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School Board Approval

This plan was approved by the Volusia County School Board on Approved by the School Board on October 14, 2025. .

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Spruce Creek High School provides all students with a challenging, creative curriculum that fosters graduates who are knowledgeable, contributing members of our community and world.

Hawks SOAR with our Student Centered, Opportunity Driven, Academically Engaging and Relevant Curriculum!

How will YOUR story take flight?

Provide the school's vision statement

Our Vision at Spruce Creek High School is to create a better world through education.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Todd Sparger

tjsparge@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School principal, oversees all aspects of the SIP.

Leadership Team Member #2

Employee's Name

Dr. Jana Hammond

jrhammon@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

School assistant principal, oversees all aspects of the SIP.

Leadership Team Member #3

Employee's Name

Dr. Vonda Morris

vhmorris@volusia.k12.fl.us

Position Title

Academic Dean

Job Duties and Responsibilities

Works with discipline and attendance, monitors student engagement, assists with the math PLCs as needed.

Leadership Team Member #4

Employee's Name

Samantha Murray

shmurray@volusia.k12.fl.us

Position Title

SAC Chair

Job Duties and Responsibilities

Runs SAC meetings and assists with writing and sharing the SIP.

Leadership Team Member #5

Employee's Name

Hayley Miller

hbmiller@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Monitor and provide resources for all PLCs and individual teachers as needed.

Leadership Team Member #6

Employee's Name

Leah Delorenzo

ladelore@volusia.k12.fl.us

Position Title

English Teacher

Job Duties and Responsibilities

Provides feedback on ELA portions of the SIP.

Leadership Team Member #7

Employee's Name

Jeremy Davies

jpgdavies@volusia.k12.fl.us

Position Title

Math Teacher

Job Duties and Responsibilities

Provides feedback on math portions of the SIP.

Leadership Team Member #8

Employee's Name

Shon Duncan

seduncan@volusia.k12.fl.us

Position Title

Social Studies Teacher & New Teacher Mentor

Job Duties and Responsibilities

Provides feedback on social studies and advanced program portions of the SIP. Mentors and supports new teachers.

Leadership Team Member #9

Employee's Name

Shannon Olson

snolson@volusia.k12.fl.us

Position Title

Science Teacher

Job Duties and Responsibilities

Provides feedback on the science portions of the SIP.

Leadership Team Member #10

Employee's Name

Danielle Miles

dbmiles@volusia.k12.fl.us

Position Title

ESE Teacher

Job Duties and Responsibilities

Provides feedback on the portions of the SIP that impact ESE students.

Leadership Team Member #11

Employee's Name

Nicole Woodman

nmwoodma@volusia.k12.fl.us

Position Title

Reading Teacher

Job Duties and Responsibilities

Provides feedback on the ELA and reading portions of the SIP, especially the juniors and seniors needing testing requirements for graduation.

Leadership Team Member #12

Employee's Name

Cassandra Reyes

ctreyes@volusia.k12.fl.us

Position Title

Math Teacher & New Teacher Mentor

Job Duties and Responsibilities

Provides feedback and support for the math portion of the SIP and supports new teachers.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The school leadership team includes representatives from each department who meet in the summer for the SLT, department leadership who meet monthly, administrative team that meets weekly, and the SAC that meets 5 times a year. Information is shared with the whole faculty/staff, posted on the website and on social media for additional stakeholder feedback.

3. SIP Monitoring

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

The administrative team and the academic coach will regularly look at data and share it with all stakeholders. Discussions will take place with the leadership team and in PLCs to determine how to effect progress. If needed, the SLT will be reconvened to edit goals.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

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

Current Year (2025-26)

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

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

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	144	180	155	231	710
One or more suspensions	95	89	72	40	296
Course failure in English Language Arts (ELA)	22	97	37	68	224
Course failure in Math	14	50	58	81	203
Level 1 on statewide ELA assessment	131	146	85	96	458
Level 1 on statewide Algebra assessment	130	87	61	58	336

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	109	147	106	133	495

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	13	46	35	26	120
Students retained two or more times	3	11	6	20	40

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	54	59	65	51	55	56	44	50
Grade 3 ELA Achievement									
ELA Learning Gains	59	57	58	58	56	57			
ELA Lowest 25th Percentile	52	57	56	56	55	55			
Math Achievement*	56	53	49	51	45	45	41	28	38
Math Learning Gains	38	48	47	48	51	47			
Math Lowest 25th Percentile	41	46	49	48	53	49			
Science Achievement	82	79	72	80	73	68	77	68	64
Social Studies Achievement*	78	76	75	75	69	71	62	59	66
Graduation Rate	95	95	92	99	93	90	94	90	89
Middle School Acceleration									
College and Career Acceleration	75	67	69	76	66	67	67	65	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	47	52	46	52	49	52	44	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	712
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	64%	66%	54%	57%		57%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	61%	No		
Asian Students	74%	No		
Black/African American Students	57%	No		
Hispanic Students	64%	No		
Multiracial Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%		59%	52%	56%	38%	41%	82%	78%		95%	75%	69%
Students With Disabilities	32%		50%	48%	41%	38%	53%	53%	57%		96%	32%	
English Language Learners	50%		60%	48%	62%	45%		68%	67%		88%	52%	69%
Asian Students	84%		65%	50%	66%	32%		95%	89%		100%	83%	
Black/African American Students	44%		55%	58%	48%	49%	50%	68%	68%		88%	44%	
Hispanic Students	62%		59%	44%	68%	43%	47%	75%	80%		90%	75%	
Multiracial Students	71%		58%		38%	19%		85%	87%		95%	68%	
White Students	70%		60%	53%	56%	37%	37%	84%	77%		96%	78%	
Economically Disadvantaged Students	56%		56%	51%	51%	38%	48%	73%	75%		93%	60%	73%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%		58%	56%	51%	48%	48%	80%	75%		99%	76%	46%
Students With Disabilities	28%		50%	52%	18%	39%	36%	44%	46%		96%	38%	
English Language Learners	35%		53%	48%	41%	50%	63%	64%	53%		100%	63%	46%
Asian Students	88%		77%		79%	67%		94%	82%		100%	93%	
Black/African American Students	41%		53%	49%	28%	34%	44%	50%	62%		96%	52%	
Hispanic Students	60%		58%	56%	46%	44%	48%	70%	72%		100%	65%	39%
Multiracial Students	72%		66%	81%	45%	41%		82%	70%		100%	71%	
White Students	66%		56%	55%	54%	49%	47%	83%	77%		99%	78%	
Economically Disadvantaged Students	56%		57%	56%	40%	44%	49%	71%	64%		98%	63%	55%

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	56%				41%			77%	62%		94%	67%	52%
Students With Disabilities	19%				18%			35%	27%		92%	22%	
English Language Learners	41%				25%			67%	38%		65%	62%	67%
Asian Students	85%				74%			91%	88%		100%	93%	
Black/African American Students	32%				18%			50%	25%		92%	30%	
Hispanic Students	55%				37%			78%	57%		90%	60%	
Multiracial Students	65%				24%			84%	45%		96%	52%	
White Students	58%				46%			79%	66%		94%	70%	
Economically Disadvantaged Students	46%				30%			66%	54%		88%	52%	64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	66%	54%	12%	58%	8%
ELA	9	67%	52%	15%	56%	11%
Biology		81%	75%	6%	71%	10%
Algebra		43%	49%	-6%	54%	-11%
Geometry		56%	61%	-5%	54%	2%
History		74%	69%	5%	71%	3%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	14%	8%	16%	6%
Geometry		18%	17%	1%	23%	-5%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	17%	5%	18%	4%
Geometry		32%	18%	14%	19%	13%
History		38%	35%	3%	33%	5%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our school earned an A for the second time this year. This was a great success for our school. In our data, the biggest improvement was in our overall pass rate for ELA, which moved up 2%, and the overall pass rate for math, which moved up 3%. Biology increased 2% and US History increased 3%. We also had some great success in AP and IB test scores. We had target coaching for tested areas and certified support facilitators scheduled appropriately.

Lowest Performance

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

Our lowest performance mirrored some of our highest performance areas. Our lowest performance was in our lower quartile for ELA, which dropped 6%, and our lower quartile for math, which dropped 7%. Our contributing factors that led to that is excessive absences and teacher turnover.

Greatest Decline

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

Our biggest declines were with lower quartiles for ELA and math. ELA lower quartile dropped 6% and our lower quartile for math dropped 7%. Our learning gains in math also dropped 10%. The biggest factors contributing to this were excessive absences and teacher turnover.

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.

All of our proficiency averages were higher than the state average. Our biggest negative gap was learning gains in math and ELA. The same contributing factors of absences and teacher turnover.

EWS Areas of Concern

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

Attendance is our biggest EWS area of concern with classroom management/engagement as a close second.

Highest Priorities

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

Our highest priorities for school improvement include improving attendance, increasing learning gains in ELA and math, focus on lower quartile achievement across all levels (including AP, IB, and CTE).

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

We continue to focus on the need to improve our students' proficiency in math before graduation. Our main focus is with Algebra and Geometry, where we want 100% of our students to earn the math testing and grade requirements before graduation. When analyzing our mathematics assessment results for this past year, we had more students score a level 2 than the district or the state. This group of kids is close to meeting proficiency and needs to be targeted so that they can pass earlier. Our percentage of students making learning gains in math also dropped, showing us an area we need to focus on.

Measurable Outcome

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

We had 38% of our students in Algebra and Geometry make learning gains and 41% of our lower quartile make gains. Overall, 54% of our students passed. Our goal is to increase the overall pass rate on the first attempt to 55% and to increase the learning gains and lowest quartile achievement levels to 52%.

Monitoring

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

The math PLCs will meet weekly during common planning with the academic coach and members of administration to analyze progress by gathering and looking at data and to provide support with planning for instruction.

Person responsible for monitoring outcome

Hayley Miller

Evidence-based Intervention:

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

Description of Intervention #1:

We will focus on effective teacher support through professional learning communities in order to improve practice and focus on more effective instructional strategies.

Rationale:

John Hattie's research shows the impact of various influences on student achievement. Professional learning communities (PLCs) are a specific area of focus within his research that synthesizes findings from a broad range of educational research. The effect size for PLCs varies depending upon the type and implementation, but Hattie's research suggests that all effective PLCs have an effect size above the hinge point of .4.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will ensure teachers have access to a robust menu of professional development options available for teachers. PLCs will have access to professional development during meetings and we will support teacher needs with a variety of school based options and support for state and national options where appropriate.

Rationale:

In his 2011 book Visible Learning for Teachers, Hattie argued that educators don't become experts by relying on specific teaching strategies—instead, their success as teachers arises from their constant self-evaluations and the small improvements they make in their everyday classroom work. Access to a variety of professional development opportunities will lead teachers toward those small improvements. It also pushes teachers toward collective teacher efficacy, which has an effect size of 1.57.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLCs will analyze data and plan for teacher led small group instruction.

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

PLCs will meet weekly with support from the instructional coach and administration. The teachers will

plan together for how best to implement teacher-led small groups using data from district assessments. The instructional and administration will use a common look-for tool to help teachers strengthen best practices in teacher-led small groups.

Action Step #2

Focus on Benchmarks

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

PLCS will utilize the district curriculum maps in planning and ensure state benchmarks are a part of all aspects of instruction to ensure instruction is taking place at the level necessary for learning gains.

Action Step #3

Effective Use of Technology

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

Students all have laptops and teachers have an assortment of technology tools available to assist with instruction. We want teachers to use available technology effectively to support instruction while still emphasizing tactile strategies where appropriate. These strategies will be discussed and monitored in PLCs.

Action Step #4

Robust Professional Development

Person Monitoring:

Dr. Jana Hammond

By When/Frequency:

Quarterly

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

We will continue to support teachers attending state and national conferences in all areas as appropriate to help them increase their knowledge and bring those new skills back to share with other teachers and help improve student performance. We will also support teachers visiting other classrooms to observe each other in school-based learning walks with time to debrief about lessons learned to ensure we are learning from the experts on our campus.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

We continue to focus on the need to improve our students' proficiency in reading before graduation. Our main focus is that we want 100% of our students to earn the reading testing and ELA grade

requirements before graduation. When analyzing our ELA assessment results for this past year, our percentage of students in the lower quartile who passed the 9th or 10th grade assessment dropped from 58% to 52%, showing us an area we need to focus on.

Measurable Outcome

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

We had 52% of our students in the lowest quartile pass the 9th or 10th grade assessment. Overall, 67% of our students passed. Our goal is to increase the overall pass rate on the first attempt to 70% and to increase the lowest quartile pass rate to 60%.

Monitoring

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

The ELA PLCs will meet weekly during common planning with the academic coach and members of administration to analyze progress by gathering and looking at data and to provide support with planning for instruction.

Person responsible for monitoring outcome

Hayley Miller

Evidence-based Intervention:

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

Description of Intervention #1:

We will focus on effective teacher support through professional learning communities in order to improve practice and focus on more effective instructional strategies.

Rationale:

John Hattie's research shows the impact of various influences on student achievement. Professional learning communities (PLCs) are a specific area of focus within his research that synthesizes findings from a broad range of educational research. The effect size for PLCs varies depending upon the type and implementation, but Hattie's research suggests that all effective PLCs have an effect size above the hinge point of .4.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will ensure teachers have access to a robust menu of professional development options available for teachers. PLCs will have access to professional development during meetings and we will support

teacher needs with a variety of school based options and support for state and national options where appropriate.

Rationale:

In his 2011 book Visible Learning for Teachers, Hattie argued that educators don't become experts by relying on specific teaching strategies—instead, their success as teachers arises from their constant self-evaluations and the small improvements they make in their everyday classroom work. Access to a variety of professional development opportunities will lead teachers toward those small improvements. It also pushes teachers toward collective teacher efficacy, which has an effect size of 1.57.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLCs will analyze data and plan for teacher led small group instruction

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

PLCs will meet weekly with support from the instructional coach and administration. The teachers will plan together for how best to implement teacher-led small groups using data from district assessments. The instructional and administration will use a common look-for tool to help teachers strengthen best practices in teacher-led small groups. We will focus on teacher-directed small-group instruction after reviewing effective practices in differentiation to allow for improved success for lower level learners in the class. Teachers will utilize data showing strengths and weaknesses to reinforce benchmarks that were not mastered at a proficient level.

Action Step #2

PLC Focus on Benchmarks

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

PLCS will utilize the district curriculum maps in planning and ensure state benchmarks are a part of all aspects of instruction to ensure instruction is taking place at the level necessary for learning gains.

Action Step #3

PLC Focus on the Effective Use of Technology

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

Students all have laptops and teachers have an assortment of technology tools available to assist with instruction. We want teachers to use available technology effectively to support instruction while still emphasizing tactile strategies where appropriate. These strategies will be discussed and monitored in PLCs.

Action Step #4

Robust Professional Development

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

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

We will continue to support teachers attending state and national conferences in all areas as appropriate to help them increase their knowledge and bring those new skills back to share with other teachers and help improve student performance. We will also support teachers visiting other classrooms to observe each other in school-based learning walks with time to debrief about lessons learned to ensure we are learning from the experts on our campus.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

Our overall goal is always to have 100% of the students who enter our school to have a path toward graduation that includes preparation for whatever their path will be after leaving high school.

Measurable Outcome

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

In 2024, we had a 99% graduation rate. It dropped to 95% in 2025. Our goal is to bring that rate to 100%. We also had 64% who successfully earned an acceleration point. Our goal is to bring that percentage up to 70%.

Monitoring

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

Our school counselors and leadership team regularly monitor different areas of the graduation requirements to help ensure nobody is falling through the cracks. Our CTE Facilitator, IB Coordinator, AP Coordinator, and Dual Enrollment Contact work together to ensure all students have a path toward an acceleration point.

Person responsible for monitoring outcome

Dr. Jana Hammond

Evidence-based Intervention:

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

Description of Intervention #1:

We will continue to focus on helping students to make connections to school by ensuring they remain in class for instruction and helping them to build relationships with adults and peers on campus. One big aspect of this is having a robust elective and extracurricular program that includes access to various sports, clubs, performing and fine art options in addition to career related courses.

Rationale:

Research from the US Department of Education and shared by the National Center for Education Statistics suggests that participation in extracurricular activities increases a student's engagement and attachment to school. Activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations according to a variety of research studies including some of the meta analysis of Hattie.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Focus on Remaining in Class for Instruction

Person Monitoring:

Dr. Vonda Morris

By When/Frequency:

Quarterly

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

We implemented a digital pass system last year to help us monitor how frequently students are out of classes. We will use some of the reports in our system to see if students are leaving class to avoid instruction and will work with teachers and students to help keep kids in class.

Action Step #2

Connections to School

Person Monitoring:

Dr. Todd Sparger

By When/Frequency:

Quarterly

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

To increase connections with school and engagement on campus, we want to continue to encourage finding things outside of class that students can connect to. Students who are involved in art, music,

clubs, and/or sports are more connected to school and outperform their peers with grades and on tests. We will work to ensure those courses and activities are valued and prioritized on our campus and work to help struggling students to make connections to at least one extracurricular activity to provide opportunities for mentorship, coaching, and connections.

Action Step #3

Ensure Correct Class Placement

Person Monitoring:

Karie Cappiello

By When/Frequency:

Quarterly

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

Our school counselors will work with students, teachers, and families, to ensure that students are on the path toward graduation that will lead to their success.

Action Step #4

Provide Opportunities to Meet Testing Requirements

Person Monitoring:

Tom Bennett

By When/Frequency:

Quarterly

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

We will provide every opportunity possible for students to meet various testing requirements for graduation.

Action Step #5

Provide Opportunities for Acceleration

Person Monitoring:

Karie Cappiello & Susan Henderson

By When/Frequency:

Quarterly

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

We don't want students to just graduate, we want them to be prepared for life after graduation. That is why we want to focus on providing opportunities for acceleration (IB, AP, dual enrollment, CTE classes, JROTC, etc.) so that our students have a variety of options. We want to monitor success in these programs and focus on working together in PLCs to increase success on exams and in the classes themselves.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

We are focused on teacher retention in our highly tested subject areas. Last year we had significant

teacher turnover in ELA and math, which contributed to lower test scores. We also need to focus on student attendance at all levels according to our needs analysis. Attendance is a strong predictor for academic success.

Measurable Outcome

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

We had 5 teacher changes in our lower level classes last year during the school year. Our hope is to reduce that to 0 this year.

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.

Shon Duncan is our new teacher mentor. She will work with new teachers and those new to our campus. Our administrative team and department leaders will also work with intention to ensure teachers feel connected. Our emphasis on stronger PLCs will also provide support for teachers.

Person responsible for monitoring outcome

Shon Duncan and Jana Hammond

Evidence-based Intervention:

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

Description of Intervention #1:

We will enhance our level of support through professional learning communities and mentors.

Rationale:

The research shows that teacher retention is an ongoing process that requires sustained mentorship and support. We will work to improve our level of support on campus.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Focus on Early Career Teachers/ Mentorship Program

Person Monitoring:

By When/Frequency:

Shon Duncan

Weekly

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

Our new teacher mentor will establish and maintain a system of direct support for our early career teachers and check in with them regularly.

Action Step #2

Collaborative Practice

Person Monitoring:

Hayley Miller

By When/Frequency:

Weekly

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

We will work on ensuring that none of our teachers feel like they are isolated and alone by strengthening PLCs and working to implement more collaboration between teachers.

Action Step #3

Professional Development

Person Monitoring:

Jana Hammond

By When/Frequency:

Quarterly

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

We will work to ensure there is targeted professional development that addresses specific needs and challenges faced by teachers to ensure they have the skills necessary to be successful.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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