

Pinellas County Schools

EAST LAKE HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The community of East Lake High School will develop productive and responsible students who are prepared for post-secondary education, the workforce, and citizenship.

Provide the school's vision statement

100% student success.

B. School Leadership Team

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

Daniel Schmitt diel

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Shawn Anderson

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Chiquita Godwin

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Megan Hatfield

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Dwight Latimore

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder feedback was taken into account via multiple methods throughout the school year to help drive the 2024-25 SIP. For students, this includes the school climate survey at the end of semester 1, student body surveys, and input from student leadership throughout the school year. Parents provided feedback in the school climate survey, along with feedback from the School Advisory Council (SAC) that will occur again prior to the start of the 2024-25 school year to get final input and approval from the SAC team.

Staff feedback via whole staff surveys and small group discussions with teacher leaders and the administrative team, along with collaboration over the summer to create a shared vision around our school goals helped drive our four 2024-25 schoolwide priorities (1. Student-Centered Instruction & Engagement through WICOR, 2. Equipping & Empowering Staff and Students to Harness Data to Drive Decisions, 3. Maximizing Instructional Time to Enhance Learning & Student Experience, and 4. Fostering a Culture of Belonging, Support, and Success for All) and our action steps for each goal during the school year. Final department feedback was also provided during pre-school to help finalize the SIP prior to the start of the school year regarding commitment to each department specific action step, centered around our big rocks.

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. (ESEA 1114(b)(3))

Our four schoolwide priorities and action steps will be embedded into our daily work, aligned with all meetings (i.e. faculty and department meetings, PLCs, SBLT, Administrative Team Meetings, etc.) and reviewed multiple times a month with various leadership and PLC groups to determine next steps. Classroom walkthroughs will be utilized daily to help determine whether the action steps need to be adjusted globally or specific teacher supports are needed. This plan is fluid, so we will make adjustments as needed based on the data and collaboration with school-based leaders and

stakeholder feedback.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	28.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	25.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. 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 (2024-25)

Using 2023-24 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	
Absent 10% or more school days	112	79	114	107	412
One or more suspensions	15	32	20	22	89
Course failure in English Language Arts (ELA)	32	42	46	0	120
Course failure in Math	39	47	39	0	125
Level 1 on statewide ELA assessment	56	58	61	0	175
Level 1 on statewide Algebra assessment	26	29	81	95	231

Current Year (2024-25)

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	55	67	87	75	284

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2	4	1	0	7
Students retained two or more times	0	0	0	2	2

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71			64	47	50
ELA Grade 3 Achievement **						
ELA Learning Gains	62					58
ELA Learning Gains Lowest 25%	58					52
Math Achievement *	61		55	36	38	56
Math Learning Gains	53					48
Math Learning Gains Lowest 25%	47					50
Science Achievement *	83		83	61	64	82
Social Studies Achievement *	87		86	63	66	87
Graduation Rate	98		99	92	89	100
Middle School Acceleration						
College and Career Readiness	76		78	69	65	74
ELP Progress	54		60	47	45	77

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	754
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	76%	68%	61%		66%	66%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	47%	No		
English Language Learners	54%	No		
Asian Students	79%	No		
Black/African American Students	53%	No		
Hispanic Students	65%	No		
Multiracial Students	76%	No		
White Students	72%	No		
Economically Disadvantaged Students	62%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	60%	No		
Asian Students	92%	No		
Black/African American Students	59%	No		
Hispanic Students	70%	No		
Multiracial Students	77%	No		
White Students	77%	No		
Economically Disadvantaged Students	68%	No		

2021-22 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	51%	No		
English Language Learners	60%	No		
Native American Students				
Asian Students	87%	No		
Black/African American Students	51%	No		
Hispanic Students	64%	No		
Multiracial Students	68%	No		
Pacific Islander Students				
White Students	70%	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. (pre-populated)

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 PROGR
All Students	71%		62%	58%	61%	53%	47%	83%	87%		98%	76%	54%
Students With Disabilities	31%		45%	34%	30%	41%	45%	49%	67%		95%	33%	
English Language Learners	41%		57%	52%	37%	34%	36%	63%	50%		96%	70%	58%
Asian Students	70%		61%		86%	55%		73%	100%		100%	85%	
Black/African American Students	42%		45%	24%	41%	38%	40%	59%	75%		100%	64%	
Hispanic Students	69%		62%	67%	52%	52%	33%	75%	84%		98%	73%	48%
Multiracial Students	73%		71%	60%	75%	48%		85%	89%		100%	79%	
White Students	73%		62%	60%	63%	55%	53%	86%	88%		98%	76%	80%
Economically Disadvantaged Students	63%		58%	57%	52%	46%	39%	76%	83%		97%	57%	50%

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	64%				55%			83%	86%		99%	78%	60%
Students With Disabilities	36%				28%			49%	45%		100%	40%	
English Language Learners	39%				40%			48%	55%		93%	79%	66%
Asian Students	77%				91%			96%	100%		100%	85%	
Black/African American Students	56%				21%			71%	72%		95%	38%	
Hispanic Students	56%				42%			70%	76%		99%	79%	69%
Multiracial Students	72%				50%			83%	78%		100%	79%	
White Students	65%				59%			85%	89%		99%	79%	60%
Economically Disadvantaged Students	54%				42%			77%	72%		98%	65%	68%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGR
All Students	66%		58%	52%	56%	48%	50%	82%	87%		100%	74%	77%
Students With Disabilities	33%		56%	49%	47%	50%	40%	42%	63%		100%	33%	
English Language Learners	33%		65%	71%	46%	43%		53%	77%		100%	32%	77%
Native American Students													
Asian Students	89%		71%		82%	91%		91%	100%		100%	75%	
Black/African American Students	38%		39%	20%	25%	38%	50%	57%	76%		100%	62%	
Hispanic Students	55%		57%	60%	46%	45%	38%	75%	85%		100%	60%	79%
Multiracial Students	65%		51%	40%	59%	50%		86%	88%		100%	71%	
Pacific Islander Students													
White Students	69%		59%	54%	59%	48%	54%	84%	88%		100%	76%	77%
Economically Disadvantaged Students	51%		54%	45%	45%	38%	50%	70%	76%		100%	61%	56%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

During the 2023-24 school year, our ELA achievement level showed the most improvement from last year. We will continue to push the needle by instilling a common mindset of collective responsibility and interdisciplinary collaboration among staff to enhance instruction, along with a focus on student-centered instruction and engagement through WICOR, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom during the 2024-25 school year.

Lowest Performance

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

The data component that showed the lowest proficiency at 61% was our math achievement from both the Algebra 1 EOC and Geometry EOC, though we experienced 6% overall growth from the previous school year. Some contributing factors include intentional supports to meet the needs of our diverse student population through targeted intervention and monitoring, along with a focus on student-centered instruction and engagement through WICOR, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom during the 2024-25 school year.

Greatest Decline

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

Our science achievement was the area with no gain (all other areas experienced a gain in comparison to the 2022-23 school year), staying at 83% on the Biology EOC. Some contributing factors include a need to foster an environment of inquiry-based learning to bring biology alive within the classroom, along with a focus on student-centered instruction and engagement through the 5 Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom. This will be our focus during the 2024-25 school year.

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.

Achievement for both our Students with Disabilities and English Language Learners is one of our greatest needs for improvement, as evidenced by the FAST PM3 ELA assessment data. An increased focus surrounding intentional supports to meet the needs of our diverse student population through targeted intervention and monitoring, along with a focus on student-centered instruction and engagement through WICOR, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom during the 2024-25 school year will lead to a decreased gap among these subgroups.

EWS Areas of Concern

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

1. Subgroup Achievement Gap
2. Math L25 Learning Gains
3. Math Learning Gains
4. Math Proficiency
5. ELA Learning Gains

Highest Priorities

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

1. Subgroup Achievement Gap
2. Math L25 Learning Gains
3. Math Learning Gains
4. Math Proficiency
5. ELA Learning Gains

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current level of performance is 61%, as evidenced by the 2024 Algebra 1 and Geometry EOCs. Our continued growth in math will be addressed with intentional supports to meet the needs of our diverse student population through targeted intervention and monitoring, along with a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom. With this focus, there will be a student increase of 9% or more.

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 within Algebra 1 and Geometry will increase from 61% to 70%, with L25 learning gains of at least 50%, as measured by EOC testing.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Dwight Latimore (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through the use of strategies centered around the Five Essentials of Effective Instruction), equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level. .

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Dwight Latimore

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Dwight Latimore

By When/Frequency:

Ongoing

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

Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team. Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. Administrative team conducts instructional walkthroughs and informal observations to track progress and use of district resources/state testing reference sheets and calculators, with actionable feedback. Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. Teachers embed student benchmark trackers into instructional planning and practice. Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Dwight Latimore

By When/Frequency:

Ongoing

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

Analyzing common assessment data through PLCs to create spiraled remediation/reteaching utilizing district resources. Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs. Develop an ELL & 504 matrix to ensure accommodations are effectively implemented. Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement. Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery. Utilize district-provided resources and look-fors within each content-area.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our current level of performance is 71%, as evidenced by the 2024 FAST PM3 ELA assessment. Our continued growth in ELA will be addressed by instilling a common mindset of collective responsibility and interdisciplinary collaboration among staff to enhance instruction, along with a focus on student-centered learning and engagement through strategies centered around Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom. With this focus, there will be a student increase of 8% or more.

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 ELA proficiency will increase from 71% to 80%, with L25 learning gains of at least 65%, as measured by the FAST PM 3 ELA assessment.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Chiquite Godwin (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered text and tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

· Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team. · Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. · Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback. · Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. · Teachers embed student benchmark trackers into instructional planning and practice. · Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

· Analyzing common assessment data through PLCs to create spiraled remediation/reteaching utilizing district resources. · Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs. · Develop an ELL & 504 matrix to ensure accommodations are effectively implemented. · Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement. · Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery. · Utilize district-provided resources and look-fors within each content-area.

Action Step #4

Collective Responsibility**Person Monitoring:**

Chiquita Godwin

By When/Frequency:

Ongoing

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

- Encourage ELA teachers to adopt a school-wide approach, considering all students' progress and needs.
- Implement flipped guest teaching, where 11th and 12th grade teachers support 9th and 10th grade classes, fostering relationships and mentoring.
- Integrate foundational skills practice into upper-level classes, e.g., ELA 1 and 2 teachers helping upperclassmen with SAT prep.

Action Step #5

Interdisciplinary Collaboration

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

- Partner with Social Studies and Science teachers to align texts and themes, providing pre-reading support in ELA classes.
- Train teachers on reading strategies (close reading, text annotation, decoding) that can be applied across subjects.
- Display universal reading comprehension strategies posters in all classrooms to create a consistent approach.

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**

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

Our current level of performance is 83%, as evidenced by the 2024 Biology EOC. Our continued growth in science will be addressed by fostering an environment of inquiry-based learning to bring biology alive within the classroom, along with a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom. With this focus, there will be a student increase of 6% or more.

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 social studies proficiency within the Biology EOC will increase from 83% to 88% as measured by EOC testing.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Shawn Anderson (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Shawn Anderson

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Teachers participate in "Just in Time" and "Experiencing Level Ups" trainings for science specific professional learning opportunities throughout the school year. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Shawn Anderson

By When/Frequency:

Ongoing

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

· Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team. · Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. · Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback. · Use district biology checks for understanding, district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. · Teachers embed student benchmark trackers into instructional planning and practice. · Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Shawn Anderson

By When/Frequency:

Ongoing

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

· Analyzing common assessment data through PLCs to create spiraled remediation/reteaching utilizing district resources. · Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs. · Develop an ELL & 504 matrix to ensure accommodations are effectively implemented. · Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement. · Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery. · Utilize HSSC resources for science specific benchmark remediation supports. · Utilize district-provided resources and look-fors within each content-area.

Action Step #4

Inquiry-Based Learning

Person Monitoring:

Shawn Anderson

By When/Frequency:

Ongoing

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

· Develop hands-on lab activities and experiments that align with curriculum standards and target identified learning gaps. · When introducing new content, teachers utilize these hands-on experiences to launch the learning. · Incorporate enrichment activities and guest labs to expose students to various scientific fields and build confidence in course subject matter.

Action Step #5

Guest Teaching

Person Monitoring:

Shawn Anderson

By When/Frequency:

Ongoing

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

· Schedule guest teaching sessions where teachers from different science disciplines deliver special lessons to highlight interconnections between fields. · Use guest lessons to promote course tracks and generate student excitement about learning. · Create incentive programs to encourage student participation in guest lessons and enrichment activities, improving overall performance and engagement.

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**

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

Our current level of performance is 87%, as evidenced by the 2024 US History EOC. Our continued growth in social studies will be addressed by fostering an environment of collaborative planning and assessment to enhance critical thinking skills, along with a focus on student-centered instruction and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom. With this focus, there will be a student increase of 4% or more.

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 social studies proficiency within the US History EOC will increase from 87% to 92% as measured by EOC testing.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Megan Hatfield (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered instruction and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

· Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team. · Engaging students in document analysis protocol with multiple primary and secondary sources routinely throughout each unit. · Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. · Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback. · Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. · Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

· Analyzing common assessment data through PLCs to create spiraled remediation/reteaching utilizing district resources, through targeted small group tutorials. · Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs. · Develop an ELL & 504 matrix to ensure accommodations are effectively implemented. · Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement. · Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery. · Utilize district-provided resources and look-fors within each content-area.

Action Step #4

Collaborative Teaching

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

step:

· Utilize the strengths of each US history teacher by combining classes for specific activities and rotating students to expose them to different instructional methods. · Implement guest teaching within the PLC, allowing students to benefit from diverse teaching styles and approaches.

Action Step #5

Student Engagement

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

· Organize large group activities and review sessions during lunch or after school, incentivizing attendance to ensure participation. · Conduct regular surveys to assess the effectiveness of collaboration and gather feedback from teachers and students.

Action Step #6

Consistent Assessment Practices

Person Monitoring:

Megan Hatfield

By When/Frequency:

Ongoing

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

· Develop and use common formative assessments to ensure consistency in evaluating student performance. · Maintain a binder with content standards, common tests, and test analysis to facilitate data-driven instruction and accountability. · Assess data from common benchmark assessments and collaborative teaching sessions by the end of the first progress report period, and every 4 weeks, adjusting instruction based on findings. This will lead to individualized and small group benchmark remediation planning.

Area of Focus #5

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**

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

Our current level of performance is 99%, as evidenced by the Class of 2024 graduation rate. Our continued growth will be addressed addressing our three instructional priorities with fidelity to support students within the classroom along with our fourth schoolwide priority, fostering a culture of belonging, support, and success for all students. With this focus, there will be an increase in overall student attendance and ultimately lead to a graduation rate of 100%.

Measurable Outcome

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

The percent of students graduating on-time with their cohort will increase from 99% graduation rate to 100%, as measured by the end of the 2024-25 school year graduating cohort data.

Monitoring

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

This will be monitored via consistent progress checks for our seniors with administration, guidance, our College and Career Center Coordinator, and various school leaders through the Child Study Team to ensure that appropriate supports are in place to meet the needs of ALL students.

Person responsible for monitoring outcome

Daniel Schmittiel (Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Identify, support, and monitor at-risk/off-track students by increasing staff and parental communication and involvement, incentivizing and recognizing on-track attendance, and pairing students with mentors to address underlying attendance issues through targeted interventions. - Intensify graduation committee focus on data to proactively plan interventions and supports for individual students. - Strengthen staff ability to engage students for on-track promotion throughout high school. - Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By effectively monitoring students through consistent monitoring both Tier 1 and Tier 2/3 Students (through CST), student graduation rate will increase. Additionally, by providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen their pedagogical practices, which will result in ALL students engaging in rigorous tasks in the classroom at an appropriate cognitive level.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Early Identification of Off-Track/At-Risk Students and Support Services

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

- Develop and deploy an early warning system to flag students falling below the 90% threshold.
- Identify and support flagged students within the first month of each semester.
- Organize teachers & staff into grade-level teams to collaborate regarding attendance concerns.
- Provide counseling and mentorship programs for students with chronic absenteeism.
- Pair at-risk students with mentors who can provide guidance and support.

Action Step #2

Parental Involvement and Communication

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

- Schedule bi-monthly meetings with parents of at-risk students.
- Facilitate Senior SOAR Nights to address at-risk senior needs and plan for their post-secondary endeavors.
- Communicate regular updates to parents about their child's attendance.

Action Step #3

Student Incentives and Recognition

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

- Establish a rewards program for students with perfect or improved attendance.
- Offer incentives such as certificates, schoolwide recognition, and tangible rewards.

Area of Focus #6

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

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

Our current level of performance is 76%, as evidenced by the Class of 2024 acceleration data. Our continued growth will be addressed by a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance

both learning and student experience within the classroom, along with a continued focus on increasing enrollment and supports for students in Advanced Placement, Dual Enrollment, and CTAE courses on and off campus for equitable learning opportunities for ALL students. With this focus, there will be a student increase of 85% or more.

Measurable Outcome

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

The percent of students enrolled in and achieving in College and Career Coursework (i.e. AP, DE, and CTAE) will increase by 9%, from 76% to 85%, as measured by consistent use of formative assessment throughout the year, AP/DE/Industry Certification assessments, and the acceleration school grade calculation for the Class of 2025.

Monitoring

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

This will be monitored via both enrollment numbers and student resiliency through leadership team meetings, classroom walkthroughs with actionable feedback, participation in Data Driven PLCs to determine next steps, and a systematic approach to course promotion centered around student interest and potential for future cohorts.

Person responsible for monitoring outcome

Daniel Schmittiel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen their pedagogical practices, which will result in ALL students engaging in rigorous tasks in the classroom at an appropriate cognitive level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Conduct and participate in regular PLC/district/instructional walkthroughs and informal observations to track progress, with actionable feedback from the administrative team, specifically centered around AP/CTAE. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

· Progress monitor students' progression toward College and Career Readiness, measured by their success in AP, DE, CTAE, and/or AVID coursework in leadership meetings. · Conduct regular PLC/district/instructional walkthroughs and informal observations to track progress, with actionable feedback from the administrative team. · Use district cycle assessments, 9-week, and mid-term data to continuously monitor and adjust instructional strategies. · Engage in PLCs to review assessment data, identify proficiency gaps, and develop remediation plans. · Ensure consistent grading scales and use of common assessments to facilitate data discussions and collaborative planning.

Action Step #3

Targeted Interventions for Support, Remediation, and Future Planning

Person Monitoring:

Daniel Schmittiel

By When/Frequency:

Ongoing

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

- Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs.
- Develop an ELL & 504 matrix to ensure accommodations are effectively implemented.
- Organize after-school sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement.
- Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery.
- Generate systematic approach to increase promotional opportunities centered around student interest and potential future cohorts.
- Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery.

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

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

Our current level of performance has a 31% FAST PM3 ELA proficiency gap between white and black students, as evidenced by the 2024 FAST PM3 ELA assessment. Our continued growth to reduce and eliminate this gap will be addressed with a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom, along with Restorative Practices. With this focus, the gap will be reduced to at 10% or less, with at least 70% black students making learning gains.

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 the FAST PM3 ELA assessment will increase to reduce the achievement gap between white and black students from 31% to 10% or less, with all black students making learning gains, as measured by consistent formative assessments, district assessments, ongoing state testing, and the 2024-25 FAST PM3 assessment.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need

and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered text and tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff

needs surrounding our four school-wide priorities.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team.
- Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary.
- Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback.
- Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs.
- Develop an ELL & 504 matrix to ensure accommodations are effectively implemented.
- Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement.
- Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery.

Action Step #4

Restorative Practices & SEL for Conflict Resolution, Relationship-building, and Support Services

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Train staff and students in restorative practices and social emotional learning strategies.
- Organize teachers & staff into grade-level teams to collaborate regarding students with core academic challenges.
- Provide counseling and mentorship programs for students with core academic challenges.
- Pair academic at-risk students with mentors who will provide guidance and support.
- Provide appropriate individualized remediation and reteaching to address gaps in mastery of standards and content.
- Host parent/student individualized and small group focused meetings at least one time per semester to assist students in meeting and exceeding their academic goals.

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

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

Our current level of performance has a 38% FAST PM3 ELA proficiency gap between ELL and non-ELL students, as evidenced by the 2024 FAST PM3 ELA assessment. Our continued growth to reduce and eliminate this gap will be addressed with a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom, along with Restorative Practices. With this focus, the gap will be reduced to at 15% or less, with at least 70% ELL students making learning gains.

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 the FAST PM3 ELA assessment will increase to reduce the achievement gap between ELL and non-ELL students from 38% to 15% or less, with at least 70% ELL students making learning gains, as measured by consistent formative assessments, district assessments, ongoing state testing, and the 2024-25 FAST PM3 assessment.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered text and tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities. · Facilitate professional learning opportunities for staff to enhance knowledge around implementing ELL, ESE, and 504 accommodations and supports within the classroom.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

· Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative

assessment data to drive instructional practice as a team. · Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. · Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback. · Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. · Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs. · Develop an ELL & 504 matrix to ensure accommodations are effectively implemented. · Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement.
- Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery. · Utilize district-provided resources and look-fors within each content-area.

Action Step #4

Restorative Practices & SEL for Conflict Resolution, Relationship-building, and Support Services

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Train staff and students in restorative practices and social emotional learning strategies.
- Organize teachers & staff into grade-level teams to collaborate regarding students with core academic challenges. · Provide counseling and mentorship programs for students with core academic challenges · Pair academic at-risk students with mentors who will provide guidance and support. · Provide appropriate individualized remediation and reteaching to address gaps in mastery of standards and content. · Host parent/student individualized and small group focused meetings at least one time per semester to assist students in meeting and exceeding their academic goals.

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

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

Our current level of performance has a 43% FAST PM3 ELA proficiency gap between ESE and non-ESE students, as evidenced by the 2024 FAST PM3 ELA assessment. Our continued growth to

reduce and eliminate this gap will be addressed with a focus on student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction, equipping and empowering staff and students to harness data to drive decisions, and maximizing instructional time to enhance both learning and student experience within the classroom, along with Restorative Practices. With this focus, the gap will be reduced to at 20% or less, with at least 70% ESE students making learning gains.

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 ESE students displaying proficiency on the FAST PM3 ELA assessment will increase to reduce the achievement gap between ESE and non-ESE students from 43% to 20% or less, with at least 70% ESE students making learning gains, as measured by consistent formative assessments, district assessments, ongoing state testing, and the 2024-25 FAST PM3 assessment.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs and grade-level meetings, to ensure that data drives daily instructional practices and that all student learning needs are addressed. These PLC and grade-level meetings will enable staff to address global (and individualized) areas of need and aid the development of ongoing remediation and spiraled instruction plans as indicated by data.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Increase academic supports for diverse student populations through targeted interventions and continuous monitoring.
- Strengthen practice to engage all learners in complex, student-centered text and tasks.
- Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding student-centered learning and engagement through strategies centered around the Five Essentials of Effective Instruction,

equipping and empowering staff and students to harness data to drive decisions and maximizing instructional time to enhance both learning and student experience within the classroom, teachers will continue to strengthen pedagogical practices resulting in complex task engagement by ALL students in the classroom at an appropriate level.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Opportunities

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

· Teachers engage in pre-school and ongoing professional learning opportunities surrounding student engagement through strategies centered around the Five Essentials of Effective Instruction, intentional planning and use of formative assessment, and harnessing data to drive decisions within the classroom. · Administrative and Instructional Team collaborate to conduct Strategy Walks with built in reflection and debrief via Teacher Demonstration Days at least one time per quarter, centered around our four school-wide priorities. As a follow-up, teachers will plan and implement their learning within the classroom with actionable feedback from the administrative team. · School-based leadership team will embed professional learning opportunities in all staff meetings to support staff needs surrounding our four school-wide priorities. · Facilitate professional learning opportunities for staff to enhance knowledge around implementing ELL, ESE, and 504 accommodations and supports within the classroom.

Action Step #2

Continuous Monitoring and Data-Driven Instruction

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

· Both teachers and administrative team conduct and actively participate in PLC's (both school-based and district led when applicable) at least biweekly, centered on formative and summative assessment data to drive instructional practice as a team. · Utilize PLCs, consistent grading scales, and common planning to identify proficiency gaps and develop remediation plans based on common assessment data as necessary. · Administrative team conducts instructional walkthroughs and informal observations to track progress with actionable feedback. · Use district cycle assessments, quarterly grades, mid-term data, and ongoing classroom formative assessment data to continuously monitor and adjust instructional strategies. · Utilize district-provided resources and look-fors within each content-area.

Action Step #3

Targeted Interventions for Support and Remediation

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Increase use of pull-outs and push-ins, involving ELL and ESE facilitators in regular PLC meetings to address specific student needs.
- Develop an ELL & 504 matrix to ensure accommodations are effectively implemented.
- Organize after-school (and during lunch) sessions focused on content specific skills, incentivizing attendance to ensure participation and engagement.
- Embed remediation protocols within the classroom and during elective class periods to address deficits in content mastery.
- Utilize district-provided resources and look-fors within each content-area.

Action Step #4

Restorative Practices & SEL for Conflict Resolution, Relationship-building, and Support Services

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Train staff and students in restorative practices and social emotional learning strategies.
- Organize teachers & staff into grade-level teams to collaborate regarding students with core academic challenges.
- Provide counseling and mentorship programs for students with core academic challenges.
- Pair academic at-risk students with mentors who will provide guidance and support.
- Provide appropriate individualized remediation and reteaching to address gaps in mastery of standards and content.
- Host parent/student individualized and small group focused meetings at least one time per semester to assist students in meeting and exceeding their academic goals.

IV. Positive Culture and 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.

Regarding student referrals, during the 2023-24 school year there were 89 incidences that resulted in OSS and 141 incidences that resulted in ISS. Our continued growth will be addressed through our fourth schoolwide priority, fostering a culture of belonging, support, and success for all students. We will continue to finetune and improve our schoolwide PBIS system, increasing student and staff buy-in, celebrating students and staff, and providing opportunity to participate in engaging PBIS activities throughout the school year. With this focus, we will continue to grow our positive school cimate and culture and decrease overall student referrals, specifically events leading the OSS and ISS by 25% or

more.

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.

There will be a decrease in overall referral count, along with OSS and ISS numbers, by 25% or more as measured by 2024-25 discipline data, student surveys, participation in PBIS activities, and the use of positive referrals/rewards.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in our PBIS committee meetings (representation from all departments), along with providing opportunities for students and staff to provide feedback throughout the year. We will also monitor student discipline data weekly as an admin team and biweekly with MTSS to ensure that tier 2 and tier 3 interventions are put in place for students needing extra supports beyond our PBIS system.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Strengthen staff pedagogical practice surrounding the implementation of our PBIS system schoolwide. - Increase academic supports for diverse student populations through targeted interventions and continuous monitoring. - Strengthen practice to engage all learners in complex, student-centered tasks. - Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

Rationale:

By providing ongoing professional development opportunities surrounding our new schoolwide PBIS system, staff and student buy-in will increase which will result in an improved school culture and climate centered around positive reinforcement, having a direct correlation to a decrease in overall referral numbers at East Lake High School.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Restorative Practices & SEL for Conflict Resolution, Relationship-building, and Support Services

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Train staff and students in restorative practices and social emotional learning strategies.
- Establish a paired teacher support system for in-class behavior management.
- Hold Impact Meetings between students and staff when referrals are issued (as appropriate).
- Organize teachers & staff into grade-level teams to collaborate regarding discipline concerns.
- Provide counseling and mentorship programs for students with chronic discipline incidents.
- Pair at-risk students with mentors who can provide guidance and support.

Action Step #2

In-School Suspension Program Enhancement and Anti-Vaping Campaign

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing

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

- Develop a structured ISS program with academic and behavioral support.
- Ensure students in the program receive continued academic instruction and counseling.
- Make situation-specific decisions regarding student placement in classrooms or ISS program.
- Pair at-risk students with mentors who can provide guidance and support.
- Strengthen school policies regarding vaping, including clear consequences for violations.
- Communicate the policy to students, parents, and staff, and ensure consistent enforcement.
- Leverage peer influence to create a culture of non-vaping within the student body, including group counseling opportunities.
- Organize informational workshops for parents on the signs of vaping and how to address them.
- Increase monitoring of common areas where vaping occurs (e.g., bathrooms).
- Create dedicated channels for receiving feedback from students, parents, & staff about vaping.

Action Step #3

PBIS and Positive Recognition

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

- Train staff in Positive Behavioral Interventions and Supports (PBIS).
- Increase the use of SOAR Cash, tied to compliance with behavioral expectations.
- Offer incentives (certificates & public recognition), in addition to SOAR Cash / Store items.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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