5
Walkthrough Feedback

Person Monitoring:	**By When/Frequency:**
Julie Finley	Weekly

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

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

Action Step #6
Lesson Resources

Person Monitoring:	**By When/Frequency:**
Julie Finley	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout lessons teachers will use BEST text, reading comprehension protocols, and anchor charts to assist students in mastery of standards.

Action Step #7
Strategy Walks

Person Monitoring:	**By When/Frequency:**
Julie Finley	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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.

Our current level of performance shows that 86% are proficient, as measured by the 2025 U.S. History EOC, ranked as one of the highest performances in the district. Students showing within the level 5 performance band is 39% with 23% showing level 4 proficient. Most students scoring in the non-proficient bands were at the level 2 achievement band, 9%. Our data demonstrates a need for continuous focus on differentiation to continue to support high level achieving students.

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.

The percent of students achieving proficiency in U.S. History will increase from 86% to 89% as measured by the U.S. History EOC Assessment.

Monitoring

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

the desired outcome.

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

Person responsible for monitoring outcome
Cynthia Mucerino

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:
Staff will strengthen instructional practices through: Intentional planning (focused on cognitive processing and practicing, common assessments, and WICOR strategies) Teachers will utilize the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies. Description: Planning and monitoring are grounded in the Social Studies Non-Negotiables including protocols for document analysis, historical connections, historical thinking, and historical talking to increase engagement and close achievement gaps in Social Studies. Strategy walks (demo classrooms, co-teach model lessons, and WICOR walks), Using cognitive processes to align learning action to standard and rigor. Focus on formative/summative assessment strategies that monitor for student learning and mastery of standards.

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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:
Cynthia Mucerino

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned including the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies to increase engagement and close achievement gaps in Social Studies. within their own classrooms.

Action Step #2
Professional Learning Communities

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor, utilizing "the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies". Planning and monitoring are grounded in the Social Studies Non-Negotiables including protocols for document analysis, historical connections, historical thinking, and historical talking to increase engagement and close achievement gaps in Social Studies., monitoring for learning, and differentiation.

Action Step #3
Data Analysis

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #4
Spiral Teaching

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Montly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Action Step #5
Walkthrough Feedback

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct consistent walkthroughs and provide actionable feedback within a

collaborative debrief to foster a growth mindset and improved instructional practices.

Action Step #6
Questioning

Person Monitoring:	**By When/Frequency:**
Cynthia Mucerino	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During common planning teachers will intentionally plan for purposeful questioning strategies to help students better elaborate on content.

Action Step #7
Strategy Walks

Person Monitoring:	**By When/Frequency:**
Cynthia Mucerino	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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.

Our current level of performance shows 85% of students proficient, as measured by the 2025 Biology EOC Assessment, ranked as one of the highest performances in the district. Students showing proficient, 30% performed at the level 5 proficiency band and 18% at level 4. Students showing below proficient were larging performing in level 2 performance band, 13%. Data shows that we must continue to focus on differentiation, strong instructional practices, and remediation efforts to support continued gowth in proficiency.

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.

The percent of students achieving proficiency in Biology will increase from 85% to 88%, as measured by the Biology EOC Assessment.

Monitoring

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

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

Person responsible for monitoring outcome
Matthew Chrispin

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

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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:**
Matthew Chrispin	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

Action Step #2
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

Action Step #3
Data Analysis

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #4
Spiral Teaching

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Action Step #5
Hands-On Experience

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When introducing new content teachers will engage students with hands-on experiences to anchor their learning.

Action Step #6
Walkthrough Feedback

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Weekly

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

step:
During walkthroughs, administrators will look for the implementation of non-negotiables, including the use of district-approved textbooks, student access to reference sheets and calculators, visible posting of testing strategies, and evidence of planning aligned to district resources such as Instructional Focus Guides (IFGs) and Pacing Calendars. In science classrooms, non-negotiables include the use of Biology Brain Builders, Scientific Thinking Protocols, and Higher Order Thinking Questions paired with engagement strategies to ensure all students are supported in demonstrating Level 5 thinking.

Action Step #7
Strategy Walks

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

While students with disabilities made significant gains over the past year (double digit), they still are significantly behind their same age, same grade peers in both English/Language Arts (ELA) and Math. Data indicates that they are lacking the foundational skills to meet proficiency levels in both areas as measured by state Assessments.   Osceola holds the expectation for Exceptional Student Education (ESE) inclusion instructors and their General Education counterparts to collaborate through PLC's, and District led trainings so that they are well versed with the content and standards being taught and to know the pacing guide for their subject. This will allow the teachers to scaffold and differentiate support for students to make individual learning gains in both ELA and Math.

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.

The percent of students achieving proficiency in ELA will increase from 53% to 55% as measured by the PM Cycle 3 FAST Assessment.

The percent of students achieving proficiency in Math will increase from 43% to 45% as measured by

state math EOC Assessments.

Monitoring

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

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

Person responsible for monitoring outcome
Cynthia Mucerino

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

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

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

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
Scheduling

Person Monitoring:
Cynthia Mucerino/Julie Finley

By When/Frequency:
Prior to start of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure optimal student support, build a master schedule that places ESE students in the proper courses with the necessary supports.

Action Step #2
Planning

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strategically create a quarterly schedule that provides time for collaboration between the ESE Inclusion and Gen Ed teacher to facilitate integration of specially designed instruction into core content classes, provide opportunities for differentiation, and monitor student progress towards IEP goals and mastery of general education standards.

Action Step #3
Differentiation

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and/or ESE Service Providers will provide differentiated, individual/small group instruction aligned to areas of need identified in each student's IEP to allow them to fully engage with same age peers and make progress toward mastery of grade level standards.

Action Step #4
Student Independence

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strengthen student's abilities to work independently by embedding meta-cognitive strategies into content based (ELA/Math) instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Action Step #5
Professional Development

Person Monitoring:
Cynthia Mucerino

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE professional development will be offered to support Gen Ed teacher with differentiation strategies to support student growth.

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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.

English Language Arts (ELA) was the lowest proficient content area for this subgroup, scoring at 33% proficient, compared to an overall proficiency of 78%. Data indicates a need to focus on intentional planning, differentiation, and scaffolding to assist this subgroup in meeting proficiency.

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.

The percent of students achieving proficiency in ELA will increase from 33% to 50% as measured by the PM Cycle 3 ELA FAST Assessment.

Monitoring

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

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

Person responsible for monitoring outcome
Matthew Chrispin

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

student learning and mastery of standards.

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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:**
Matthew Chrispin	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in district and site provided professional learning opportunities and utilize strategies learned within their own classrooms.

Action Step #2
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

Action Step #3
Data Analysis

Person Monitoring:	**By When/Frequency:**
Matthew Chrispin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #4

Spiral Teaching

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Action Step #5
Walkthrough Feedback

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

Action Step #6
Supports

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide time for collaboration between the Gen Ed content teacher and the ELL support personnel to develop strategies to support individual student needs.

Action Step #7
Strategy Walks

Person Monitoring:
Matthew Chrispin

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Area of Focus #7

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

Algebra was the lowest proficient content area in this subgroup at 14%, compared to the overall average proficient rate of 34% as measured by the Algebra 1 EOC. Data indicates a need to address

the gap in learning through differentiation and scaffolding.

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.

The percent of students achieving proficiency in Algebra will increase from 14% to 50% as measured by the Algebra 1 EOC.

Monitoring

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

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

Person responsible for monitoring outcome

Cynthia Mucerino

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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 Communities

Person Monitoring:	**By When/Frequency:**
Cynthia Mucerino	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in bi-monthly PLCs that focus on data analysis, intentional planning (providing for cognitive processing and practice), the use of strong instructional practices that develop rigor through WICOR, monitoring for learning, and differentiation.

Action Step #2
Data Analysis

Person Monitoring:	**By When/Frequency:**
Cynthia Mucerino	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data analytics and performance matters to analyze and track student data (PM data, district common assessments, cycle data) to monitor student progress toward mastery of standards. Teachers will communicate student data with students to create remediation and/or acceleration plans.

Action Step #3
Spiral Teaching

Person Monitoring:	**By When/Frequency:**
Cynthia Mucerino	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content.

Area of Focus #8

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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.

Our current graduation rate is at 99% as evidenced in the school's 2024-2025 graduation data.

Current performance will be maintained by implementing targeted areas for school improvement with fidelity.

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.

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

Monitoring

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

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

Person responsible for monitoring outcome

Julie FInley

Evidence-based Intervention:

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

MTSS

Person Monitoring: **By When/Frequency:**
Julie FInley   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using current data, CST/MTSS will meet weekly to monitor progress of at risk seniors.

Action Step #2
Data Analysis

Person Monitoring: **By When/Frequency:**
Julie Finley   Weekly/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly and quarterly the district graduation cohort report will be analyzed and shared with school counselors to develop next steps toward a successful on-time graduation.

Action Step #3
Course Placement

Person Monitoring: **By When/Frequency:**
Julie FInley   Prior to start of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Course data will be evaluated, seniors will be placed in intervention courses, and/or missing course requirements as necessary for an on-time graduation.

Area of Focus #9

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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.

Our current level of performance is a pass rate of 63% of students enrolled in accelerated courses, as evidence by the Advance Placement (AP) data. We also see a need to increase the number of students who will either successfully complete a Dual Enrollment course or pass a CTE certification. Combining efforts in increasing student success in one of these areas will increase the percentage of students who gain college and career readiness.

Measurable Outcome

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

The percent of students who earn acceleration toward college and career readiness will increase to 85%.

Monitoring

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

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

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

Person responsible for monitoring outcome

Julie Finley

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:

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

Rationale:

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

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

Professional Learning Communities

Person Monitoring:
Julie Finley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create and follow a pre-determined schedule of PLCs that is aligned with district and state assessment calendars, that will focus on collaboration and differentiation strategies.

Action Step #2
Data Analysis

Person Monitoring:
Julie Finley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze assessment and/or student work data at PLCs to look for trends and needs for remediation and differentiation.

Action Step #3
Walkthrough Feedback

Person Monitoring:
Administration Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct consistent walkthroughs and provide actionable feedback within a collaborative debrief to foster a growth mindset and improved instructional practices.

Action Step #4
Spiral Teaching

Person Monitoring:
Julie Finley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year teachers will work collaboratively to plan spiral instruction to ensure students are making connections between taught content, practicing, and reviewing critical content. Teachers will develop intentional remediation/acceleration plans to support student needs.

Action Step #5
Strategy Walks

Person Monitoring:
Julie Finley

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will work collaboratively to implement strategy walks within and across disciplines.

Action Step #6
Course Requests

Person Monitoring:

By When/Frequency:

Julie Finley   Annual

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Working with school counselors and teachers, to recruit current OFHS students to enroll in rigorous coursework that includes, CTE courses, AP courses, and Dual Enrollment.

Action Step #7
Scheduling

Person Monitoring: **By When/Frequency:**
Julie Finley   Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Working with school counselors, students with AP Potential, meet Dual Enrollment course requirements, and request CTE courses will be enrolled in these rigorous courses.

Action Step #8
Tutoring

Person Monitoring: **By When/Frequency:**
Julie FInley   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will develop tutoring schedules that will assist students in successful completion of their chosen acceleration pathway.

IV. Positive Learning Environment

Area of Focus #1
Student Attendance

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

Discipline data indicated that that 40 referrals were written in the 2024-2025 school year for skipping, 24% of our overall referral data. Students skipping are missing important instruction and learning. By building relationships, addressing concerns on our morning school news, keeping students engaged in the classroom, monitoring our hall via the campus monitor, behavior specialist, and administration team, encouraging students to go to class, and holding high accountability for students who do not attend class we will have a reduction in the number of referrals written for skipping. Teachers will incorporate the use of PBIS and restorative practices to foster a positive classroom environment.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored by behavior specialist, CST/MTSS teams, administration, and weekly attendance reports.

Person responsible for monitoring outcome

Matthew Chrispin

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:

Using the following evidence-based interventions: Rigorous, engaging instruction Restorative Practices (classroom climate and grading) PBIS incentives (students and teachers) CST

Rationale:

Using Focus discipline and attendance data to determine which students are skipping and the time of day, utilizing the behavior specialist, campus monitor, administration, and resource officers to monitor the parking lots, hallways, and restrooms during high flight time. Establishing cooperative learning structures to promote student engagement and positive relationships. Students with repeated skipping patterns will be referred to CST for planning and implementation of interventions to improve behavior. Restorative practices must be present to ensure the student feels welcomed back into the classroom. With the development of deeper meaningful relationships, engaging content, and the active monitoring of the campus., students should have a stronger desire to stay in class.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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 Development

Person Monitoring:	By When/Frequency:
Julie Finley	Beginning of school/ongoing

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

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

Action Step #2
Greetings

Person Monitoring: **By When/Frequency:**
Cynthia Mucerino   Ongoing

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

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

Action Step #3
PBIS

Person Monitoring: **By When/Frequency:**
Cynthia Mucerino   Beginning of school/ongoing

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

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

Action Step #4
Walkthrough

Person Monitoring: **By When/Frequency:**
Administration Team   Weekly

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as 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.

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