

Pinellas County Schools

OSCEOLA FUNDAMENTAL HIGH



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Brad Bernstein

bernsteinb@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

All school operations along with Electives.

Leadership Team Member #2

Employee's Name

Matthew Crispin

chrispinm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3**Employee's Name**

Julie Finley

Finleyju@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assessments, Curriculum, Career and Technical Education, English

Leadership Team Member #4**Employee's Name**

Cynthia Mucerino

mucerinocy@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #5**Employee's Name**

Electra Polizzi

Polizzie@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

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

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

3. SIP Monitoring

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

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

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	23.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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 (2026-27)

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 (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	81	64	62	78	62	59	71	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	69	59	59	64	58	58	63	57	57
ELA Lowest 25th Percentile	63	55	55	62	54	56	64	55	55
Math Achievement*	63	54	52	59	46	49	58	42	45
Math Learning Gains	52	49	45	47	45	47	46	46	47
Math Lowest 25th Percentile	43	44	44	31	43	49	32	41	49
Science Achievement	87	77	74	85	73	72	82	64	68
Social Studies Achievement*	94	77	76	86	74	75	86	70	71
Graduation Rate	100	95	94	99	94	92	100	92	90
Middle School Acceleration									
College and Career Acceleration	83	73	74	75	69	69	80	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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 (FPI) 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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						74%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						739
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						100%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
74%	68%	66%	77%	70%	68%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	63%	No		
English Language Learners	60%	No		
Asian Students	84%	No		
Black/African American Students	70%	No		
Hispanic Students	72%	No		
Multiracial Students	82%	No		
White Students	74%	No		
Economically Disadvantaged Students	68%	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.

2025-26 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.
All Students	81%		69%	63%	67%	52%	43%	87%	94%	
Students With Disabilities	68%		80%	67%	48%	34%	31%	75%	85%	
English Language Learners	49%		52%	45%	46%	32%		68%		
Asian Students	85%		77%		76%	52%		88%	100%	
Black/African American Students	65%		59%		56%	57%		80%	100%	
Hispanic Students	77%		70%	61%	65%	47%	45%	80%	92%	
Multiracial Students	86%		78%		67%	48%		95%	100%	
White Students	82%		68%	62%	67%	53%	42%	89%	93%	
Economically Disadvantaged Students	75%		65%	57%	57%	42%	34%	78%	92%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%		64%	62%	59%	47%	31%	85%	86%		99%	75%	64%
Students With Disabilities	53%		55%	52%	43%	33%	18%	57%	72%		95%	25%	
English Language Learners	33%		43%	43%	37%	39%	30%	54%	64%		100%	31%	64%
Asian Students	97%		87%		83%	71%		95%	95%		100%	90%	
Black/African American Students	71%		66%	54%	52%	38%			82%				
Hispanic Students	69%		63%	62%	52%	38%	34%	81%	85%		100%	67%	56%
Multiracial Students	85%		58%		50%	47%		92%	71%		100%	76%	
White Students	78%		62%	62%	60%	48%	29%	84%	87%		100%	76%	
Economically Disadvantaged Students	70%		63%	56%	58%	48%	39%	78%	82%		99%	66%	64%

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

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	80%	63%	17%	60%	20%
ELA	10	80%	62%	18%	61%	19%
Biology	9	89%	82%	7%	87%	2%
Biology	10	74%	49%	25%	60%	14%
Algebra	9	42%	44%	-2%	41%	1%
Algebra	10	20%	29%	-9%	31%	-11%
Geometry	9	83%	74%	9%	75%	8%
Geometry	10	44%	46%	-2%	40%	4%
Geometry	11	7%	24%	-17%	26%	-19%
History	10	95%	89%	6%	76%	19%
History	11	94%	72%	22%	75%	19%
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* 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?

The data component that demonstrated the greatest improvement was our mathematics learning gains for the Lowest 25% (L25) subgroup. During the 2024–2025 school year, our school achieved a learning gain rate of 31%. In the 2025–2026 school year, this increased to 43%, representing a 12-percentage-point improvement.

Key actions that contributed to this growth included ensuring that instruction remained closely aligned to state benchmarks and facilitating in-depth data analysis and instructional planning discussions during Professional Learning Community (PLC) meetings. These focused efforts helped teachers identify student needs, monitor progress, and implement targeted instructional strategies to support student achievement.

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 with the lowest overall performance was mathematics learning gains for the Lowest 25% (L25) subgroup. During the 2024–2025 school year, our school achieved a learning gain rate of 31%. In the 2025–2026 school year, this increased to 43%, representing a 12-percentage-point improvement. While this growth is noteworthy, it remained our lowest-performing data indicator.

Several factors likely contributed to these results, including staffing instability within the mathematics department. One teacher departed mid-year, and another left at the end of April, resulting in disruptions to instructional continuity and student support. Despite the gains achieved, overall mathematics performance continues to be an area of concern and will remain a key focus for improvement during the 2026–2027 school year. Targeted interventions, strengthened instructional practices, and efforts to ensure staffing stability will be critical to increasing student achievement and learning gains in mathematics.

Greatest Decline

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

The school demonstrated consistent academic performance during the 2025–2026 school year, with no declines in achievement across any assessed areas when compared to the 2024–2025 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.

The largest performance gap between the school and the state was in Mathematics Learning Gains for the Lowest 25% (L25) subgroup. The state achieved a learning gains rate of 51%, while the school's rate was 43%, representing an 8-percentage-point gap. This area has been identified as a priority for targeted instructional support and intervention to improve outcomes for our lowest-performing students.

EWS Areas of Concern

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

N/A

Highest Priorities

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

1. Increase student performance in Algebra 1.
2. Increase student performance in Geometry.
3. Increase students earning acceleration.
4. Decrease the number of students receiving Ds and Fs in courses required for graduation.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Algebra 1: Our overall proficiency rate in Algebra 1 was 40%, which was significantly below the state average of 63%. This performance indicates a need for continued focus on strengthening core mathematical skills, implementing targeted interventions, and ensuring instructional practices are aligned to the rigor of state standards and assessments.

Geometry: Our overall proficiency rate in Geometry was 67%, exceeding the state average of 56% by 10 percentage points. This strong performance reflects effective instructional practices and student achievement in Geometry and serves as a model for strategies that can be leveraged across other mathematics courses.

Measurable Outcome

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

Algebra 1: The percentage of students achieving proficiency on the Algebra 1 End-of-Course (EOC) Assessment will increase from 40% to 50% during the 2026–2027 school year. This goal reflects our commitment to improving mathematics achievement through targeted interventions, standards-aligned instruction, and ongoing monitoring of student progress.

Geometry: The percentage of students achieving proficiency on the Geometry End-of-Course (EOC) Assessment will increase from 67% to 77% during the 2026–2027 school year. This goal will be supported through the continued implementation of effective instructional practices, data-driven decision-making, and focused support to ensure all students have opportunities for success.

Monitoring

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

Progress in both Algebra 1 and Geometry will be closely monitored through a comprehensive system of instructional support, data analysis, and ongoing feedback. Weekly classroom walkthroughs will be conducted to provide teachers with timely, actionable feedback focused on instructional effectiveness and student engagement. In addition, weekly meetings with Algebra 1 and Geometry teachers will be held to review student performance data, identify instructional trends, and address challenges that may impact student achievement.

Professional Learning Communities (PLCs) will meet regularly to engage in purposeful collaborative planning, analyze student data, and refine instructional practices. Student progress will be monitored using a variety of data sources, including formative assessments, summative assessments, and district-provided benchmark assessments. Teachers will use these data to develop and implement targeted remediation and acceleration plans designed to meet the diverse needs of students.

As part of the monitoring process, school administration will ensure fidelity to established instructional non-negotiables. These include the consistent use of district-approved instructional materials, reference sheets, and calculators, as well as the visible implementation of testing strategies within classrooms. Additionally, lesson plans and instructional delivery will be reviewed for alignment with district resources, including Instructional Focus Guides (IFGs) and Pacing Calendars, to ensure rigorous and standards-aligned instruction across all mathematics courses.

Person responsible for monitoring outcome

Matthew Chrispin

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through a deliberate and collaborative approach to planning, instruction, and assessment. Teachers will engage in intentional planning focused on cognitive processing and practice, the development and analysis of common assessments, and the integration of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to enhance student learning and engagement. Instructional capacity will be further developed through strategy walks, including demonstration classrooms, co-teaching model lessons, and WICOR-focused classroom observations. These opportunities will allow teachers to observe effective practices, collaborate with colleagues, and refine their instructional techniques. Additionally, staff will utilize cognitive processes to ensure that learning activities are aligned to the appropriate standards and levels of rigor. A strong emphasis will be placed on the effective use of formative and summative assessment strategies to monitor student learning, measure mastery of standards, and inform instructional decisions. Through ongoing data analysis and reflective practice, teachers will adjust instruction to meet student needs and improve overall academic outcomes.

Rationale:

A strategic and consistent focus on content mastery and the effective delivery of instruction will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all proficiency levels are met. Through purposeful professional development and collaborative teacher planning, instructional practices will be refined to promote higher levels of student engagement, rigor, and academic growth. As teachers enhance their ability to differentiate instruction based on student needs and performance data, students will receive more targeted support and opportunities for enrichment. These improved instructional practices are expected to positively impact student achievement by reducing the number of non-proficient students while increasing the percentage of students performing at proficient and advanced levels. Ultimately, these efforts will contribute to a more favorable distribution of scale scores and improved overall academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Matthew Crispin

By When/Frequency:

Quarterly

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

Teachers will actively participate in district and site based professional learning opportunities and implement acquired strategies within their classrooms to enhance instructional effectiveness and improve student outcomes. Teachers will participate in district PLCs and professional development sessions throughout the school year to strengthen instructional planning and maximize the effective use of district resources. These learning opportunities will support the implementation of high-quality instructional practices that promote student engagement, collaboration, critical thinking, and mastery of grade-level content.

Action Step #2

Professional Learning Communities

Person Monitoring:

Matthew Crispin

By When/Frequency:

Monthly

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

Teachers will engage in bi-monthly Professional Learning Communities (PLCs) focused on data analysis, intentional lesson planning that supports cognitive processing and practice, the implementation of high-impact instructional strategies that build rigor through WICOR, ongoing monitoring of student learning, and effective differentiation to meet diverse student needs.

Action Step #3

Data Analysis

Person Monitoring:

Matthew Crispin

By When/Frequency:

Monthly

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

Teachers will utilize data analytics tools, including Performance Matters, to analyze and monitor student achievement data (PM data, district common assessments, and cycle assessments) in order to track progress toward mastery of standards. Teachers will also communicate data results with students to develop targeted remediation and acceleration plans that support continuous academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Matthew Crispin

By When/Frequency:

Monthly

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

Throughout the year, teachers will collaboratively design and implement spiral instruction to ensure students consistently make meaningful connections between new learning, prior instruction, and critical content through ongoing practice and review. We will have teachers implement a systematic approach to spiraling previously taught benchmarks early and often to strengthen Tier 1 instruction and support targeted Tier 2 and Tier 3 intervention plans, ensuring students receive timely reinforcement and opportunities to master priority standards.

Action Step #5

Walkthrough Feedback

Person Monitoring:

Matthew Crispin

By When/Frequency:

Weekly

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

Administrators will conduct consistent instructional walkthroughs and provide actionable feedback through collaborative debriefs to support a growth mindset and continuous improvement of instructional practices. During walkthroughs, administrators will monitor for the implementation of instructional non-negotiables, including the use of district-approved instructional materials, student access to reference sheets and calculators, visible posting of testing strategies, and evidence of planning aligned with district resources such as Instructional Focus Guides (IFGs) and pacing calendars.

Action Step #6

Student Tools

Person Monitoring:

Matthew Crispin

By When/Frequency:

Weekly

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

Teachers will intentionally teach and provide structured practice with student testing tools, including calculators, Desmos online calculators, and reference sheets, to strengthen student understanding of their appropriate use and ensure effective transfer of these skills to assessments.

Action Step #7

Tutoring

Person Monitoring:

Matthew Crispin

By When/Frequency:

Quarterly

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

In collaboration with administration, a quarterly tutoring calendar will be developed to ensure that teacher-led tutoring is available twice weekly, providing students with additional academic support to address learning gaps and reinforce essential skills.

Action Step #8

Strategy Walks

Person Monitoring:

Matthew Crispin

By When/Frequency:

Quarterly

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

Teachers and administration will collaboratively implement instructional strategy walks within and across disciplines to observe, share, and refine effective teaching practices that support continuous improvement and cross-curricular alignment.

Area of Focus #2

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

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

Our current level of performance indicates that 81% of students achieved proficiency on the 2026 PM Cycle 3 ELA FAST Assessment. This achievement ranks among the highest levels of performance in the district and reflects the continued commitment of our students, teachers, and staff to academic excellence.

Measurable Outcome

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

The percentage of students achieving proficiency in English Language Arts will increase from 81% to 85%, as measured by the PM Cycle 3 ELA FAST Assessment. This growth reflects the school's commitment to strengthening instructional practices, supporting student achievement, and promoting continuous academic improvement.

Monitoring

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

Progress toward the ELA goal will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to teachers. Professional Learning Community (PLC) meetings will be conducted consistently, with a focus on intentional planning, data-driven decision-making, and the implementation of high-quality instructional practices. Student performance data will be collected and analyzed regularly through formative assessments, summative assessments, and district-provided benchmark assessments. Teachers will use this data to inform instruction and develop targeted remediation and acceleration plans that address individual student needs and support continuous academic growth.

Person responsible for monitoring outcome

Julie Finley

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the implementation of WICOR strategies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused instructional walkthroughs, to promote collaboration and the sharing of effective practices. Instruction will be designed to align cognitive processes with grade-level standards and rigor, ensuring students engage in meaningful learning experiences. Additionally, staff will implement formative and summative assessment strategies to regularly monitor student learning, measure mastery of standards, and inform instructional decision-making.

Rationale:

A strategic and consistent focus on content mastery and high-quality instructional delivery will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all proficiency levels are effectively addressed. Through purposeful professional development, collaborative teacher planning, and the implementation of enhanced instructional practices, educators will increase their capacity to provide targeted and differentiated instruction. As a result, student achievement will improve, leading to a more favorable distribution of scale scores, a reduction in the percentage of non-proficient students, and an increase in the number of students achieving proficiency and higher levels of performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

Teachers will actively participate in district and site based professional learning opportunities and intentionally implement the instructional strategies and best practices acquired through these experiences within their classrooms. The application of this learning will support continuous instructional improvement and enhance student achievement.

Action Step #2

Professional Learning Communities

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will participate in bi-monthly Professional Learning Community (PLC) meetings focused on data analysis, intentional lesson planning, and the integration of cognitive processing and purposeful practice. PLC discussions will emphasize the implementation of high-quality instructional practices that promote rigor through WICOR strategies, ongoing monitoring of student learning, and the use of differentiated instruction to meet the diverse needs of all learners. These collaborative efforts will support continuous improvement in teaching and learning outcomes.

Action Step #3

Data Analysis

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will utilize data analytics tools and Performance Matters to analyze and monitor student achievement data, including FAST Progress Monitoring results, district common assessments, and instructional cycle assessment data, to evaluate progress toward mastery of grade-level standards. Teachers will regularly communicate performance data with students to promote ownership of learning and collaboratively develop targeted remediation and acceleration plans that address individual learning needs and support continued academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally plan and implement spiral instruction that reinforces previously taught concepts while connecting new learning to prior knowledge. This approach will provide students with ongoing opportunities to practice, review, and apply critical content, strengthening retention, deepening understanding, and supporting mastery of grade-level standards.

Action Step #5

Walkthrough Feedback

Person Monitoring:

Julie Finley

By When/Frequency:

Weekly

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

Administrators will conduct consistent classroom walkthroughs and provide timely, actionable feedback through collaborative debrief sessions. This process will support the development of a growth-oriented culture and promote continuous improvement in instructional practices.

Action Step #6

Lesson Resources

Person Monitoring:

Julie Finley

By When/Frequency:

Weekly

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

Throughout instructional delivery, teachers will utilize BEST texts, reading comprehension protocols, anchor charts, and incorporate resources found in the student resource books to support students in mastering grade-level standards. This approach will strengthen comprehension, reinforce essential skills, and ensure consistent access to rigorous, standards-aligned content.

Action Step #7

Strategy Walks

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

Teachers and administrators will collaborate to implement instructional strategy walks within and across content areas. This collaborative practice will promote consistency in instructional expectations, support the sharing of effective strategies, and strengthen alignment across disciplines to improve teaching and learning outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

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

Our current performance indicates that 94% of students achieved proficiency, as measured by the 2026 U.S. History End-of-Course (EOC) assessment. This result ranks among the highest performances in the district and reflects strong instructional effectiveness and student achievement.

Measurable Outcome

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

The percentage of students achieving proficiency in U.S. History will increase from 94% to 96%, as measured by the U.S. History End-of-Course (EOC) Assessment. This target reflects continued commitment to instructional excellence and sustained student achievement growth.

Monitoring

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

Progress in Social Studies will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to support instructional improvement. In addition, Professional Learning Community (PLC) meetings will be held consistently, with a focus on intentional planning and the implementation of high-quality, data-driven instructional practices. Student data will be collected and analyzed on an ongoing basis through formative assessments, summative assessments, and district-provided assessments. Teachers will use this information to inform instruction and develop targeted remediation and acceleration plans to meet individual student needs and support continuous academic growth.

Person responsible for monitoring outcome

Cynthia Mucerino

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the integration of WICOR strategies. Instructional planning and monitoring will be grounded in the Social Studies Five Essentials of Effective Instruction Non-Negotiables, including structured protocols for document analysis, historical connections, historical thinking, and historical discourse to increase student engagement and close achievement gaps in Social Studies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused walkthroughs, to support collaboration and the refinement of instructional practice. Instruction will align cognitive processes with grade-level standards and rigor to ensure meaningful learning experiences. In addition, educators will implement formative and summative assessment strategies to monitor student learning and measure mastery of standards, using data to inform ongoing instructional decisions.

Rationale:

Differentiation within the teaching and learning process will ensure that the diverse needs of students across all levels of proficiency are effectively addressed. Through purposeful professional

development, collaborative teacher planning, and the implementation of enhanced instructional practices, educators will strengthen their capacity to deliver targeted, differentiated instruction. As a result, instructional effectiveness will improve, leading to a more favorable distribution of scale scores, a reduction in the percentage of non-proficient students, and an increase in the number of students achieving proficiency and higher performance levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Quarterly

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

Teachers will participate in district and site based professional learning opportunities and implement instructional strategies acquired through these experiences, including the Social Studies Five Essentials of Effective Instruction Non-Negotiables. These practices are designed to increase student engagement, strengthen instructional effectiveness, and close achievement gaps in Social Studies. Educators will consistently apply these strategies within their classrooms to support improved student outcomes.

Action Step #2

Professional Learning Communities

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Teachers will participate in bi-monthly Professional Learning Community (PLC) meetings focused on data analysis, intentional planning, and the integration of cognitive processing and purposeful practice. Instructional planning will incorporate rigorous, standards-aligned strategies, including the Social Studies Five Essentials of Effective Instruction Non-Negotiables. These non-negotiables guide planning and monitoring through structured protocols for document analysis, historical connections, historical thinking, and historical discourse, with the goal of increasing student engagement and closing achievement gaps in Social Studies.

PLC collaboration will also emphasize the use of high-quality instructional practices that promote rigor, ongoing monitoring of student learning, and differentiated instruction to meet the diverse needs of all learners. These efforts will support continuous improvement in teaching and learning outcomes.

Action Step #3

Data Analysis

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Teachers will utilize data analytics tools and Performance Matters to analyze and track student achievement data, including Progress Monitoring (PM) data, district common assessments, and cycle assessment data, in order to monitor student progress toward mastery of grade-level standards. Teachers will also communicate performance data with students to support goal setting and the development of targeted remediation and acceleration plans that address individual learning needs and promote continued academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally design and implement spiral instruction that reinforces previously taught content while supporting students in making meaningful connections across units of study. This approach will provide ongoing opportunities for students to practice, review, and apply critical concepts, strengthening retention and promoting mastery of grade-level standards.

Action Step #5

Walkthrough Feedback

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Administrators will conduct consistent classroom walkthroughs and provide timely, actionable feedback through collaborative debrief sessions. This process will promote a growth mindset among instructional staff and support continuous improvement in teaching practices.

Action Step #6

Questioning

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

During common planning, teachers will intentionally design lessons that incorporate purposeful questioning strategies to support students in deepening their understanding and effectively elaborating on academic content. These strategies will promote critical thinking, discourse, and higher levels of student engagement.

Action Step #7

Strategy Walks

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Quarterly

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

Teachers and administrators will collaborate to implement instructional strategy walks both within and

across disciplines. This collaborative process will support instructional alignment, promote the sharing of effective practices, and strengthen consistency in teaching and learning across content areas.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current performance indicates that 87% of students achieved proficiency, as measured by the 2026 Biology End-of-Course (EOC) Assessment. This performance ranks among the highest in the district and reflects strong instructional effectiveness and student achievement in Biology.

Measurable Outcome

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

The percentage of students achieving proficiency in Biology will increase from 87% to 90%, as measured by the Biology End-of-Course (EOC) Assessment. This goal reflects a continued commitment to instructional improvement, rigorous standards alignment, and sustained student achievement growth.

Monitoring

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

Progress in Biology will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to support instructional improvement. In addition, Professional Learning Community (PLC) meetings will be held consistently, focusing on intentional planning and the implementation of high-quality, data-driven instructional practices. Student performance data will be collected and analyzed on an ongoing basis through formative assessments, summative assessments, and district-provided assessments. Teachers will use this information to inform instruction and develop targeted remediation and acceleration plans that support student mastery of standards and continuous academic growth.

Person responsible for monitoring outcome

Matthew Chrispin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the integration of WICOR strategies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused walkthroughs, to support collaboration and the refinement of instructional practices. Instruction will be designed to align cognitive processes with grade-level standards and rigor, ensuring that learning tasks are intentionally connected to expected outcomes. Additionally, educators will implement formative and summative assessment strategies to regularly monitor student learning, measure mastery of standards, and use data to inform instructional decision-making. These efforts will support continuous improvement in teaching and learning outcomes.

Rationale:

A strategic and consistent focus on content mastery and high-quality instructional delivery will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all levels of proficiency are effectively met. Through purposeful professional development, collaborative teacher planning, and the implementation of enhanced instructional practices, educators will expand their capacity to deliver effective differentiated instruction. As a result, instructional effectiveness will improve, leading to a more favorable distribution of scale scores, a reduction in the percentage of non-proficient students, and an increase in the number of students achieving proficiency and higher levels of performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Quarterly

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

Teachers will participate in district and site based professional learning opportunities and apply the instructional strategies gained from these experiences within their classrooms. The consistent implementation of these practices will support ongoing instructional improvement and enhance student learning outcomes.

Action Step #2

Professional Learning Communities

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Monthly

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

Teachers will participate in bi-monthly Professional Learning Community (PLC) meetings focused on data analysis, intentional planning, and the integration of cognitive processing and purposeful practice. Instructional planning will emphasize rigorous, standards-aligned instruction and the use of WICOR strategies to strengthen student engagement and learning outcomes. PLC collaboration will also focus on ongoing monitoring of student learning and the use of differentiated instructional strategies to meet the diverse needs of all students.

Action Step #3

Data Analysis

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Monthly

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

Teachers will utilize data analytics tools and Performance Matters to analyze and monitor student achievement data, including Progress Monitoring (PM) data, district common assessments, and cycle assessment data, to track student progress toward mastery of grade-level standards. Teachers will also communicate student performance data with students to support goal setting and the development of targeted remediation and acceleration plans, ensuring instruction is responsive to individual learning needs and promotes continuous academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally design and implement spiral instruction that reinforces previously taught content while supporting students in making meaningful connections across concepts. This approach will provide ongoing opportunities for practice, review, and application of critical skills, strengthening retention and supporting mastery of grade-level standards.

Action Step #5

Hands-On Experience

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Weekly

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

When introducing new content, teachers will engage students in hands-on learning experiences designed to anchor understanding and strengthen conceptual connections. These experiential opportunities will support deeper engagement, enhance comprehension, and promote long-term retention of key concepts.

Action Step #6

Walkthrough Feedback

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Weekly

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

During classroom walkthroughs, administrators will monitor the implementation of instructional non-negotiables, including the use of Biology Brain Builders, Scientific Thinking Protocols, and higher-order thinking questions paired with engagement strategies to support all students in demonstrating Level 5 cognitive rigor.

Action Step #7

Strategy Walks

Person Monitoring:

Matthew Chrispin

By When/Frequency:

Quarterly

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

Teachers and administrators will collaborate to implement instructional strategy walks both within and across disciplines. This collaborative practice will support instructional alignment, promote the sharing of effective teaching strategies, and strengthen consistency in instructional practices across content areas.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

While students with disabilities demonstrated significant gains over the past year, they continue to perform below their same age, same grade peers in both English Language Arts (ELA) and Mathematics. Data indicates that these students require additional support in foundational skills in order to reach proficiency on state assessments. Osceola Fundamental High School maintains the expectation that Exceptional Student Education (ESE) inclusion teachers and general education teachers collaborate through Professional Learning Communities (PLCs) and district led professional development to ensure a shared understanding of content, standards, and pacing guides. This collaboration will enable educators to effectively scaffold instruction and differentiate support, thereby promoting individual learning gains in both ELA and Mathematics.

Measurable Outcome

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

The percentage of Exceptional Student Education (ESE) students achieving proficiency in English Language Arts (ELA) will increase from 53% to 55%, as measured by the PM Cycle 3 FAST Assessment. This goal reflects the school's commitment to providing targeted support, differentiated

instruction, and equitable access to rigorous learning opportunities that promote academic growth and improved outcomes for students with disabilities.

The percentage of Exceptional Student Education (ESE) students achieving proficiency in Mathematics will increase from 25% to 45%, as measured by state Mathematics End-of-Course (EOC) Assessments. This goal reflects the school's commitment to providing targeted interventions, differentiated instruction, and equitable access to rigorous mathematical content that supports significant academic growth and improved outcomes for students with disabilities.

Monitoring

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

Progress for Students with Disabilities will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to support instructional improvement. In addition, Professional Learning Community (PLC) meetings will be held consistently, with a focus on intentional planning and the implementation of high-quality, data-driven instructional practices. Student performance data will be collected and analyzed regularly through formative assessments, summative assessments, and district-provided assessments. Educators will use this information to inform instruction and develop targeted remediation and acceleration plans that address individual learning needs and promote continuous academic growth for Students with Disabilities.

Person responsible for monitoring outcome

Cynthia Mucerino

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the implementation of WICOR strategies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused walkthroughs, to promote collaboration and the sharing of effective instructional practices. Instruction will be intentionally designed to align cognitive processes with grade-level standards and rigor, ensuring that learning experiences are both accessible and challenging for all students. Additionally, educators will implement formative and summative assessment strategies to regularly monitor student learning, measure mastery of standards, and use data to inform instructional decisions. These practices will support improved outcomes for Students with Disabilities through targeted instruction, ongoing progress monitoring, and differentiated support.

Rationale:

When provided with appropriate supports and instructional scaffolds, students will be more actively engaged in the learning process and demonstrate increased academic growth as they develop essential skills and content knowledge. Through ongoing PLC data discussions, teachers will identify students in need of additional support at the earliest opportunity and collaboratively plan targeted interventions, differentiation strategies, and accommodations to address individual learning needs. Regular progress monitoring data will be reviewed to evaluate the effectiveness of instructional supports and ensure that Students with Disabilities are making sufficient progress toward their academic goals and mastery of grade-level standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Scheduling

Person Monitoring:

Cynthia Mucerino & Julie Finley

By When/Frequency:

Pre-School

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

To ensure optimal student support and academic success, the master schedule will be strategically developed to place Students with Disabilities in appropriate courses with the necessary instructional supports and services. Scheduling decisions will be made to maximize access to grade-level curriculum, facilitate inclusion opportunities, and ensure that students receive the accommodations, interventions, and specialized support needed to meet their individual learning goals.

Action Step #2

Planning

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Quarterly

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

A quarterly collaboration schedule will be strategically developed to provide dedicated planning time for Exceptional Student Education (ESE) inclusion teachers and general education teachers. This collaborative time will support the integration of specially designed instruction into core content classes, the development of differentiated learning opportunities, and the implementation of appropriate accommodations and supports. Additionally, teachers will use this time to monitor student progress toward Individualized Education Program (IEP) goals, analyze achievement data, and ensure students are making progress toward mastery of grade-level standards.

Action Step #3

Differentiation

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

step:

Teachers and ESE service providers will deliver differentiated instruction through individual, small-group, and classroom-based support aligned to the specific needs identified in each student's Individualized Education Program (IEP). Instructional strategies, accommodations, and interventions will be intentionally designed to promote meaningful access to grade-level content, support active engagement alongside same-age peers, and accelerate progress toward mastery of academic standards and individual learning goals.

Action Step #4

Student Independence

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Strengthen students' ability to work independently by embedding metacognitive strategies within content-based English Language Arts (ELA) and Mathematics instruction. These strategies will explicitly teach students critical thinking, memory, self-monitoring, and engagement processes that enable them to access, retain, apply, and generalize key concepts and skills across learning environments. By developing greater self-awareness and ownership of their learning, students will be better equipped to achieve academic success and make sustained progress toward mastery of grade-level standards.

Action Step #5

Professional Development

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Monthly

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

Exceptional Student Education (ESE) professional development opportunities will be provided to support general education teachers in implementing effective differentiation strategies and inclusive instructional practices. These learning opportunities will strengthen teachers' capacity to address diverse student needs, provide appropriate accommodations and supports, and promote academic growth and achievement for all learners.

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

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

English Language Arts (ELA) was identified as the lowest performing content area for this subgroup, with 46% of students demonstrating proficiency compared to an overall proficiency rate of 81%. This data indicates a need for targeted instructional focus on intentional planning, differentiated instruction,

and scaffolded supports to ensure students are better equipped to meet grade-level expectations and achieve proficiency.

Measurable Outcome

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

The percentage of English Language Learners (ELL) achieving proficiency in English Language Arts (ELA) will increase from 46% to 60%, as measured by the PM Cycle 3 ELA FAST Assessment. This goal reflects a focused commitment to improving instructional practices, strengthening scaffolding and differentiation, and providing targeted academic interventions to support increased student achievement and language acquisition.

Monitoring

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

Progress for English Language Learners (ELLs) will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to support instructional improvement. In addition, Professional Learning Community (PLC) meetings will be held consistently, focusing on intentional planning and the implementation of high-quality, data-driven instructional practices. Student data will be collected and analyzed on an ongoing basis through formative assessments, summative assessments, and district-provided assessments. Teachers will use this information to inform instruction and develop targeted remediation and acceleration plans that support language development and academic achievement for ELL students.

Person responsible for monitoring outcome

Julie Finley

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the integration of WICOR strategies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused walkthroughs, to promote collaboration and the sharing of effective instructional practices. Instruction will be intentionally designed to align cognitive processes with grade-level standards and rigor, ensuring that learning tasks are standards-based and appropriately rigorous. Additionally, educators will implement formative and summative assessment strategies to regularly monitor student learning, measure mastery of standards, and use data to inform instructional decision-making. These practices will support continuous improvement in

teaching and learning outcomes for English Language Learners (ELLs).

Rationale:

A strategic and consistent focus on content mastery and high-quality instructional delivery will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all levels of proficiency are effectively met. Through purposeful professional development, collaborative teacher planning, and the implementation of enhanced instructional practices, educators will expand their capacity to deliver effective differentiated instruction. As a result, instructional effectiveness will improve, leading to a more favorable distribution of scale scores, a reduction in the percentage of non-proficient students, and an increase in the number of students achieving proficiency and higher levels of performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

Teachers will participate in district and site based professional learning opportunities and apply the instructional strategies gained from these experiences within their classrooms. The consistent implementation of these strategies will support continuous instructional improvement and enhance student learning outcomes.

Action Step #2

Professional Learning Communities

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will participate in bi-monthly Professional Learning Community (PLC) meetings focused on data analysis, intentional planning, and the integration of cognitive processing and purposeful practice. Instructional planning will emphasize rigorous, standards-aligned instruction and the use of WICOR strategies to strengthen student engagement and learning outcomes. PLC collaboration will also focus on ongoing monitoring of student learning and the use of differentiated instructional strategies to meet the diverse needs of all students, supporting continuous improvement in instructional practice and student achievement.

Action Step #3

Data Analysis

Person Monitoring:

By When/Frequency:

Julie Finley

Monthly

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

Teachers will utilize data analytics tools and Performance Matters to analyze and monitor student achievement data, including Progress Monitoring (PM) data, district common assessments, and cycle assessment data, to track student progress toward mastery of grade-level standards. Teachers will also communicate performance data with students to support goal setting and the development of targeted remediation and acceleration plans, ensuring instruction is responsive to individual learning needs and promotes continuous academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally design and implement spiral instruction that reinforces previously taught content while supporting students in making meaningful connections across concepts. This approach will provide ongoing opportunities for students to practice, review, and apply critical skills, strengthening retention and supporting mastery of grade-level standards.

Action Step #5

Walkthrough Feedback

Person Monitoring:

Julie Finley

By When/Frequency:

Weekly

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

Administrators will conduct consistent classroom walkthroughs and provide timely, actionable feedback through collaborative debrief sessions. This process will support the development of a growth mindset and promote continuous improvement in instructional practices.

Action Step #6

Supports

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

A structured collaboration time will be provided for general education content teachers and English Language Learner (ELL) support personnel to collaboratively plan and develop instructional strategies that address individual student needs. This time will focus on aligning instructional supports, differentiation strategies, and language development practices to ensure equitable access to grade-level content and to promote academic success for all learners.

Action Step #7

Strategy Walks

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

step:

Teachers and administrators will collaborate to implement instructional strategy walks both within and across disciplines. This collaborative process will support the alignment of instructional practices, promote the sharing of effective strategies, and strengthen consistency in teaching and learning across content areas.

Area of Focus #7

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

English Language Arts (ELA) was identified as the lowest-performing content area for this subgroup, with 56% of students demonstrating proficiency compared to an overall proficiency rate of 81%. This data indicates a need for targeted instructional focus on strengthening literacy skills, implementing effective differentiation, and providing appropriate scaffolding to support improved student achievement.

Measurable Outcome

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

The percentage of Black students achieving proficiency in English Language Arts (ELA) will increase from 56% to 65%, as measured by the PM Cycle 3 ELA FAST Assessment. This goal reflects a targeted commitment to strengthening instructional practices, enhancing differentiation and scaffolding, and providing equitable access to rigorous grade-level instruction to support improved academic outcomes.

Monitoring

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

Progress for English Language Learners (ELLs) will be monitored through regular classroom walkthroughs that provide timely, actionable feedback to support instructional improvement. In addition, Professional Learning Community (PLC) meetings will be held consistently, focusing on intentional planning and the implementation of high-quality, data-driven instructional practices. Student data will be collected and analyzed on an ongoing basis through formative assessments, summative assessments, and district-provided assessments. Teachers will use this information to inform instruction and develop targeted remediation and acceleration plans that support language

development and academic achievement for Black students.

Person responsible for monitoring outcome

Julie Finley

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through intentional planning that emphasizes cognitive processing, purposeful practice, common assessments, and the integration of WICOR strategies. Teachers and administrators will engage in strategy walks, including demonstration classrooms, co-taught model lessons, and WICOR-focused walkthroughs, to promote collaboration and the sharing of effective instructional practices. Instruction will be intentionally designed to align cognitive processes with grade-level standards and rigor, ensuring that learning tasks are standards-aligned and appropriately rigorous. Additionally, educators will implement formative and summative assessment strategies to regularly monitor student learning, measure mastery of standards, and use data to inform instructional decision-making. These practices will support continuous improvement in teaching and learning outcomes and promote increased student achievement in English Language Arts.

Rationale:

A strategic and consistent focus on content mastery and high-quality instructional delivery will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all levels of proficiency are effectively met. Through purposeful professional development, collaborative teacher planning, and the implementation of enhanced instructional practices, educators will expand their capacity to deliver effective differentiated instruction. This will positively impact the distribution of scale scores by reducing the percentage of non-proficient students and increasing the number of students achieving proficiency and higher levels of performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

Teachers will participate in district and site based professional learning opportunities and apply the instructional strategies gained from these experiences within their classrooms. The consistent implementation of these practices will support continuous instructional improvement and enhance student learning outcomes.

Action Step #2

Professional Learning Communities

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will participate in bi-monthly Professional Learning Community (PLC) meetings focused on data analysis, intentional planning, and the integration of cognitive processing and purposeful practice. Instructional planning will emphasize rigorous, standards-aligned instruction and the use of WICOR strategies to enhance student engagement and deepen learning. PLC collaboration will also focus on ongoing monitoring of student learning and the use of differentiated instructional strategies to meet the diverse needs of all students, supporting continuous improvement in instructional practice and student achievement.

Action Step #3

Data Analysis

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will utilize data analytics tools and Performance Matters to analyze and monitor student achievement data, including Progress Monitoring (PM) data, district common assessments, and cycle assessment data, to track student progress toward mastery of grade-level standards. Teachers will also communicate performance data with students to support goal setting and the development of targeted remediation and acceleration plans, ensuring instruction is responsive to individual learning needs and promotes continuous academic growth.

Action Step #4

Spiral Teaching

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally design and implement spiral instruction that reinforces previously taught content while supporting students in making meaningful connections across concepts. This approach will provide ongoing opportunities for students to practice, review, and apply critical skills, strengthening retention and supporting mastery of grade-level standards.

Action Step #5

Walkthrough Feedback

Person Monitoring:**By When/Frequency:**

Julie Finley

Weekly

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

Administrators will conduct consistent classroom walkthroughs and provide timely, actionable feedback through collaborative debrief sessions. This process will foster a growth mindset and support continuous improvement in instructional practices.

Action Step #6

Culturally Relevant Teaching

Person Monitoring:

Julie Finley

By When/Frequency:

Monthly

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

Teachers will engage in professional learning focused on culturally relevant teaching strategies that support the academic success and engagement of Black students. These techniques will emphasize the integration of students' cultural experiences into instruction, the use of high expectations, and the implementation of instructional practices that promote equity, rigor, and meaningful student engagement. This learning will support teachers in creating inclusive classroom environments that enhance student achievement and foster a sense of belonging.

Action Step #7

Strategy Walks

Person Monitoring:

Julie Finley

By When/Frequency:

Quarterly

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

Teachers and administrators will collaborate to implement instructional strategy walks both within and across disciplines. This collaborative practice will support the alignment of instructional practices, promote the sharing of effective strategies, and strengthen consistency in teaching and learning across content areas.

Area of Focus #8

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

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

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

The school's current graduation rate is 100%, as evidenced by the 2025–2026 graduation data. This level of performance will be maintained through the consistent and faithful implementation of targeted school improvement strategies designed to sustain high levels of student success and ensure continued graduation outcomes.

Measurable Outcome

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

The percentage of students graduating on time will be 100%, reflecting a continued commitment to ensuring all students successfully complete their required coursework and meet graduation requirements within the expected timeframe.

Monitoring

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

This goal will be monitored throughout the school year using multiple data sources and support systems, including the analysis of district cycle assessment summative scores for at-risk seniors, the strategic placement of interventions within the master schedule, district graduation cohort report data, and individualized monitoring of at-risk seniors through Child Study Team (CST) processes. These measures will ensure ongoing tracking of student progress and the timely implementation of supports to promote on-time graduation.

Person responsible for monitoring outcome

Julie Finley

Evidence-based Intervention:

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

Description of Intervention #1:

Child Study Team (CST) meetings will be held weekly with Multi-Tiered System of Supports (MTSS) staff to review and analyze individual student cases and determine appropriate interventions. Targeted scheduling will be implemented to ensure students are placed in intervention courses, particularly in Mathematics and English Language Arts, for those who have not yet demonstrated proficiency on state assessments. These structures will support timely identification of student needs and the delivery of focused academic interventions to improve student outcomes and promote on-time graduation.

Rationale:

Weekly data analysis will be conducted for individual students to closely monitor senior progress in a timely and efficient manner. The continued implementation of this practice will support early identification of student needs, enable targeted interventions, and contribute to the sustained goal of achieving a 100% graduation rate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

MTSS

Person Monitoring:

Julie Finley

By When/Frequency:

Weekly

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

Using current data, Child Study Team (CST) and Multi-Tiered System of Supports (MTSS) staff will meet weekly to monitor the progress of at-risk seniors. These meetings will focus on reviewing student performance data, identifying barriers to success, and coordinating targeted interventions to support on-time graduation.

Action Step #2

Data Analysis

Person Monitoring:

Julie Finley

By When/Frequency:

Weekly/Quarterly

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

Weekly and quarterly, the district graduation cohort report will be analyzed and shared with school counselors to inform decision-making and develop next steps toward ensuring successful on-time graduation. This ongoing review process will support the identification of student needs, the implementation of targeted interventions, and the monitoring of progress toward graduation goals.

Action Step #3

Course Placement

Person Monitoring:

Julie Finley

By When/Frequency:

Pre-School

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

Course data will be regularly evaluated to determine student progress toward graduation requirements. Based on this analysis, seniors will be strategically placed in intervention courses and provided support to complete any missing course requirements as needed to ensure successful on-time graduation.

Area of Focus #9

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

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

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

Our current level of performance reflects an 83% success rate among students enrolled in accelerated coursework, as measured by students earning a passing score on an Advanced Placement (AP) exam, an Advanced International Certificate of Education (AICE) exam, an industry certification, or successfully completing a dual enrollment course. Moving forward, we are committed to expanding equitable access to accelerated learning opportunities while increasing student achievement and success across all college and career readiness pathways.

Measurable Outcome

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

The percentage of students earning acceleration toward college and career readiness will increase from 83% to 90%, as measured by successful completion of qualifying acceleration pathways, including Advanced Placement (AP), Advanced International Certificate of Education (AICE), Dual Enrollment coursework, and industry certifications. This goal reflects the school's commitment to expanding access to rigorous academic opportunities while increasing student success in college and career readiness programs.

Monitoring

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

This goal will be monitored throughout the school year through multiple measures designed to support continuous improvement in accelerated coursework and college and career readiness outcomes, including:

- Monitoring practice exam results, item analysis data, and student performance trends through AP-focused Professional Learning Communities (PLCs) following assessments such as Document-Based Questions (DBQs) and teacher-created common assessments.
- Providing targeted feedback through the instructional observation process, including classroom walkthrough data and formative evaluations of instructional practices.
- Implementing differentiated instructional strategies developed through bi-monthly PLC collaboration to address individual student learning needs and improve achievement.
- Participating in district-provided professional development opportunities and Advanced Placement (AP) Summer Institute training sessions to strengthen instructional expertise and AP course delivery.
- Expanding the use of AP Classroom resources to provide students with increased opportunities for practice, progress monitoring, and targeted skill development aligned to AP course standards and assessments.
- Conducting monthly progress checks with teachers of Dual Enrollment courses to monitor student performance, identify potential barriers to success, and implement timely supports to ensure successful course completion.
- Utilizing progress-monitoring tools, such as GMetrix, to track student readiness for industry

certification examinations, identify skill gaps, and provide targeted interventions that increase the likelihood of successful certification attainment.

Person responsible for monitoring outcome

Julie Finley, Matthew Crispin, Cynthia Mucerino

Evidence-based Intervention:

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

Description of Intervention #1:

Advanced Placement (AP)-focused Professional Learning Communities (PLCs) will concentrate on assessment analysis and instructional planning, including the review of practice exam data, item analysis, unit planning aligned to AP course requirements and pacing guides, individual lesson design, objective development, the integration of formative assessments, and student work analysis. These collaborative efforts will ensure alignment to AP standards and support student success on AP assessments. Pedagogy-focused PLCs will emphasize the enhancement of instructional practices aligned to individual teacher Deliberate Practice Plans (DPPs). Collaboration will focus on the development and implementation of differentiated instructional strategies informed by current assessment data trends, with the goal of increasing student engagement, improving academic outcomes, and meeting the diverse needs of learners.

Rationale:

A strategic and consistent focus on content mastery and high-quality instructional delivery will strengthen differentiation within the teaching and learning process, ensuring that the diverse needs of students across all levels of proficiency are effectively addressed. Through purposeful professional development, collaborative teacher planning, and the implementation of enhanced pedagogical practices, educators will expand their capacity to deliver rigorous and differentiated instruction. These efforts will support a variety of learning styles and needs, resulting in increased student achievement, reduced rates of non-proficiency, and higher levels of success in accelerated coursework, industry certifications, dual enrollment, and other college and career readiness pathways.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning Communities

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Monthly

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

Teachers will implement and adhere to a predetermined Professional Learning Community (PLC) schedule aligned to district and state assessment calendars. PLC meetings will focus on collaborative planning, data analysis, instructional alignment, and the development of differentiation strategies designed to address student learning needs, improve academic performance, and support success in college and career readiness pathways.

Action Step #2

Data Analysis

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Monthly

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

Teachers will analyze assessment results and student work samples during Professional Learning Community (PLC) meetings to identify trends, strengths, and areas of need. This collaborative review process will inform the development of targeted remediation, acceleration, and differentiation strategies designed to address learning gaps, strengthen content mastery, and improve student achievement.

Action Step #3

Walkthrough Feedback

Person Monitoring:

Administration Team

By When/Frequency:

Weekly

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

Administrators will conduct consistent classroom walkthroughs and provide timely, actionable feedback through collaborative debrief sessions. This process will foster a culture of continuous improvement, support the development of a growth mindset, and strengthen instructional practices to enhance student learning outcomes.

Action Step #4

Spiral Teaching

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Monthly

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

Throughout the school year, teachers will collaborate to intentionally design and implement spiral instruction that reinforces previously taught content while helping students make meaningful connections across concepts. This approach will provide ongoing opportunities for practice, review, and application of critical skills and content, strengthening retention and supporting mastery. In addition, teachers will develop and implement targeted remediation and acceleration plans based on student performance data to address individual learning needs, close achievement gaps, and promote continued academic growth.

Action Step #5

Strategy Walks

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Quarterly

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

Teachers and administrators will collaborate to implement instructional strategy walks both within and across disciplines. This collaborative process will support the alignment of instructional practices, promote the sharing of effective strategies, and strengthen consistency in teaching and learning across content areas.

Action Step #6

Course Requests

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Yearly

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

Working collaboratively with school counselors and teachers, efforts will be made to recruit current OFHS students into rigorous coursework, including Career and Technical Education (CTE) courses, Advanced Placement (AP) courses, and Dual Enrollment opportunities. This work will focus on increasing student access to challenging academic pathways that support college and career readiness.

Action Step #7

Scheduling

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Semester

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

Working in collaboration with school counselors, students identified with AP potential, those who meet Dual Enrollment eligibility requirements, and those who request Career and Technical Education (CTE) courses will be actively enrolled in these rigorous academic and career-focused courses. This process will support increased student access to advanced coursework and promote college and career readiness.

Action Step #8

Tutoring

Person Monitoring:

Julie Finley, Matthew Crispin, Cynthia Mucerino

By When/Frequency:

Ongoing

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

Teachers will develop and implement structured tutoring schedules to support students in successfully completing their selected acceleration pathways. These tutoring opportunities will provide targeted academic assistance, reinforce critical skills, and promote student success in rigorous coursework, including Advanced Placement, Dual Enrollment, Career and Technical Education courses, and industry certification programs.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Discipline data indicates that 65 referrals were written during the 2025–2026 school year for skipping class, representing 23% of the overall referral data. This pattern of behavior results in students missing critical instruction and learning opportunities. In response, the school will implement targeted strategies to reduce instances of skipping, including strengthening relationships with students, addressing expectations and concerns through morning announcements and school news, increasing student engagement in the classroom, and enhancing supervision through the campus monitor, behavior specialist, and administrative team. Additionally, staff will actively encourage students to attend class consistently and maintain high levels of accountability for attendance. Teachers will also incorporate Positive Behavioral Interventions and Supports (PBIS) and restorative practices to foster a positive, supportive classroom environment that promotes engagement, accountability, and improved student behavior.

Measurable Outcome

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

The percentage of student referrals for skipping will be reduced from 23% of total referrals to 13% of total referrals. This goal reflects a targeted effort to improve student attendance, increase engagement in instruction, and reduce behaviors that result in missed learning opportunities.

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 goal will be monitored by the behavior specialist, CST/MTSS teams, and administration through ongoing review of weekly attendance reports. This collaborative monitoring process will support the early identification of trends, consistent tracking of student attendance, and the implementation of timely interventions to reduce skipping and improve student engagement.

Person responsible for monitoring outcome

Matthew Chrispin

Evidence-based Intervention:

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

Description of Intervention #1:

Using the following evidence-based interventions—rigorous and engaging instruction, restorative

practices focused on classroom climate and grading, Positive Behavioral Interventions and Supports (PBIS) incentives for both students and staff, and Child Study Team (CST) processes—the school will implement a comprehensive approach to improving student behavior, engagement, and academic success. These strategies will be consistently applied to strengthen relationships, increase student motivation, and ensure timely identification and support of students demonstrating behavioral or academic needs.

Rationale:

Focus discipline and attendance data will be used to identify students who are skipping class, as well as patterns related to time of day and location. The behavior specialist, campus monitor, administration, and school resource officers will collaborate to actively monitor high-traffic areas such as parking lots, hallways, and restrooms during peak times to deter and reduce skipping behavior. Teachers will implement cooperative learning structures to promote student engagement and strengthen positive peer and adult relationships within the classroom. Students with repeated skipping behaviors will be referred to the Child Study Team (CST) for the development and implementation of targeted interventions. Restorative practices will be utilized to ensure students are appropriately re-engaged and supported in returning to the classroom environment. Through the intentional development of meaningful relationships, engaging instructional practices, and consistent campus-wide monitoring, students will be more likely to remain in class and actively participate in learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development

Person Monitoring:

Julie Finley

By When/Frequency:

Pre-School & Ongoing

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

Teachers will participate in pre-school and ongoing professional development focused on the implementation of cognitively complex tasks, student-centered instructional practices, and strategies to increase student engagement. Professional learning will also emphasize monitoring for learning and the development of higher-order thinking questions to promote rigor through WICOR strategies, including focused note-taking and other evidence-based practices. These efforts will support increased academic rigor and improved learning outcomes for all students.

Action Step #2

Greetings

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Ongoing

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

Teachers will greet students daily at their classroom doors and actively monitor their surroundings during transition times to promote a positive and structured school environment. In addition, administrators and support staff will actively supervise campus areas to ensure students report to class and complete appropriate check-ins with their teachers. These coordinated efforts will support increased student engagement, improved attendance in class, and a safe, orderly learning environment.

Action Step #3

PBIS

Person Monitoring:

Cynthia Mucerino

By When/Frequency:

Pre-School & Ongoing

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

A system of recognition will be established to reward students for demonstrating positive and appropriate behaviors aligned with schoolwide expectations. The distribution of incentives and rewards will be monitored by the PBIS team to ensure consistency, equity, and effectiveness in promoting positive student behavior and school culture.

Action Step #4

Walkthrough

Person Monitoring:

Administration Team

By When/Frequency:

Weekly

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

Administration will conduct regular classroom walkthroughs to ensure that highly engaging instructional practices are being implemented and to maintain a strong administrative presence across campus. These walkthroughs will also provide opportunities to support instructional improvement through timely feedback and reinforce expectations for high-quality teaching and learning.

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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