

Pinellas County Schools

TARPON SPRINGS HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 7
 - D. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 36
- V. Title I Requirements (optional)..... 39
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 43

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

Our mission is to prepare every student to be a productive citizen and provide them with the skill set necessary to be successful in life.

Provide the school's vision statement

Our vision is 100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Mrs. Leza Fatolitis

fatolitisle@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Accreditation
Activity Requests
Appeals
Audits
Budget
Clubs & Organizations
Community Liaison
New Teacher Mentoring

Principal's Multicultural Committee
School Advisory Council
School Based Leadership Team
School Improvement Plan Committee Chair
School Website
Social Media
Staff Recognition
Child Study Team
Elevating Excellence
Extended Learning
Career Education Board
Field Trips
F.I.S.H. Report
Homecoming
Instructional Coaching & Leadership
Outside Organizations (O.S.O./Booster Clubs)
PLC Coordinator
Property Inventory
Purchasing
Restorative Practice
Staffing Model
Testing Logistics
Unit Allocation
Yearbook

Leadership Team Member #2

Employee's Name

Mr. Martin Guevara

guevarama@pcsb.org

Position Title

Assistant Principal for Student Affairs

Job Duties and Responsibilities

9th Grade Cohort - students with last names starting with A - G

10th Grade Cohort

5000 Role Models

AVID

Multicultural Month Celebrations and Logistics

Career Technical Adult Education Certification Testing and Logistics
Clubs and Organizations
College Board Liaison
Culinary Arts Magnet Coordinator
Homecoming Coordinator
Progress Monitoring Cycle 1 Logistics
Prom
School Based Threat Management Team Chairman
Summer Bridge 2026 Logistics
Testing - Retakes (F.A.S.T.)
Transportation
Veterinary Academy Magnet Coordinator

Leadership Team Member #3

Employee's Name

Mrs. Lisa Lennox

lennoxl@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Assistant Principal of Curriculum
ESE Department
Curriculum Guide
AICE Program
Master Schedule
Exams
Common Assessments
Progress Monitoring Logistics Cycle 3
Textbooks
Registration
Out of Field Reports
Substitutes
12th Grade Cohort
9th Grade students with last names starting with P - Z

Leadership Team Member #4

Employee's Name

Mr. Michael Mellinger

mellingerm@pcsb.org

Position Title

Assistant Principal of Athletics

Job Duties and Responsibilities

ABS

9th Grade Cohort students with last names starting A - F

11th Grade Cohort

AVID

FHSAA Liaison

Intervention Center

Parking

Positive Behavior and Incentive Support

Progress Monitoring Cycle 2

School Picture Day

Site Safety and Drills

Summer Credit Recovery Program Logistics

Testing Retakes (F.A.S.T)

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.

Collaboration is a vital part of the systems at Tarpon Springs High School. The focus is involving all stakeholder groups into the curriculum, campus and cultured spirit of TSHS. The efforts begin in the spring of each school year where the School Based Leadership Team convenes and reflects on the year while simultaneously planning ahead for the upcoming school year. Discussions include curriculum decisions, master schedule, campus logistics, student expectations as well as student experience details. Following that, the School Advisory Council discusses budgeting for the new school year and also students are tasked with exit interviews where they can provide feedback for their experience. In the early part of the new school year, students will have opportunity to provide

input and feedback as to what they would like to see in place to help make their school experience a positive and productive one.

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 is set on a continuous improvement cycle. It is our working document and driver to help the campus, student, staff and family experience be a positive one, with the best outcomes for student success. The cycle is captured as follows: summer (School Improvement Plan design and development with stakeholders), August (published plan), monthly thereafter at School Advisory Council meetings - the SIP Plan is reviewed, after each formative assessment, there is a cross reference of the SIP goals to the formative assessment data to determine if student progress is on track. There is also a mid-year SIP reflection and corrections made in order to best fulfil the goals for the 2nd semester of the school year. All efforts are aligned to the school's vision and mission, utilizing input from teachers, students and families.

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	68.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

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

Current Year (2025-26)

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

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

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

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

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

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

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

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

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	62	59	53	55	55	50	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	58	58	48	57	57			
ELA Lowest 25th Percentile	52	54	56	42	55	55			
Math Achievement*	45	46	49	46	42	45	39	36	38
Math Learning Gains	50	45	47	48	46	47			
Math Lowest 25th Percentile	56	43	49	40	41	49			
Science Achievement	70	73	72	66	64	68	64	61	64
Social Studies Achievement*	73	74	75	62	70	71	60	63	66
Graduation Rate	99	94	92	96	92	90	98	92	89
Middle School Acceleration									
College and Career Acceleration	83	69	69	87	69	67	86	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	50	52	47	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)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	703
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	58%	66%	56%	51%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	51%	No		
Black/African American Students	57%	No		
Hispanic Students	61%	No		
Multiracial Students	61%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%		58%	52%	45%	50%	56%	70%	73%		99%	83%	51%
Students With Disabilities	30%		53%	45%	32%	46%	36%	38%	48%		100%	48%	33%
English Language Learners	29%		38%	29%	41%	40%		58%	62%		100%	64%	51%
Black/African American Students	48%		61%	45%	45%	51%	45%	47%	55%		97%	71%	
Hispanic Students	56%		51%	41%	45%	47%	57%	70%	78%		98%	79%	52%
Multiracial Students	52%		35%		32%	64%		38%	75%		100%	92%	
White Students	72%		60%	63%	46%	50%	55%	78%	73%		99%	86%	
Economically Disadvantaged Students	55%		55%	47%	38%	49%	55%	63%	66%		98%	75%	50%

5

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 PROGRE
All Students	53%		48%	42%	46%	48%	40%	66%	62%		96%	87%	47%
Students With Disabilities	23%		32%	33%	23%	44%	41%	38%	51%		95%	50%	30%
English Language Learners	25%		29%	29%	31%	21%	13%	38%	20%		88%	87%	47%
Black/African American Students	33%		40%	50%	35%	48%	36%	36%	46%		84%	81%	
Hispanic Students	47%		45%	35%	42%	39%	30%	56%	56%		92%	78%	47%
Multiracial Students	39%		54%		40%	46%		69%	50%		100%	82%	
White Students	59%		49%	43%	49%	51%	48%	75%	68%		97%	90%	50%
Economically Disadvantaged Students	43%		41%	32%	38%	46%	35%	54%	53%		93%	79%	43%

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	50%				39%			64%	60%		98%	86%	44%
Students With Disabilities	25%				22%			40%	35%		100%	53%	
English Language Learners	26%				6%			32%	23%		93%	62%	65%
Black/African American Students	24%				19%			37%	22%		88%	73%	
Hispanic Students	44%				34%			53%	50%		96%	86%	67%
Multiracial Students	54%				27%			39%	67%		100%	91%	
White Students	55%				47%			75%	69%		99%	86%	55%
Economically Disadvantaged Students	40%				27%			46%	54%		96%	80%	66%

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	64%	59%	5%	58%	6%
ELA	9	66%	59%	7%	56%	10%
Biology		71%	69%	2%	71%	0%
Algebra		26%	59%	-33%	54%	-28%
Geometry		59%	53%	6%	54%	5%
History		73%	72%	1%	71%	2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	13%	-13%	16%	-16%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		26%	17%	9%	18%	8%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

English and Language Arts (ELA) proficiency

English and Language Arts (ELA) learning gains

Social Studies (U.S. History)

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 (Algebra and Geometry) proficiency

Math (Algebra and Geometry) learning gains.

Greatest Decline

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

Math

Acceleration

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.

Math - Algebra

Subgroup (Math) - Students with Disabilities overall proficiency 32%

Subgroup (ELA) - English Language Learners overall proficiency 29%

EWS Areas of Concern

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

Student Behavior - incidences of defiance and insubordination

Student Attendance

Highest Priorities

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

Continued focus on increasing student daily attendance rate to 97%

- Enhancing school wide supports and strategies with Positive Behavior Incentives and Support (P.B.I.S)
- Enhance and expand the Positive School Culture Incentives to include Sponger Dollars, recognition events and celebrations including school attendance, celebrating students who have shown improvement with attendance, tardies and overall behavior on campus.

Student advocacy and agency on campus

Increase proficiency rates with Math from 45% to 55% as measured by the end of course exams for Algebra and Geometry.

Increase learning gain achievement across all subgroups to meet and/or exceed 60% for ELA and Math.

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.

The present level of performance on the ELA assessment is 66% as evidenced by the spring 2025 assessment for ELA. In classrooms, teacher led instruction, standards aligned instruction and benchmark aligned instruction was marked evident.

For the 25/26 school year, the focus will be to maintain and incorporate the following 5 essential strategies for effective instruction: cognitive engagement with content, writing to learn, formative assessment and feedback, close reading and annotation strategies and academic discourse. In addition, as a school community, the efforts will include the increasing rigor and academic struggle for students within content.

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 9th and 10th grade students achieving ELA proficiency will increase from 66% to 75% as measured by the Spring 2026 Florida Assessment of Student Thinking (F.A.S.T.) assessment.

Monitoring

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

The area of focus for ELA will include the evidenced based strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Integration and use of the Reading Comprehension Protocol which is a designed system to help students with inquiry and interaction with complex literary texts.
- Reading selections from the FL adopted Best Text lists.

- Robust vocabulary instruction
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional development including professional learning communities of practice and book study opportunity to help drive proficiency efforts.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Leza Fatolitis

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Staff will provide scaffolded instruction through the Universal Design for Learning model within the classroom learning environment that includes the following strategies: cognitive engagement within critical content, writing to learn, close reading and annotation.

Rationale:

Creating a classroom instructional environment that promotes academic and student engagement, ownership and application transfer for the success of all learners, setting high expectations and embracing diversity are key drivers to seeking high student achievement outcomes.

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

Effective Instruction

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2026/Monthly

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

In August, a master scope and sequence of professional learning topics will be presented to staff to

showcase a vision for the collective work with professional learning communities of practice. Beginning in September and scheduled monthly through April 2026, staff will be engaged in monthly professional development learning groups to help monitor student learning and progress of the benchmarks. These groups will include opportunity for data analysis, monitoring for learning through the use of benchmark tracking, integration of strategies, observing strategies in practice (strategy walks) and reflection on how these strategies may best align in their personal practice. These efforts will surround the use and application of the district created resources including graphic organizers and sample lessons which are designed to help analytical thinking and to make that thinking visible within literacy. With a goal in mind of improving student learning outcomes, increase proficiency performance scores on the state assessment.

Action Step #2

Extended Learning Instruction, Remediation and Enrichment

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2026/Weekly

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

Extended learning, small group instruction that includes a differentiated approach seeking mastery of course benchmarks using the benchmark trackers for the best learning outcomes. Small group instruction will begin in October and run concurrently through April 2026. These learning groups will be designed using data (prior year progress monitoring 3 and this year's progress monitoring 1 and progress monitoring 2) as a means of guiding students to meet/exceed proficiency, seek mastery of course benchmarks using the benchmark trackers and make a learning gain on the spring 2026 FL FAST assessment.

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 present level of performance on the math assessment is 45% as evidenced by the spring 2025 assessment for math. In classrooms, teacher led instruction, extended learning opportunities, standards aligned instruction and benchmark aligned instruction was marked evident.

For the 25/26 school year, the focus will be to maintain and incorporate the following essential strategies for effective instruction: cognitive engagement with content, writing to learn, formative assessment and feedback, as well as academic discourse. In addition, as a school community, the efforts will include the increasing rigor and academic struggle for students within content.

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 math proficiency will increase from 45% to 55% as measured by the Spring 2026 Algebra I and Geometry end of course exams.

Monitoring

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

The area of focus for Math will include the evidence-based strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Writing to learn opportunities with the integration of focused note taking system.
- Robust vocabulary instruction
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional learning communities of practice to allow teachers opportunity to collaborate, plan and address areas needing attention as aligned with the benchmark trackers.
- Supplemental resource program titled Edia will be applied and utilized as a monitoring tool in Algebra I classes.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Lisa Lennox

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:

Increase frequency of use and application of research-based programs referenced in district created resource materials to engage students to promote both an understanding and mastery of the course content. Routine formative assessments and summative assessments embedded within the curriculum scope will support students tracking progress and identify areas needing additional support. Algebra I and Geometry teacher teams will participate in professional development to ensure knowledge of key instructional practices that will yield high impact results which essentially will increase proficiency rates as measured by the spring 2026 end of course exams.

Rationale:

Strengthening teacher efficacy within instructional content will engage students in rigorous tasks. The frequency of assessing student progress will establish a growth mindset where students will see the value in their efforts, understand that support will be provided to help them to prepare and earn a proficient score on the spring 2026 math end of course exam.

Tier of Evidence-based Intervention:**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

Identification of critical content from benchmarks aligned with district resources

Person Monitoring:

Lisa Lennox

By When/Frequency:

May 2026/weekly

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

Engage in district provided professional learning focusing on teaching protocols, clarification of course benchmarks and high yield, high impact strategies. Use of benchmark tracking system to monitor working knowledge of student progress, class progress on benchmark proficiency.

Action Step #2

Engage students in complex tasks and utilize questions to help students with elaboration of content.

Person Monitoring:

Lisa Lennox

By When/Frequency:

May 2026/weekly

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

Integration and daily use of the EOC reference sheet and calculators to help foster productivity and engage students in learning. Incorporate checks for understanding through formative assessments (teacher and/or district created) Implementation and monitoring the 5 Essentials of Effective Instruction to help increase student engagement and ownership of learning.

Action Step #3

Professional Learning Communities of Practice - strategic planning utilizing data to drive instruction

Person Monitoring:

Lisa Lennox

By When/Frequency:

May 2026/monthly

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

Math team engage in district provided professional learning opportunities - including site based professional learning communities and district hosted called Just in Time PLC for algebra and geometry. Math team to plan for student collaboration and interaction for inquiry-based learning, lessons to promote academic discourse and design higher order questioning to help support increasing rigor within content areas.

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.

Biology teachers will intentionally plan and deliver instruction based on benchmark aligned curriculum. Teachers will focus on course benchmarks, using data from formative assessment scores, scaffold curriculum and provide reteaching/enrichment to all learners. In addition, teachers will use benchmark tracking system to monitor for proficiency ahead of the spring 2026 end of course exam.

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 percentage of students earning proficiency on the biology end of course exam will increase from 70% to 75% as measured by the spring 2026 assessment.

Monitoring

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

The area of focus for science will include the evidenced based strategies listed below to help support efforts to help achieve the goal.

- Use of formative assessment to drive instruction
- Use of data to design remediation efforts and test prep practice
- Scaffold benchmark instruction to ensure learning momentum continues
- Robust vocabulary instruction
- Professional development to help increase proficiency rates
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.

Person responsible for monitoring outcome

Michael Mellinger

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:

Teachers will be encouraged to participate in the district sponsored collaborative training called Just in Time series for units and topics which align to the formative assessment data. Student benchmark data will be reviewed, assessed and monitored. Teacher will then be tasked with designing differentiated plans for reteaching or enrichment.

Rationale:

Students will have a yearlong opportunity and experience to interact with EOC style questions posed in different formats. Teachers will implement a question of the day which will review benchmarks of previously taught material allowing students the opportunity to re-engage with the content, review missed material and collaborate with others. Teachers will also plan to incorporate real world application into instruction to promote student discussion and transference.

Tier of Evidence-based Intervention:

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

Engage students with hands on experiences to anchor learning

Person Monitoring:

Michael Mellinger

By When/Frequency:

May 2026/Weekly

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

Designed labs and activities to help activate prior knowledge and create connections between content Use of scientific thinking protocols in labs Referencing the hands-on experience to help guide students as they engage in critical content within the unit of study. Demonstrate thinking and reasoning skills that students will need to apply to critical content Use of response strategies so that all students are accountable for thinking and responding to higher order questions and discussion prompts

Action Step #2

Scaffold instruction across course benchmarks to guarantee students are making connections, practicing and reviewing previously taught content.

Person Monitoring:

Michael Mellinger

By When/Frequency:

May 2026/weekly

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

Quarterly class participation in Level Up content exercises to serve as review and practice of critical content ahead of cycle assessments and end of course exam. Administration of an intervention plan that allows for small group instruction for reteaching, remediation and enrichment between cycle

assessments and in preparation for the end of course exam. Use of benchmark tracking system to monitor progress over the course benchmarks.

Action Step #3

Use of complex text, literacy supports, reading and writing opportunities within course content

Person Monitoring:

Michael Mellinger

By When/Frequency:

May 2026/monthly

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

Use of Scientific Thinking Protocols to scaffold deep thinking Integration of the use of anchor charts during instruction so students can make connections, reference unit themes, key ideas and incorporate robust vocabulary instruction. Pair literacy strategies with content as students read and navigate complex text from the textbook or curriculum resource Use of benchmark tracking system to monitor progress over the course benchmarks

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.

US History teachers will intentionally plan and deliver instruction based on benchmark aligned curriculum. Teachers will focus on course benchmarks, using data from formative assessment scores, scaffold curriculum and provide reteaching/enrichment to all learners. In addition, teachers will use benchmark tracking system to monitor for proficiency ahead of the spring 2026 end of course exam.

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 percentage of students earning proficiency on the US History end of course exam will increase from 73% to 80% as measured by the spring 2026 assessment.

Monitoring

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

The area of focus for science will include the evidenced based strategies listed below to help support efforts to help achieve the goal.

- Use of formative assessment to drive instruction

- Use of data to design remediation efforts and test prep practice
- Scaffold benchmark instruction to ensure learning momentum continues
- Robust vocabulary instruction
- Professional development to help increase proficiency rates
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.

Person responsible for monitoring outcome

Martin Guevara

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:

Teachers will be encouraged to participate in the district sponsored collaborative training for units and topics which align to the formative assessment data. Student benchmark data will be reviewed, assessed and monitored through the use of a benchmark trackers. Teacher will then be tasked with designing differentiated plans for reteaching or enrichment using data from cycle assessments and benchmark trackers.

Rationale:

Students will have a yearlong opportunity and experience to interact with EOC style questions posed in different formats using the following resources from the US History Review Center. Teachers will implement a question of the day (Doc A Day, utilizing the Document Analysis Protocol) which will serve to support student thinking, speaking and writing. Teachers will also plan to incorporate real world application into instruction to promote student discussion and transference through the use of probing questions to activate prior knowledge and integrate think aloud techniques.

Tier of Evidence-based Intervention:

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

Utilization of the Five Essentials of Effective Instruction

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2026/weekly

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

To help support student engagement and reduce the achievement gap in social studies, teachers will:
 Model historical thinking and reasoning skills that will help students identify critical content
 Provide students with exposure to primary and secondary source documents at varying complexities
 Incorporate opportunities for students to routinely engage in document analysis process providing scaffolding of missed benchmarks
 Incorporate the use of higher order questioning techniques and structures to ensure all students have opportunity to formulate a response (through the use of Historical Talking Protocol and Historical Thinking Protocol)
 Implementation of standards-based knowledge checks and provide feedback to assess student progress towards proficiency. Use of benchmark tracking system to monitor mastery of course benchmark standards and prepare for end of course exam

Action Step #2

Use of student data to develop, review and plan for remediation

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2026/weekly and monthly

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

Implementation of data driven spiraled instruction including targeted, differentiated small group tutorials
 Review of the collection of formative and summative assessment data in a benchmark tracker to gauge proficiency

Area of Focus #5

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.

Current level of performance as measured by the Florida Assessment of Student Thinking for English Language Learners was measured at 29% proficiency on the spring 2025 ELA assessment.

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 9th and 10th grade English Language Learners achieving ELA proficiency will increase from 29% to 40% as measured by the Spring 2026 Florida Assessment of Student Thinking (F.A.S.T.) assessment.

Monitoring

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

The area of focus for ELA for the English Language Learner group will include the evidenced based

strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Integration and use of the Reading Comprehension Protocol which is a designed system to help students with inquiry and interaction with complex literary texts.
- Reading selections from the FL adopted Best Text lists.
- Robust vocabulary instruction
- Use of programs to assist with translation support (native language dictionaries)
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional development including professional learning communities of practice and book study opportunity to help drive proficiency efforts.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Leza Fatolitis

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Staff will provide scaffolded instruction through the Universal Design for Learning model within the classroom learning environment that includes the following strategies: cognitive engagement within critical content, writing to learn, close reading and annotation.

Rationale:

Creating a classroom instructional environment that promotes academic and student engagement, ownership and application transfer for the success of all learners, setting high expectations and embracing diversity are key drivers to seeking high student achievement outcomes.

Tier of Evidence-based Intervention:

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

Effective Instruction

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2026/Weekly

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

Use of district graphic organizers and anchor charts Culminating tasks to practice Setting opportunity for students to engage in higher order thinking through question stems plus use of native language dictionaries to help guide practice, support fluency, comprehension Engage students in group discussions to help develop ideas and increase comprehension Use of anchor charts

Action Step #2

Small group instruction for remediation and enrichment

Person Monitoring:

Leza Fatolitis

By When/Frequency:

Spring 2026/Ongoing weekly

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

Extended learning, small group instruction that includes a differentiated approach seeking mastery of course benchmarks using the benchmark trackers for the best learning outcomes. Small group instruction will begin in October and run concurrently through April 2026. These learning groups will be designed using data (prior year progress monitoring 3 and this year's progress monitoring 1 and progress monitoring 2) as a means of guiding students to meet/exceed proficiency, seek mastery of course benchmarks using the benchmark trackers and make a learning gain on the spring 2026 FL FAST assessment. Bilingual tutoring to help connect concepts and curriculum

Area of Focus #6

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 present level of performance on the math assessment is 49% proficiency and 61% of students making a learning gain as evidenced by the spring 2025 assessment for math. In classrooms, teacher led instruction, extended learning opportunities, standards aligned instruction and benchmark aligned instruction was marked evident.

For the 25/26 school year, the focus will be to maintain and incorporate the following essential strategies for effective instruction: cognitive engagement with content, writing to learn, formative assessment and feedback, as well as academic discourse. In addition, as a school community, the efforts will include the increasing rigor and academic struggle for students within content.

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 math proficiency will increase from 49% to 60% as measured by the Spring 2026 Algebra I and Geometry end of course exams.

Monitoring

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

The area of focus for Math will include the evidence-based strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Writing to learn opportunities with the integration of focused note taking system.
- Robust vocabulary instruction
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional learning communities of practice to allow teachers opportunity to collaborate, plan and address areas needing attention as aligned with the benchmark trackers.
- Supplemental resource program titled Edia will be applied and utilized as a monitoring tool in Algebra I classes.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Martin Guevara

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:

Increase frequency of use and application of research-based programs referenced in district created resource materials to engage students to promote both an understanding and mastery of the course content. Routine formative assessments and summative assessments embedded within the curriculum scope will support students tracking progress and identify areas needing additional

support. Algebra I and Geometry teacher teams will participate in professional development to ensure knowledge of key instructional practices that will yield high impact results which essentially will increase proficiency rates as measured by the spring 2026 end of course exams.

Rationale:

Strengthening teacher efficacy within instructional content will engage students in rigorous tasks. The frequency of assessing student progress will establish a growth mindset where students will see the value in their efforts, understand that support will be provided to help them to prepare and earn a proficient score on the spring 2026 math end of course exam.

Tier of Evidence-based Intervention:

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

Identification of critical content from benchmarks aligned with district resources

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2026/Monthly

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

Engage in district provided professional learning focusing on teaching protocols, clarification of course benchmarks and high yield, high impact strategies. Use of benchmark tracking system to monitor working knowledge of student progress, class progress on benchmark proficiency

Action Step #2

Engage students in complex tasks and utilize questions to help students with elaboration of content.

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2026/weekly and monthly

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

Integration and daily use of the EOC reference sheet and calculators to help foster productivity and engage students in learning. Incorporate checks for understanding through formative assessments (teacher and/or district created) Implementation and monitoring the 5 Essentials of Effective Instruction to help increase student engagement and ownership of learning.

Area of Focus #7

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.

Present level of performance indicates that approximately 83% acceleration rate as measured by the 4-year rate.

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 percentage of students earning an acceleration data point over a 4 year (cohort) will increase from 83% to 88% by May 2026.

Monitoring

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

Incorporate AP topic questions and personal progress checks from AP Classroom

Incorporate the AICE syllabus resources and enhancement materials to enrich the AICE course classroom experience and administrators will monitor implementation of AP Subject Unit Guide and/or AICE course syllabi

Schedule review sessions at intervals quarterly to ensure review and master of course content indicators

Schedule and host exam prep sessions ahead of AP and AICE exams

Schedule professional development opportunities and professional learning communities of practice to aid in collaboration and planning.

Monitor classrooms providing feedback to teachers and collaborate to assess next steps

Person responsible for monitoring outcome

Lisa Lennox

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

AP Classroom resources AP Subject Unit Guide Cambridge syllabi and curricular materials AVID strategies WICOR

Rationale:

Tier of Evidence-based Intervention:

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

Identify Critical Content from AP Subject Guides and AICE Syllabi

Person Monitoring:

Lisa Lennox

By When/Frequency:

May 2026/Monthly

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

Assign PLC groups with facilitated planning Incorporate the use of WICOR strategies Incorporate the use of engagement strategies designed to reach diverse learners into a consistent, daily system Schedule strategy walks for teachers to view and reflect effective WICOR implementation Teachers to participate in real time professional learning for tracking student progress Collaborative planning with College Board and AICE

Action Step #2

Increase the utilization of higher order questioning to help students elaborate on content

Person Monitoring:

Lisa

By When/Frequency:

May 2026/weekly and monthly

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

Support teacher practice to provide students with exposure to variety of primary and secondary sources documents Integrate opportunities for document analysis Seek support and resources from College Board and AICE Schedule opportunities for teachers to engage in professional development to strengthen implementation of strategies Administrators to conduct weekly walkthroughs for evidence of WICOR, implementation of literacy standards and strategies Incorporate AP Topic Questions and Personal Progress Checks from AP Classroom as formative assessments *results to be used to determine reteaching, practice and enrichment needs.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****Tier of Evidence-based Intervention:****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**Person Monitoring:****By When/Frequency:**

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

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Michael Mellinger

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

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 ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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