SEMINOLE HIGH SCHOOL

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

To build a strong foundation for learning that leads to academic success, college readiness, and career preparedness.

Provide the school's vision statement

Our vision is to prepare all students with the knowledge, skills, and mindset needed to excel in a global and competitive world.

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
Alana Brown

Brownala@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Oversees the daily activities and operations within the school.

Leadership Team Member #2

Employee's Name
Justin Bending

Bendingj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for Math, Athletics, and students' last name N-Z

Leadership Team Member #3

Employee's Name

Amanda Madej

Madeja@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for Science, EL Learners, PBIS, Students' last name A-E

Leadership Team Member #4

Employee's Name

Lisa Sinatra

Sinatral@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for Social Studies, Business department, Curriculum, R.I.S.E., 3DE, and students' last name F-M

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.

Throughout the school year, multiple opportunities are provided to engage stakeholders in the

development of the School Improvement Plan (SIP). These include leadership team meetings, faculty meetings, parent/family events, and surveys designed to gather diverse perspectives from school staff, students, families, and community partners.

Relevant data—such as academic performance, school climate indicators, and equity-focused metrics—are shared with stakeholders to inform discussions about strengths, areas for growth, and challenges. Input is collected through surveys, focus groups, individual conversations, and open forums.

The school leadership team consolidates and analyzes the feedback to identify key priorities and strategies. An initial SIP draft is developed and shared with stakeholders for additional review and input. Final revisions are made based on this feedback to ensure the plan is inclusive, actionable, and aligned with the needs and expectations of the school community.

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 implementation of the School Improvement Plan (SIP) will be closely monitored through ongoing data analysis, administrative oversight, and stakeholder engagement. Our school's "Bridging the Gap" initiative specifically targets the achievement gap for our Black students. Each administrator and school counselor are assigned a caseload of students to monitor, providing consistent academic and social-emotional check-ins to ensure students receive the necessary support and interventions to achieve success.

In addition, our ESE support model has been restructured. All ESE teachers now serve as both case managers and in-class support providers, ensuring students with disabilities receive more integrated and consistent assistance. Progress is reviewed weekly to identify areas of concern and adjust supports as needed.

The SIP's effectiveness and impact will be reviewed regularly during School-Based Leadership Team (SBLT) meetings, faculty meetings, and other professional learning communities. Stakeholder feedback will be gathered through parent and community engagement events, including our annual State of the School Address, and used to make data-informed revisions to the plan. This ensures that the SIP remains a living document, responsive to student needs and focused on continuous improvement.

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	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**62.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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: B** **2023-24: C** **2022-23: B** **2021-22: B** **2020-21: C**

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	67	107	132	144	450
One or more suspensions	29	34	26	24	113
Course failure in English Language Arts (ELA)	47	31	27	1	106
Course failure in Math	15	50	72	1	138
Level 1 on statewide ELA assessment	62	81	77		220
Level 1 on statewide Algebra assessment	37	25	87	103	252

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	57	85	109	103	354

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			1	4	5
Students retained two or more times	9	5	4	4	22

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	62	59	53	55	55	43	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	51	58	58	56	57	57			
ELA Lowest 25th Percentile	49	54	56	56	55	55			
Math Achievement*	40	46	49	46	42	45	38	36	38
Math Learning Gains	33	45	47	46	46	47			
Math Lowest 25th Percentile	35	43	49	30	41	49			
Science Achievement	74	73	72	58	64	68	60	61	64
Social Studies Achievement*	75	74	75	64	70	71	66	63	66
Graduation Rate	97	94	92	96	92	90	97	92	89
Middle School Acceleration									
College and Career Acceleration	73	69	69	57	69	67	60	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	50	52	30	45	49	44	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	633
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
58%	54%	56%	54%	46%		51%

* 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)

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	3	
English Language Learners	43%	No		
Asian Students	52%	No		
Black/African American Students	47%	No		
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	60%	No		
Economically Disadvantaged Students	51%	No		

2024-25 ESSA SUBGROUP DATA SUMMARY

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	56%		51%	49%	40%	33%	35%	74%	75%		97%	73%	50%
Students With Disabilities	22%		36%	45%	15%	21%	19%	48%	44%		93%	49%	
English Language Learners	18%		45%	46%	5%	36%	62%	33%			100%	36%	50%
Asian Students	67%		36%										
Black/African American Students	33%		41%	38%	14%	22%	43%	45%	67%		100%	69%	
Hispanic Students	50%		60%	59%	33%	33%	31%	64%	65%		98%	64%	48%
Multiracial Students	56%		40%		45%	25%		72%	71%		95%	78%	
White Students	60%		51%	50%	44%	35%	35%	78%	77%		96%	76%	
Economically Disadvantaged Students	44%		45%	43%	29%	25%	31%	63%	69%		95%	64%	48%

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	53%		56%	56%	46%	46%	30%	58%	64%		96%	57%	30%
Students With Disabilities	23%		42%	44%	16%	23%	11%	27%	32%		100%	30%	
English Language Learners	31%		43%	38%	13%	27%		31%			79%	64%	30%
Asian Students								30%			83%	70%	
Black/African American Students	39%		33%	35%	30%	50%		33%			100%	43%	
Hispanic Students	48%		57%	48%	54%	51%	27%	59%	65%		91%	43%	
Multiracial Students	60%		70%		53%	56%		76%	55%		83%	50%	
White Students	55%		57%	60%	45%	44%	25%	60%	66%		97%	60%	
Economically Disadvantaged Students	42%		53%	52%	37%	43%	28%	48%	60%		94%	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	43%				38%			60%	66%		97%	60%	44%
Students With Disabilities	13%				15%			28%	49%		88%	39%	
English Language Learners	38%				20%			58%			91%	30%	25%
Asian Students	38%												
Black/African American Students	24%				26%			33%	72%		91%	20%	
Hispanic Students	30%				36%			63%	51%		97%	54%	27%
Multiracial Students	27%				23%			40%	56%		100%	45%	
White Students	47%				41%			64%	68%		97%	62%	
Economically Disadvantaged Students	32%				29%			50%	58%		96%	54%	27%

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	50%	59%	-9%	58%	-8%
ELA	9	57%	59%	-2%	56%	1%
Biology		70%	69%	1%	71%	-1%
Algebra		28%	59%	-31%	54%	-26%
Geometry		45%	53%	-8%	54%	-9%
History		77%	72%	5%	71%	6%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*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?

Science showed the most improvement, with a 16% increase in student achievement. This growth was the result of several intentional strategies, including the consistent use of writing-to-learn strategies, interactive notebooks, and structured common planning. Teachers engaged in meaningful PLCs focused on data-driven instruction and standards-based planning. Additionally, weekly "Biology Boosters" were offered to target specific benchmarks where students demonstrated the greatest need, as identified through ongoing data analysis. These targeted supports played a key role in accelerating student understanding and performance in science

Lowest Performance

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

Math had the lowest performance, with only 40% of students reaching proficiency. Several contributing factors impacted student outcomes in this area. A mid-year change in personnel disrupted instructional continuity and student-teacher relationships. Additionally, there was inconsistent use of district-provided resources and curriculum, leading to a lack of alignment with the B.E.S.T. Standards. Data tracking was limited, which made it difficult to identify and respond to student learning gaps in a timely manner. Furthermore, many lessons did not meet the required level of rigor and complexity outlined in the standards, which hindered student mastery. These trends indicate a need for improved instructional consistency, stronger curriculum fidelity, and more effective use of data to drive instruction.

Greatest Decline

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

Math showed the greatest decline from the prior year, with a 6% decrease in overall achievement, a 13% drop in student learning gains, and a 5% decline among our lowest 25% of students. These declines are directly linked to several contributing factors, including a mid-year change in instructional personnel, which disrupted consistency and impacted student progress. Additionally, there was a lack of fidelity in using district-approved resources and curriculum, resulting in misalignment with the

B.E.S.T. Standards. Data tracking was inconsistent, and many instructional activities did not meet the required level of rigor, preventing students from mastering complex benchmarks. These trends highlight the need for greater instructional stability, increased data-driven decision-making, and stronger adherence to curriculum and standards-based instruction.

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.

Algebra had the greatest gap when compared to the state average. While the state proficiency average was 54%, our school's proficiency was significantly lower at 24%, resulting in a 30-point gap. This disparity can be attributed to the same contributing factors that impacted overall math performance and trends. These include a mid-year change in personnel, which disrupted instructional continuity, and inconsistent use of district resources and curriculum with fidelity. There was also a lack of effective data tracking and instructional planning to ensure alignment with the rigor and complexity of the B.E.S.T. Standards. These challenges not only contributed to declines in overall math achievement and learning gains but also widened the gap between our school and the state average in Algebra.

EWS Areas of Concern

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

Attendance and Math/ELA proficiency are major areas of concern.

Highest Priorities

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

Math proficiency, gains, and lowest 25% gains; especially in Algebra 1, ELA proficiency. Performance of ESE students specifically in math is a priority.

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 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 Area of Focus is improving ELA achievement in both 9th and 10th grades. Based on 2024 data, 56% of 9th grade students and 50% of 10th grade students demonstrated proficiency in ELA, indicating that nearly half of our students are not meeting grade-level expectations in reading and writing.

This area was identified as a crucial need through a review of student performance data, which revealed stagnant growth and persistent achievement gaps—particularly in reading comprehension, text analysis, and written expression. Low proficiency in ELA directly impacts students' ability to engage with complex texts across all content areas, limits their critical thinking and communication skills, and negatively affects college and career readiness.

Addressing this need is essential to ensure students gain the literacy skills required to meet the rigor of the B.E.S.T. Standards and achieve long-term academic success. Targeted instructional strategies, data-driven interventions, and increased alignment across grade levels will be central to our improvement efforts.

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.

To increase ELA proficiency from 56% to 62% as measured by the FAST PM3 State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

Progress will be tracked using multiple data sources, including FAST PM1 and PM2, progress monitoring assessments, common formative assessments, and classroom performance data.

Teachers will engage in regular data analysis during PLCs to identify trends, monitor student progress toward benchmarks, and adjust instruction accordingly.

Administrators and instructional coaches will conduct frequent classroom walk-throughs and provide real-time feedback to ensure instructional strategies are aligned with the B.E.S.T. Standards and support rigorous, standards-based teaching. Tiered interventions will be provided for students demonstrating learning gaps, and student progress will be tracked through MTSS documentation and progress monitoring logs.

Ongoing monitoring will ensure early identification of instructional gaps and allow for timely adjustments to supports and strategies. This responsive approach will help improve student engagement, deepen content mastery, and ultimately lead to increased proficiency on the FAST PM3 assessment.

Person responsible for monitoring outcome
Alana Brown

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 being implemented in both 9th and 10th grade ELA is the integration of Writing to Learn strategies across all instructional units. This includes structured writing tasks such as constructed responses, evidence-based writing prompts, and daily written reflections that require students to process and explain their understanding of texts. These strategies will be embedded into lessons and aligned to the B.E.S.T. ELA Standards.

Rationale:
Writing to Learn is a research-based strategy proven to deepen comprehension, reinforce academic vocabulary, and improve students' ability to analyze and synthesize complex texts. Data from the previous school year indicated that students struggled most with tasks requiring critical thinking, evidence-based reasoning, and written expression—skills directly supported through consistent, purposeful writing. This strategy also aligns with the expectations of the FAST assessment, which includes both reading comprehension and writing components.

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
PLC Collaboration and Planning

Person Monitoring:
Alana Brown

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate in weekly PLCs to develop and refine writing tasks aligned to standards and assessment benchmarks. They will analyze student writing samples to inform instruction and determine next steps. Teachers will utilize district resources available. Professional Development opportunities will be provided for teachers to attend.

Action Step #2
Formative Assessment and Data Tracking

Person Monitoring:
Alana Brown

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use rubrics to assess writing tasks and track student progress through digital portfolios or common data trackers. This data will be reviewed bi-weekly in PLCs and during quarterly data chats with administration.

Action Step #3
Instructional Coaching and Feedback

Person Monitoring:
Alana Brown

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will conduct regular classroom walk-throughs to monitor the implementation of Writing to Learn strategies. They will provide actionable feedback and model high-impact practices as needed.

Area of Focus #2

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.

The identified Area of Focus is Mathematics instruction and student achievement, with particular attention to overall Math Achievement (Algebra and Geometry EOC), Math Gains, and the performance of the Lowest 25% (L25%) of students. This focus will guide instructional planning, intervention strategies, and professional development efforts aimed at improving student outcomes in mathematics across all grade levels. Improving math instruction directly supports student academic growth and long-term success. Foundational math skills are essential for critical thinking, problem-solving, and future readiness. By targeting this area, we aim to increase student proficiency, narrow

achievement gaps, and ensure all students—particularly those in the L25%—are equipped with the skills needed to meet or exceed grade-level standards. Enhanced math outcomes will also contribute positively to the overall school performance grade.

This focus area was selected based on a review of the previous year's assessment data, which revealed significant underperformance in math:

- Math Achievement: 40%
- Math Learning Gains: 33%
- Math L25% Learning Gains: 35%

These percentages indicate that fewer than half of students are proficient in math, and an even smaller portion are making expected learning gains. The low growth in the L25% subgroup is particularly concerning, as it suggests that our current strategies are not sufficiently supporting our most struggling learners. Addressing these deficiencies is crucial to promoting equity, raising academic expectations, and improving overall student success in mathematics.

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.

To increase Math achievement from 40% to 50%, Math Gains from 33% to 50%, and L25% gains from 35% to 50% as measured by the Algebra and Geometry State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

To achieve the goal of increasing math proficiency from 40% to 50%, we will implement a comprehensive and ongoing monitoring system throughout the school year. This system will include formative assessments, data analysis, targeted interventions, and instructional adjustments to ensure all students are making adequate progress toward proficiency.

Monitoring Strategies Include:

- Progress Monitoring Assessments: Students will participate in bi-weekly or monthly formative assessments, including district-provided assessments and teacher-created quizzes, to measure mastery of key math standards.
- Benchmark Assessments: Administered quarterly to evaluate progress toward grade-level expectations and predict performance on the State Assessment (EOC).
- Data Analysis Meetings: Instructional teams will meet monthly in PLCs to analyze student performance data, identify trends, and adjust instructional strategies accordingly. Special focus will be placed on students in the Lowest 25% to ensure timely support.
- Intervention Tracking: Progress of students receiving Tier 2 and Tier 3 interventions will be

tracked weekly to ensure interventions are effective. Adjustments will be made as needed based on data.

- Classroom Observations and Coaching: Instructional coaches and administrators will conduct regular classroom walkthroughs and provide feedback to ensure alignment with high-quality math instruction and curriculum standards.

Impact on Student Achievement:

Ongoing monitoring allows for real-time identification of learning gaps, enabling timely, targeted interventions. This responsive approach ensures that students do not fall behind and that instruction is adjusted based on actual student needs. By continuously evaluating data and making informed instructional decisions, we increase the likelihood that more students will reach proficiency on the State Assessment, ultimately meeting our goal of raising proficiency from 40% to 50%.

Person responsible for monitoring outcome
Justin Bending

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:

To improve Math proficiency, gains, and L25% growth, we will implement Small Group Differentiated Instruction using data-driven, targeted interventions, supported by evidence-based resources such as ALEKS, IXL, and manipulatives for conceptual understanding. This intervention focuses on meeting students at their current level and accelerating their growth through focused, skill-specific instruction.

Rationale:

The decision to use Small Group Differentiated Instruction is grounded in research showing that targeted, small-group instruction improves student achievement by providing individualized support aligned with each student's skill deficits. Data from the previous year indicated that only 40% of students were proficient, with 33% overall gains and 35% gains in the L25% subgroup, highlighting the need for more personalized, intensive instruction. This strategy allows teachers to address specific learning gaps identified through assessment data, provide immediate feedback, and adjust pacing based on student progress. Tools like ALEKS and IXL offer adaptive practice and real-time data to drive instruction.

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

PLC Collaboration and Planning

Person Monitoring:
Justin Bending

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate in weekly PLCs to develop and refine writing tasks aligned to standards and assessment benchmarks. They will analyze student writing samples to inform instruction and determine next steps. Teachers will utilize district resources during collaborative planning.

Action Step #2
Formative Assessment and Data Tracking

Person Monitoring:
Justin Bending

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use rubrics to assess writing tasks and track student progress through digital portfolios or common data trackers, as well as district provided common assessments and cycle assessments. This data will be reviewed bi-weekly in PLCs and during quarterly data chats with administration.

Action Step #3
Instructional Coaching and Feedback

Person Monitoring:
Justin Bending

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will conduct regular classroom walk-throughs to monitor the implementation of Math non-negotiables being implemented in the classroom. They will provide actionable feedback and model high-impact practices as needed.

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 Area of Focus is Science proficiency, specifically improving student performance on the Biology End-of-Course (EOC) Assessment. While 74% of students achieved proficiency in the previous school year, there is a need to increase the percentage of students performing at or above grade level and ensure consistent performance across all student subgroups. Science achievement is critical to developing analytical thinking, problem-solving skills, and scientific literacy skills that are essential for success in college, careers, and civic life. A strong foundation in Biology also supports students in other STEM subjects and helps close achievement gaps. Raising performance in Science

contributes to the school's overall academic success and accountability measures.

Rationale:

Although 74% proficiency represents a relatively strong performance, the data also indicates that 26% of students did not meet the standard, leaving room for improvement. Subgroup data and item analysis from the Biology EOC reveal that students struggled with specific content areas such as genetics, cellular processes, and the scientific method. Additionally, trends show variability in performance among ESE and ELL students, indicating a need for targeted support and instructional consistency.

This area was identified as a priority through a review of assessment data, classroom performance, and teacher input. The goal is to increase overall proficiency, reduce subgroup performance gaps, and ensure that all students have equitable access to rigorous and engaging science instruction.

Measurable Outcome

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

To increase Science achievement from 74% to 80% as measured by the Biology State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

To achieve the goal of increasing Biology EOC proficiency from 74% to 80%, student progress will be monitored consistently through ongoing assessment, data analysis, and instructional adjustments. Monitoring will ensure that instruction remains aligned with state standards, and that students receive timely support based on their academic needs.

Monitoring Strategies Include:

- Common Formative Assessments: Administered biweekly or at the end of each unit to measure student understanding of key Biology benchmarks. Assessment results will guide reteaching and enrichment activities.
- District Benchmark Assessments: Conducted quarterly to simulate the structure and rigor of the Biology EOC and to track students' readiness for the state assessment.
- Data Chats and PLC Meetings: Teachers will meet regularly in Professional Learning Communities (PLCs) to review formative assessment data, identify learning gaps, and adjust instructional plans. Special attention will be paid to subgroups such as ESE and ELL students to ensure equity in progress.
- Progress Monitoring Tools: Digital platforms such as Performance Matters will be used to provide real-time data on student performance and growth.
- Administrative Walkthroughs: School leaders will conduct routine classroom walkthroughs

focused on standards-based instruction, student engagement, and use of data to inform teaching.

Impact on Student Achievement:

Ongoing monitoring will allow for timely identification of academic weaknesses, enabling teachers to provide targeted reteaching and support before misconceptions become long term learning gaps. By frequently assessing progress and adjusting instruction accordingly, student confidence, content mastery, and overall performance will improve. This strategic, data informed approach is expected to lead to an increase in student proficiency on the Biology EOC from 74% to 80%.

Person responsible for monitoring outcome

Amanda Madej

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:

To improve Science achievement and raise Biology EOC proficiency from 74% to 80%, we will implement standards-based review and intervention through spiraled instruction and formative assessment cycles paired with differentiated small group instruction. This approach allows students to regularly revisit high-impact benchmarks and receive targeted support based on ongoing assessment data.

Rationale:

Analysis of prior year data and item level EOC performance revealed that students performed inconsistently across key benchmarks, particularly in genetics, cellular functions, and experimental design. Research supports that spiraled review, where concepts are revisited over time, improves long term retention and application of content knowledge. Additionally, frequent formative assessments combined with targeted small group instruction have been proven to improve student outcomes, especially when aligned with state tested standards. By reinforcing concepts throughout the year and responding to assessment data in real time, this approach ensures students remain engaged with critical content and allows teachers to address gaps before the high stakes EOC assessment.

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

PLC Collaboration and Planning

Person Monitoring:
Amanda Madej

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate in weekly PLCs to develop and refine writing tasks aligned to standards and assessment benchmarks. They will analyze student writing samples to inform instruction and determine next steps. Teachers will Lead with the Lab to anchor the learning. Teachers will use the Scientific Thinking Protocols, Higher Order Thinking Questions, and Biology Brain Builders so that students demonstrate Level 5 thinking.

Action Step #2
Formative Assessment and Data Tracking

Person Monitoring:
Amanda Madej

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use rubrics to assess writing tasks and track student progress through digital portfolios or common data trackers. This data will be reviewed bi-weekly in PLCs and during quarterly data chats with administration. Teachers will utilize the Biology Checks for Understanding common assessments and track benchmark results from these assessments and cycle assessments. Teachers will spiral instruction based on benchmark performance.

Action Step #3
Instructional Coaching and Feedback

Person Monitoring:
Amanda Madej

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will conduct regular classroom walk-throughs to monitor the implementation of Writing to Learn strategies. They will provide actionable feedback and model high-impact practices as needed.

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 Area of Focus is Social Studies achievement, with an emphasis on improving student performance on the U.S. History EOC Assessment. While 75% of students achieved proficiency in the previous school year, the goal is to increase the percentage of students demonstrating mastery of the U.S. History standards and ensure consistent success across all student groups. Proficiency in U.S. History is critical for developing students' understanding of historical context, civic responsibility,

and critical thinking skills. Mastery of Social Studies content helps students analyze complex issues, draw evidence-based conclusions, and become informed participants in a democratic society. Improved Social Studies outcomes also contribute to the school's overall academic performance and accountability measures.

Rationale:

The 2024 U.S. History EOC data revealed that 75% of students achieved proficiency, leaving 25% of students not meeting grade-level expectations. A deeper analysis showed that students struggled particularly with historical reasoning, interpretation of primary sources, and content related to Reconstruction, the Civil Rights Movement, and foreign policy. Performance gaps were also noted among certain subgroups, including ESE and ELL students.

This area was identified as a priority based on a combination of EOC performance data, classroom assessments, and teacher input, indicating the need for more consistent review of standards, strategic intervention, and engagement with complex historical content. Strengthening Social Studies instruction and review practices will help close the performance gap, increase engagement with historical thinking skills, and move more students toward 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.

To increase Social Studies achievement from 75% to 80% as measured by the U.S. History State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

To meet the goal of increasing U.S. History EOC proficiency from 75% to 80%, student progress will be closely monitored through a structured system of formative assessments, data analysis, and instructional adjustments aligned to tested standards.

Monitoring Strategies Include:

- Biweekly Standards-Based Quizzes: Teachers will administer short assessments targeting specific U.S. History EOC benchmarks to measure students' mastery of key content and skills.
- Quarterly Benchmark Assessments: These assessments will replicate the rigor and format of the EOC and provide predictive data on student readiness. Results will be used to adjust instruction and pacing.
- Ongoing PLC Collaboration: Teachers will meet regularly in Professional Learning Communities (PLCs) to analyze assessment data, discuss student progress, identify at-risk learners, and plan interventions.
- Item Analysis and Data Chats: Teachers and instructional leaders will review item-level data

from assessments to identify trends and gaps, guiding reteach plans and enrichment opportunities.

- Administrative Walkthroughs: School leaders will conduct regular observations to monitor the fidelity of standards-based instruction, use of historical thinking strategies, and student engagement.

Impact on Student Achievement:

Ongoing monitoring allows teachers to respond quickly to learning gaps and misconceptions before they become long-term deficiencies. It enables a data-driven instructional approach where teaching is adjusted in real-time to meet student needs. Regular check-ins, reteaching, and enrichment based on current data will help more students achieve mastery, particularly those who are on the cusp of proficiency. These practices are expected to boost the overall Social Studies proficiency rate from 75% to 80% on the U.S. History EOC.

Person responsible for monitoring outcome
Lisa Sinatra

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:
To increase proficiency on the U.S. History EOC from 75% to 80%, the school will implement an evidence-based spiraled review and retrieval practice model, paired with data-driven small group instruction. Teachers will use high quality instructional resources such as DBQ Project materials, Doc-A-Day, and district benchmark-aligned resources. This intervention emphasizes repeated exposure to key standards and historical thinking skills, ensuring students retain and apply essential content.

Rationale:
Data from the U.S. History EOC and classroom assessments showed that students struggled with content retention, analysis of primary/secondary sources, and application of historical reasoning skills. Research supports the use of retrieval practice and spiral review as effective strategies to strengthen long term memory and content mastery. Combined with small group instruction, this model allows teachers to reteach specific skills to students who need targeted support, particularly those just below proficiency. This approach ensures that all students, regardless of their starting point, are consistently engaging with EOC-aligned material and developing the thinking skills necessary for success.

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
PLC Collaboration and Planning

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate in weekly PLCs to develop and refine writing tasks aligned to standards and assessment benchmarks. They will analyze student writing samples to inform instruction and determine next steps.

Action Step #2
Formative Assessment and Data Tracking

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use rubrics to assess writing tasks and track student progress through digital portfolios or common data trackers. This data will be reviewed bi-weekly in PLCs and during quarterly data chats with administration.

Action Step #3
Instructional Coaching and Feedback

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will conduct regular classroom walk-throughs to monitor the implementation of Writing to Learn strategies. They will provide actionable feedback and model high-impact practices as needed.

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.

The Area of Focus is Acceleration, which refers to the percentage of students who successfully complete advanced coursework—such as Honors, Advanced Placement (AP), Dual Enrollment, Industry Certification, and other accelerated academic programs. In the previous school year, 73% of eligible students successfully participated in and earned credit or credentials through acceleration

opportunities. Acceleration opportunities are essential for increasing college and career readiness by challenging students academically and exposing them to rigorous, real-world content. Participation in accelerated courses fosters critical thinking, time management, and content mastery, all of which translate to improved academic outcomes. It also provides students with a competitive edge for postsecondary education and workforce opportunities, including potential college credit or industry certifications before graduation.

Rationale:

While 73% reflects a strong level of participation and success, data from the prior year indicate that there is still a significant portion of students (27%) not accessing or successfully completing acceleration opportunities. Disaggregated data revealed gaps among subgroups, such as students from economically disadvantaged backgrounds, ESE students, and those at risk of underperforming. Additionally, teacher and counselor input suggested a need for increased academic support, improved student placement practices, and greater awareness of available acceleration options. Therefore, increasing both the equity and success rate of acceleration participation was identified as a crucial need.

By focusing on improving access, preparation, and success in accelerated coursework, we aim to increase the acceleration rate from 73% to 80%, providing more students with pathways to academic and career advancement.

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 all students achieving advanced coursework before leaving high school will increase from 73% to 80% as measured by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying scores on AP/AICE exams.

Monitoring

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

To increase the percentage of students successfully completing advanced coursework from 73% to 80%, this area of focus will be monitored through ongoing data tracking, performance analysis, and academic support systems for students enrolled in accelerated programs such as Dual Enrollment, Industry Certifications (DIT), AP, and AICE courses.

Monitoring Strategies Include:

- Quarterly Grade Checks for Dual Enrollment Students:
    - Counselors will review grades each quarter to ensure students maintain a C or higher and receive timely academic support if needed.
- Progress Monitoring of Certification Exam Prep:
    - For students pursuing DIT certifications, teachers will track practice exam scores and in-

class performance to determine readiness for testing.
  - Support sessions will be provided for students who are not meeting benchmarks.
- Tracking AP/AICE Exam Registration and Performance:
  - AP and AICE coordinators will maintain updated rosters of students registered for exams and monitor mock exam performance and unit test data as indicators of exam readiness.
- Regular Data Reviews in PLCs and Administrative Meetings:
  - Acceleration participation and success data will be reviewed monthly in leadership and department meetings.
  - Subgroup analysis will help identify equity gaps and inform intervention strategies.

Impact on Student Achievement:

Ongoing monitoring will ensure that students stay on track to succeed in their accelerated coursework by providing early identification of those at risk of underperforming. This proactive approach allows for timely academic intervention, such as tutoring, test prep sessions, or schedule adjustments. By aligning instructional support with student progress, schools can increase pass rates, boost confidence, and improve equitable access to acceleration pathways to ultimately raising the overall acceleration success rate from 73% to 80%.

Person responsible for monitoring outcome
Lisa Sinatra

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:
To increase the percentage of students successfully completing advanced coursework from 73% to 80%, the school will implement a targeted academic support and monitoring system for students enrolled in Dual Enrollment, Industry Certification (DIT), AP, and AICE courses. The intervention includes structured tutoring programs, mentorship and advisement, and proactive progress monitoring, all aimed at improving performance and ensuring equitable access and success in acceleration pathways.

Rationale:
Data from the previous year revealed that while a strong portion of students participated in accelerated programs, 27% either did not enroll or did not successfully complete their coursework. Common barriers included academic readiness, lack of test preparation, limited awareness of available support, and inconsistent progress monitoring. Research shows that early intervention, tutoring, and mentorship can significantly improve performance in advanced coursework by helping students develop the academic skills, confidence, and self-management strategies necessary for success. Additionally, proactive tracking of grades and assessment data allows educators to identify at-risk students early and intervene before failure occurs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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 Tutoring and Test Prep Support

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Offer after-school or in-class tutoring focused on AP/AICE exam content and DIT test objectives. Provide AP mock exams and DIT practice assessments with immediate feedback and reteach opportunities.

Action Step #2
Mentorship and Academic Advisement

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assign academic mentors or counselors to students enrolled in advanced coursework, especially first-time participants or those with GPA/attendance concerns. Advisors will meet with students quarterly to discuss progress and provide encouragement or academic planning support.

Action Step #3
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop a centralized tracking system for acceleration students' grades, exam performance, and certification progress. Teachers and counselors will use the data to trigger interventions such as tutoring, parent communication, or schedule adjustments.

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 Area of Focus is Graduation Rate, with the goal of maintaining and improving the percentage of students graduating within four years. In the previous school year, the school achieved a 97% graduation rate, indicating strong overall performance but still leaving room to support the remaining students who may be at risk of not graduating on time. The focus will be on early identification and intervention for students with academic, attendance, or credit deficiencies. Graduation is a key indicator of student success and directly impacts a student's access to postsecondary education, employment opportunities, and long-term economic outcomes. Supporting all students to graduate on time ensures they leave high school with the skills, knowledge, and credentials needed to succeed beyond K-12 education. A strong graduation rate also reflects the overall effectiveness of the school's academic and support systems.

Rationale:

Although the school maintained a high graduation rate at 97%, analysis of the previous year's data shows that the remaining 3% of students who did not graduate often faced barriers such as credit recovery needs, chronic absenteeism, or social-emotional challenges.

By focusing on targeted support for at-risk seniors and high-needs students starting as early as 9th grade, the school can ensure that no students fall through the cracks. The goal is to maintain the high graduation rate and push toward 100% by strengthening monitoring systems and individualized support

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 all students graduating high school will increase from 97% to 100%

Monitoring

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

To increase the graduation rate from 97% to 100%, the school will implement a comprehensive monitoring system focused on early identification of at-risk students, ongoing academic tracking, and proactive interventions. The goal is to ensure that every student is on track to meet graduation requirements and receives the necessary support to complete high school successfully.

Monitoring Strategies Include:

- Quarterly Graduation Tracker Reviews:
  - Counselors will use a graduation tracker to monitor credit accumulation, GPA, standardized test requirements, and course completion for each student, especially those in 11th and 12th grade.
- Early Warning Indicators System (EWS):

- The school will monitor attendance, behavior, and course performance in real time to identify students at risk of falling behind or dropping out.
  - Monthly Credit Recovery Progress Checks:
    - Students enrolled in credit recovery programs (e.g., Edmentum) will have their progress tracked biweekly to ensure timely completion of coursework.
  - Senior Case Management Meetings:
    - Counselors and administrators will meet monthly to review the status of all seniors and create individualized support plans for those with barriers to graduation.

Impact on Student Achievement:

Ongoing monitoring enables staff to identify academic or social-emotional barriers early and provide timely, personalized interventions. By closely tracking students' graduation readiness throughout the year not just in the final semester schools can prevent last-minute surprises, reduce failure rates, and ensure students stay engaged and motivated. This structured, data-driven approach is expected to support the increase of the graduation rate from 97% to 100%, ensuring every student has the opportunity to successfully complete high school.

Person responsible for monitoring outcome
Lisa Sinatra

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:

To increase the graduation rate from 97% to 100%, the school will implement a Graduation Success Plan (GSP) model that combines individualized student tracking, credit recovery support, and targeted academic mentoring. This model ensures that every student, especially those identified as at-risk, is paired with a graduation coach, counselor, or staff mentor who supports their progress, addresses barriers, and ensures timely completion of graduation requirements.

Rationale:

The Graduation Success Plan is rooted in evidence showing that individualized support and early intervention are key predictors of high school graduation. Students who are behind in credits, face chronic absenteeism, or struggle with engagement often benefit from consistent adult mentorship, progress monitoring, and access to credit recovery resources. By implementing this approach, the school can address each student's specific needs while maintaining high expectations and accountability for on-time graduation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Develop and Implement Individual Graduation Success Plans

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each student identified as off-track or at risk will have a personalized plan created by their counselor outlining credit recovery needs, graduation requirements, and support actions. Plans will be updated regularly and reviewed with students and families.

Action Step #2
Assign Graduation Mentors for At-Risk Students

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Faculty and staff will be assigned to check in weekly with students needing additional support to offer guidance, motivation, and accountability.

Action Step #3
Expand and Monitor Credit Recovery Opportunities

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be enrolled in flexible credit recovery programs (e.g., Edmentum) with structured deadlines and biweekly monitoring by teachers and counselors to ensure completion before graduation deadlines.

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 Area of Focus is improving academic achievement and growth outcomes for students in the Black student subgroup. This includes increasing proficiency rates in core content areas (such as Math, ELA, Science, and Social Studies), closing achievement gaps between Black students and their peers, and ensuring equitable access to advanced coursework, interventions, and enrichment

opportunities. Addressing the needs of the Black student subgroup is essential to ensuring equity, access, and academic success for all learners. When students are provided with culturally responsive teaching, targeted support, and high expectations, they are more likely to engage, achieve, and graduate prepared for college and career. Improving outcomes for Black students not only supports individual growth but also contributes positively to overall school performance and climate.

Rationale:

A review of the prior year's performance data revealed a persistent achievement gap between Black students and their peers in several key areas, including math proficiency, reading gains, and participation in acceleration programs. Although some growth was noted, Black students, on average, performed below school-wide proficiency rates and were underrepresented in advanced coursework. As a result, this subgroup was identified as a crucial area of focus to promote equity, inclusion, and excellence for all 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 Black students displaying proficiency on FAST assessments in ELA and Math, as well as the Biology and U.S. History EOC will increase by a minimum of 5%. Reducing the achievement gap between Black and Non-Black students across all core content areas.

Monitoring

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

To achieve a minimum 5% increase in the number of Black students achieving proficiency in advanced coursework across all core content areas, a structured and equity-focused monitoring plan will be implemented. This plan will ensure that academic progress, instructional access, and support services are tracked consistently throughout the school year.

Monitoring Strategies Include:
- Quarterly Data Reviews by Subgroup:
  - Core academic departments and school leadership will review State Assessment performance data, classroom assessments, and progress reports disaggregated by subgroup to identify trends, gaps, and growth among Black students.
- Advanced Coursework Participation Tracking:
  - Counselors and administrators will maintain records of enrollment and success rates of Black students in honors, AP, AICE, dual enrollment, and industry certification courses, with attention to both access and performance.
- Early Warning Indicators (EWI):
  - Attendance, behavior, and course grades will be tracked in real-time to identify at-risk students and intervene early with tutoring, mentorship, or counseling support.

- PLC and Instructional Coaching Focus:
  - Teachers will use formative data during PLC meetings to monitor Black students' progress and adjust instruction. Instructional coaches will support culturally responsive teaching strategies and differentiation based on subgroup needs.

Person responsible for monitoring outcome
All AP's

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:
To support a minimum 5% increase in achievement among Black students across all core content areas, the school will implement a combination of targeted instructional support, academic mentoring, and consistent progress monitoring. This approach will focus on ensuring that students receive rigorous, skill-based instruction and have access to the necessary resources and guidance to succeed in advanced coursework. Teachers will use high-impact instructional strategies aligned to state standards, and identified students will be paired with mentors or academic advisors who provide regular check-ins, goal setting, and support with coursework and performance expectations.

Rationale:
Data from the prior year revealed that Black students had lower proficiency rates and participation levels in advanced coursework compared to their peers. Research shows that focused academic mentorship, rigorous instruction, and progress monitoring are effective in increasing student achievement, especially for students who may require additional support to access higher level academic opportunities. Providing structured support, clear academic goals, and frequent feedback helps students build confidence, improve outcomes, and stay on track toward success in their courses and on standardized assessments.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Implement an Academic Mentorship Program

Person Monitoring:
All AP's

By When/Frequency:
Montly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assign trained mentors or staff advocates to meet regularly with selected Black students to monitor

academic performance and support progress toward goals.

Action Step #2
Strengthen Standards-Based Instruction

Person Monitoring:	**By When/Frequency:**
All AP's	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development and coaching for teachers focused on effective instructional strategies, differentiation, and assessment use to improve student mastery of content.

Action Step #3
Expand and Track Advanced Course Participation

Person Monitoring:	**By When/Frequency:**
All AP's	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review academic data to identify students with potential for success in advanced courses and provide them with preparation, encouragement, and support throughout the year. Track performance to ensure interventions are helping students succeed.

Area of Focus #8

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.

The Area of Focus is improving academic achievement and language development outcomes for English Language Learner (ELL) students across all core content areas. This includes increasing proficiency in reading, math, science, and social studies as measured by state assessments, as well as improving English language acquisition as measured by the WIDA ACCESS for ELLs assessment. The goal is to close achievement gaps and ensure ELL students are equipped with the skills and support necessary to succeed in grade-level academic content. ELL students face the dual challenge of learning English while simultaneously mastering academic content. When appropriate supports are not in place, language barriers can limit access to rigorous instruction, reduce participation in classroom activities, and hinder performance on assessments. Strengthening support for ELL students enhances their engagement, builds confidence, and promotes stronger outcomes across subjects which ultimately improving overall school performance and equity.
Rationale:
A review of the previous year's data indicated that ELL students consistently scored below their peers

on state assessments, particularly in reading and writing, where language proficiency plays a critical role. Additionally, WIDA ACCESS results showed that many students are not making adequate progress toward English language proficiency targets.

These performance gaps suggest a need for more targeted language development instruction, integrated language support in content area classrooms, and more consistent use of strategies that help ELL students access and master academic content. Input from teachers and ESOL support staff confirmed that ELL students often struggle with vocabulary, comprehension, and academic discourse.

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 ELL students displaying proficiency on FAST assessments in ELA and Math, as well as the Biology and U.S. History EOC will increase by a minimum of 10%.

Monitoring

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

To support a minimum 10% increase in the number of ELL students achieving proficiency in core content areas, the school will implement a structured system of data tracking, instructional monitoring, and targeted intervention. This monitoring will focus on both language development and academic performance, ensuring that ELL students are making progress in content knowledge while acquiring the academic language skills needed for success on state assessments.

Monitoring Strategies Include:
- Progress Monitoring of Academic Performance:
  - Teachers will conduct biweekly formative assessments in reading, math, science, and social studies to measure ELL students' understanding of grade-level content.
  - Results will be reviewed during PLCs to identify students in need of reteaching, intervention, or enrichment.
- Monitoring of English Language Proficiency Growth:
  - WIDA Can Do Descriptors and student WIDA ACCESS data will be used to guide instructional planning and support language development within each content area.
- Use of Differentiated Instruction Checkpoints:
  - Instructional coaches and ESOL specialists will conduct classroom walkthroughs and lesson plan reviews to ensure that scaffolds, visuals, vocabulary support, and sentence frames are embedded in instruction.
- Monthly Data Reviews and Subgroup Analysis:
  - Leadership teams and teachers will review disaggregated assessment data by subgroup to evaluate the progress of ELL students and make instructional adjustments as needed.

Person responsible for monitoring outcome
Justin Bending

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:
To support a 10% increase in the number of ELL students achieving proficiency in all core content
areas, the school will integrate language development into content instruction using research-based
strategies such as visual supports, structured academic talk, vocabulary development, and
scaffolding techniques. Teachers will receive training and coaching to effectively incorporate these
strategies into their daily lessons. Additionally, ELL students will receive targeted small group
instruction focused on vocabulary, reading comprehension, and academic language aligned to grade-
level standards.

Rationale:
Review of prior assessment data revealed that ELL students often struggled with content
comprehension due to gaps in academic vocabulary and difficulty accessing complex text.
Implementing structured language support within content instruction directly addresses these barriers
and improves the likelihood of success on state assessments.

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
Professional Development

Person Monitoring: **By When/Frequency:**
Justin Bending   End of Semesters

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Provide training for core content teachers on strategies such as front-loading vocabulary, using
visuals, and structured oral language practice. Follow up with coaching and modeling during
instructional planning and classroom delivery.

Action Step #2
Implement Targeted Small Group Language Support

Person Monitoring: **By When/Frequency:**
Justin Bending   Monthly

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

Schedule regular small group sessions for ELL students to work on academic vocabulary, reading comprehension, and writing tasks aligned with classroom instruction.

Action Step #3
Collaborate with ESOL Specialists

Person Monitoring:	**By When/Frequency:**
Justin Bending	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and Bilingual Assistant will co-plan lessons to ensure instructional materials and strategies are appropriate for various English proficiency levels.

Area of Focus #9

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.

The Area of Focus is improving academic achievement and growth for Students with Disabilities (SWD) across all core content areas, with particular attention to ensuring access to grade-level standards and success on state assessments. This includes providing targeted interventions, differentiated instruction, and accommodations to help students meet both Individualized Education Program (IEP) goals and grade-level expectations. Students with disabilities often face challenges in mastering grade-level content due to skill deficits, processing difficulties, and the need for additional support and scaffolding. Without intentional strategies, these students may experience gaps in knowledge, lower performance on state assessments, and reduced opportunities for graduation and postsecondary success. Improving instructional practices and interventions for SWD will increase engagement, mastery of standards, and overall school performance.
Rationale:
 A review of prior year data revealed that SWD subgroup performance was significantly below that of the overall student population on state assessments, particularly in English Language Arts and Math. This gap demonstrates a critical need to improve instructional delivery, provide effective accommodations, and implement progress monitoring systems for SWD students. Teacher feedback and IEP compliance data further indicate that consistent differentiation and targeted support are areas for growth.
Addressing this need is essential to closing the achievement gap, ensuring equitable access to rigorous coursework, and meeting state and federal accountability requirements for this subgroup.

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 SWD displaying proficiency on FAST assessments in ELA and Math, as well as the Biology and U.S. History EOC will increase by a minimum of 10%.

Monitoring

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

To support a minimum 10% increase in the number of Students with Disabilities (SWD) achieving proficiency in all core content areas, the school will implement a structured system of data monitoring, instructional oversight, and targeted intervention tracking. This system will ensure that instruction is aligned to grade-level standards and IEP goals, while also providing regular feedback to inform teaching practices and support student growth.

Monitoring Strategies Include:
- Frequent Progress Monitoring:
  - Teachers and ESE staff will use biweekly or monthly formative assessments and progress monitoring tools to evaluate SWD academic progress in ELA, math, science, and social studies.
  - Results will guide instructional adjustments and tiered support decisions.
- Data Disaggregation by Subgroup:
  - All major assessments (benchmark tests, progress monitoring, classroom-based assessments) will be reviewed with data broken down by SWD subgroup. These data will be reviewed during PLC meetings and schoolwide data chats.
- IEP Goal Alignment and Monitoring:
  - Case managers and instructional staff will review progress toward IEP goals quarterly and ensure that accommodations and modifications are implemented consistently.
- Instructional Walkthroughs and Lesson Plan Reviews:
  - Administrators and instructional coaches will conduct classroom walkthroughs focused on differentiation, accommodations, and use of evidence-based strategies for SWD.

Person responsible for monitoring outcome
Lisa Sinatra

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 school will implement targeted small-group instruction using a multi-tiered system of supports

(MTSS) model in all core content areas for Students with Disabilities (SWD). This includes structured Tier 2 and Tier 3 interventions focused on foundational skills, reading comprehension, math fluency, and content-specific vocabulary. Instruction will be explicit, systematic, and scaffolded, and delivered by ESE teachers or trained general education teachers during dedicated intervention blocks. In addition, teachers will consistently provide accommodations and differentiation strategies aligned to students' IEPs, such as extended time, reduced answer choices, graphic organizers, and chunked assignments.

Rationale:
Research shows that students with disabilities benefit from explicit, small-group, and targeted instruction that is focused on their specific skill deficits and delivered with high fidelity. The MTSS framework allows educators to intervene early and consistently with data-driven support. Prior assessment data indicate that SWD students underperformed across all core content areas, pointing to the need for direct instruction, repeated practice, and accommodations to support both access and mastery of grade-level standards. Implementing this structured support system is critical for addressing gaps in achievement and ensuring these students have equitable opportunities for success.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Implement Targeted Small-Group Interventions

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule dedicated time during the school day for SWD students to receive Tier 2 or Tier 3 instruction in reading, math, or content-specific skills based on progress monitoring data.

Action Step #2
Train Teachers on Differentiation and Accommodations

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	End of Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development for both general education and ESE teachers on strategies for scaffolding instruction, delivering accommodations, and using IEPs effectively in the classroom.

Action Step #3
Establish Regular MTSS Data Review Cycles

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS and ESE teams will meet monthly to analyze intervention data and adjust student placement or supports as needed to maximize effectiveness.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The area of focus is the continued implementation and strengthening of Positive Behavioral Interventions and Supports (PBIS) to promote a safe, respectful, and inclusive school environment that supports academic achievement. PBIS is a proactive, schoolwide framework that establishes clear behavioral expectations, teaches those expectations to students, and reinforces positive behavior through recognition systems and consistent consequences. A well-implemented PBIS framework improves student behavior, reduces disciplinary incidents, and creates more instructional time in classrooms. When students understand behavioral expectations and receive consistent feedback, they are more likely to engage in positive behaviors that contribute to a focused learning environment. Fewer behavioral disruptions allow teachers to maximize instructional time, resulting in improved academic outcomes and student-teacher relationships.
Rationale:
Office discipline referrals, classroom disruptions, and student suspensions, particularly during core instructional time negatively impacted student learning, attendance, and classroom climate. PBIS has been identified as a key strategy for improving student behavior, reinforcing a positive school culture, and supporting Tier 1 and Tier 2 behavior interventions. Additionally, feedback from faculty and school climate surveys identified a need for greater consistency in behavioral expectations and recognition systems across classrooms and grade levels.
By prioritizing PBIS, the school aims to reduce behavioral disruptions, increase time on task, and create a more structured and supportive environment, all of which directly contribute to stronger academic performance and student success.

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.

Total number of disciplinary referrals will decrease by 10%

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.

To support a minimum 10% reduction in office disciplinary referrals, the school will implement consistent monitoring systems tied to behavior data collection, review, and response. The focus will be on ensuring fidelity to the PBIS framework, reinforcing positive behavior, and providing timely interventions for students who exhibit ongoing behavioral challenges.

Monitoring Strategies Include:

- Behavior Data Tracking (Using Discipline Dashboards or Schoolwide Software):
  Office discipline referrals will be recorded and tracked weekly using a behavior tracking system such as Focus or PBIS Rewards. Reports will include data by location, time, grade level, and infraction type.
- Monthly PBIS Team Meetings:
  The PBIS team will meet monthly to review trends in discipline data, identify patterns, and determine if specific students, staff, or areas of the school require additional support or intervention.
- Classroom Walkthroughs & Fidelity Checks:
  Administrators and PBIS team members will conduct periodic walkthroughs to ensure that schoolwide expectations are posted, explicitly taught, and reinforced consistently. Fidelity checklists will be used to monitor implementation across classrooms.
- Student Recognition & Feedback Systems:
  Monitoring includes tracking the use of positive reinforcements such as praise, rewards, and PBIS point systems. Regular student and teacher feedback will help refine recognition systems to maintain student engagement.

Person responsible for monitoring outcome

Amanda Madej

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 school will implement and refine its schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to promote a consistent, proactive, and data-driven approach to student behavior. The PBIS system includes the teaching of clear behavioral expectations, consistent use of positive reinforcement, and structured consequences for inappropriate behaviors. This approach is grounded in prevention and focused on improving overall school climate and student outcomes.

Rationale:

PBIS is an evidence-based, multi-tiered behavioral framework proven to reduce disruptive behavior,

increase student engagement, and improve school climate. Research shows that schools implementing PBIS with fidelity experience a significant reduction in discipline referrals and suspensions, along with gains in academic performance and student attendance. Office discipline referrals reduced valuable learning time and negatively affect the classroom environment. Implementing a consistent and inclusive PBIS model will help shift the focus to prevention, recognition, and collaborative problem-solving, thereby improving behavioral and academic outcomes.

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
Strengthen Behavior Expectations and Recognition System

Person Monitoring:	**By When/Frequency:**
Amanda Madej	Year Long

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Re-teach schoolwide behavioral expectations quarterly through classroom lessons, school assemblies, and visual reminders. Maintain and expand the positive reinforcement system (e.g., PBIS points, student shout-outs) to consistently reward appropriate behavior.

Action Step #2
Increase Student and Teacher Input in PBIS Decision-Making

Person Monitoring:	**By When/Frequency:**
Amanda Madej	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish student and teacher representatives on the PBIS team to provide input on expectations, rewards, and areas of concern. Use student and staff surveys to identify trends, gather feedback, and refine strategies throughout the year.

Action Step #3
Provide Ongoing Staff Training and Support

Person Monitoring:	**By When/Frequency:**
Amanda Madej	End of Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Offer professional development on proactive classroom management strategies, restorative practices, and PBIS best practices. Provide teachers with classroom behavior toolkits and support from behavior specialists or coaches as needed.

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