Pinellas County Schools

RICHARD O JACOBSON TECHNICAL HS AT SEMINOLE

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

To prepare every student for life success through rigorous education by engaging industry and community partners.

Provide the school's vision statement

Every Tech High student positively impacts their workplace and community.

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

Joshua Wolfenden

wolfendenj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee leadership development and initiatives throughout the school.

Leadership Team Member #2

Employee's Name

Emily Cipolla

cipollae@pcsb.org

Position Title

Teacher, ESE

Job Duties and Responsibilities

Advise the team in leadership related to ESE students, staff, and services.

Leadership Team Member #3

Employee's Name
Chris Morrison

morrisonch@pcsb.org

Position Title
Teacher, Mathematics

Job Duties and Responsibilities

Advise the team in matters related to mathematics.

Leadership Team Member #4

Employee's Name
Ivana Grant

granti@pcsb.org

Position Title
Teacher, Science

Job Duties and Responsibilities

Advise the team in leadership related to science.

Leadership Team Member #5

Employee's Name
Kelsey Carvajal

carvajalk@pcsb.org

Position Title
Teacher, Career/Technical

Job Duties and Responsibilities

Act as department chair for CTE department, promote equity initiatives among staff and students throughout the school year

Leadership Team Member #6

Employee's Name
Anna Austin

austinan@pcsb.org

Position Title
Teacher, ELA

Job Duties and Responsibilities

Advise the team in matters related to ELA and act as lead mentor.

Leadership Team Member #7

Employee's Name
Amy Rubin

rubina@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

Advise the team with all matters related to school counseling and related activities.

Leadership Team Member #8

Employee's Name
Benjamin Zubek

zubekb@pcsb.org

Position Title
Teacher, Science; Intern - Ed. Leadership

Job Duties and Responsibilities

Advise administration as instructional staff and leadership intern regarding school activities.

Leadership Team Member #9

Employee's Name
Cathlene Burcham

burchamc@pcsb.org

Position Title
Administrative Support

Job Duties and Responsibilities

Contribute to leadership through administrative support processes.

Leadership Team Member #10

Employee's Name
Holly Roush

roushh@pcsb.org

Position Title
Teacher, Social Studies

Job Duties and Responsibilities

Advise administration as instructional staff and leadership intern regarding school activities.

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.

School Advisory Council meets monthly to provide input into school goals, processes, and procedures. The SAC includes school leadership, teachers, staff, parents, students, and community leaders. Data are monitored throughout the year and goals are adjusted based on updated data points with input from the council.

3. SIP Monitoring

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

The School Advisory Council meets monthly to review school goals, processes, and procedures. Data are monitored throughout the year and goals are adjusted based on updated data points with input from the council.

The school will use a midpoint review process to determine the effectiveness of the currently implemented strategies and will adjust meaningful action steps based on these data points.

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	**58.6%**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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	135	144	132	108	519
Absent 10% or more school days	23	18	11	22	74
One or more suspensions	10	5	2	1	18
Course failure in English Language Arts (ELA)	1	0	0	0	1
Course failure in Math	2	0	0	1	3
Level 1 on statewide ELA assessment	16	8	15	0	39
Level 1 on statewide Algebra assessment	15	8	27	10	60

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	16	7	13	5	41

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	18	10	22	14	64

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	64	62	67	62	59	53	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	59	59	59	67	58	58	59	57	57
ELA Lowest 25th Percentile	58	55	55	69	54	56	68	55	55
Math Achievement*	50	54	52	41	46	49	33	42	45
Math Learning Gains	40	49	45	40	45	47	37	46	47
Math Lowest 25th Percentile	29	44	44	49	43	49	38	41	49
Science Achievement	84	77	74	84	73	72	85	64	68
Social Studies Achievement*	83	77	76	85	74	75	91	70	71
Graduation Rate	98	95	94	98	94	92	98	92	90
Middle School Acceleration									
College and Career Acceleration	86	73	74	91	69	69	90	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 (FPPI) than in school grades calculation.

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	658
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
66%	69%	65%	72%	68%	55%	

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	49%	No		
English Language Learners	58%	No		
Black/African American Students	62%	No		
Hispanic Students	60%	No		
White Students	67%	No		
Economically Disadvantaged Students	62%	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.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	69%		59%	58%	52%	40%	29%	84%	83%		98%	86%	
Students With Disabilities	37%		58%	45%	23%	19%	13%	62%	68%		95%	67%	
English Language Learners	42%		62%	70%									
Black/African American Students	76%		78%		50%	47%		60%					
Hispanic Students	60%		57%	54%	44%	41%	27%	70%	72%		100%	71%	
White Students	70%		56%	58%	53%	37%	32%	90%	87%		98%	87%	
Economically Disadvantaged Students	61%		60%	61%	45%	37%	24%	76%	70%		100%	87%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%		67%	69%	41%	40%	49%	84%	85%		98%	91%	
Students With Disabilities	38%		53%	55%	19%	38%	47%	73%	70%		100%	67%	
English Language Learners	55%		80%										
Black/African American Students	71%		64%		39%	32%		88%	83%		100%	92%	
Hispanic Students	61%		71%	67%	39%	39%		86%	97%		100%	89%	
White Students	69%		66%	63%	42%	40%	50%	83%	81%		97%	92%	
Economically Disadvantaged Students	62%		66%	67%	31%	37%	52%	78%	85%		100%	87%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		59%	68%	33%	37%	38%	85%	91%		98%	90%	
Students With Disabilities	25%		62%	70%	25%	42%	41%	65%			100%	75%	
Black/African American Students	42%		50%		38%	50%		83%					
Hispanic Students	57%		57%	67%	29%	42%	45%	100%			94%	88%	
White Students	53%		60%	69%	34%	34%	32%	83%	95%		99%	91%	
Economically Disadvantaged Students	46%		56%	64%	29%	34%	39%	82%	83%		100%	84%	

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	74%	63%	11%	60%	14%
ELA	10	64%	62%	2%	61%	3%
Biology	9	89%	82%	7%	87%	2%
Biology	10	50%	49%	1%	60%	-10%
Algebra	9	49%	44%	5%	41%	8%
Algebra	10	24%	29%	-5%	31%	-7%
Geometry	9	75%	74%	1%	75%	0%
Geometry	10	38%	46%	-8%	40%	-2%
Geometry	11	0%	24%	-24%	26%	-26%
History	10	82%	89%	-7%	76%	6%
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	11	** 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?

ELA Achievement data for this year increased 14% from 53% to 67% showing the area of greatest improvement. Direct, explicit, instruction aligned to the benchmarks along with spiraled reteaching plans and analysis of individual student data conributed most to this achievement level.

Lowest Performance

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

Math gains data for this year are at 40%. While these data show improvement, it is the lowest performance on the school grade metric. In the previous school year, the Algebra 1 teacher retired in the middle of the year. These same students, who are now in Geometry, likely lacked foundational algebraic skills which were addressed in the classroom but likely contributed to their lower overall perfromance in math gains this year.

Greatest Decline

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

US History overall performance declined by 6% dropping from 91% proficiency to 85% proficiency. This decline is likely due to a change in the overall number of students taking the assessment this school year. During the previous year, the course had a total enrollment of 20 students. During 24-25, the course had an enrollment of 139. The significant increase in overall enrollment likely contributed to the change in overall percent proficient.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency has the largest gap of 12% with gains at 42% compared to the state average of 54%. In the previous school year, the Algebra 1 teacher retired in the middle of the year. These same students, who are now in Geometry, likely lacked foundational algebraic skills which were addressed in the classroom but likely contributed to their lower overall perfromance in math gains this year.

EWS Areas of Concern

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

1.) Attendance

2.) Level 1 on State Assessment in Math

3.) Students with two or more indicators

Highest Priorities

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

1 - Geometry EOC Proficiency

2 - Geometry EOC Learning Gains

3 - Algebra EOC Proficiency

4 - Algebra EOC Learning Gains

5 - ESE and Black achievement in math and ELA

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year was 68% of students earning a proficient achievement level on the FAST ELA test. If continued, rigorous instruction coupled with data-driven decision-making were to occur, the performance on the FAST ELA standardized assessment would improve to 72% overall ELA achievement for the school.

Measurable Outcome

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

The 68% of ELA students achieving proficiency on the FAST ELA in the 25/26 school year will increase to 72% as measured by 26/27 FAST PM3 ELA standardized assessment scores.

Monitoring

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade ELA teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of foundational reading strategies is occurring. 9th and 10th grade students who scored achievement level 1 in previous years will be provided with strategic support in a Reading class. Level 2 and higher students will be provided with targeted practice to address specific foundational reading strategies related to vocabulary acquistion specifically focused on morphology. Texts will include opportunities for students to engage with archaeic syntatic structures to improve comprehension. ELP opportunities will be made available daily. FAST assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional

best practices for individual teachers.

Person responsible for monitoring outcome
Josh Wolfenden

Evidence-based Intervention:

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

Description of Intervention #1:
The reading program will support Level 1 readers with reading systems, decoding, and encoding using focused reading strategies including district support. Provide scheduled time during each day for struggling readers to engage in content mastery using research-based reading strategies. Reading teachers will utilize pop-up small group interventions. ELA teachers will begin the year with a broad focus on the foundational reading strategies that have traditionally challenged the largest number of students across the district (identifying main ideas, identifying evidence from text to support a claim, reading fluency, etc...).

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
BEST Texts

Person Monitoring:
Anna Austin

By When/Frequency:
By the end of each Cycle assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
BEST TEXTS (i.e. specifically from the state's BEST list) will be in the curriculum pacing guides and are REQUIRED texts that students must grapple (productive struggle and individual thinking) with as they learn the BEST benchmarks. BEST TEXTS will be required.

Action Step #2
Anchor Charts, Graphic Organizers, and Critical Reading Protocols

Person Monitoring:
Anna Austin

By When/Frequency:
By the end of each Cycle assessment

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

step:
ELA classrooms will consistently use ANCHOR CHARTS, GRAPHIC ORGANIZERS, and CRITICAL READING PROTOCOLS (for comprehending complex text independently) including the use of student thinking guides and student resource books. Students will consistently engage in productive struggle with complex texts and complex questions like those they will face on FAST.

Action Step #3
BEST Benchmarks Tracking System

Person Monitoring:
Anna Austin

By When/Frequency:
By the end of each Cycle assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9th and 10th grade ELA teachers will implement standards-based lessons aligned to BEST ELA categories including reading prose and poetry, reading informational text, comparative reading, increasing vocabulary, communication, and fluency.

Action Step #4
Utilize district-developed formative assessments

Person Monitoring:
Anna Austin

By When/Frequency:
By the end of each Cycle assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of FAST formative assessment will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items and administer district-developed formative assessments to serve as pulse checks on progress between FAST assessments.

Action Step #5
Teacher and Student data chats

Person Monitoring:
Anna Austin

By When/Frequency:
Following each Cycle assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher and student data chats will take place following each FAST assessment to analyze data, set specific goals, and determine a process for tracking progress toward mastery.

Action Step #6
ELP Opportunities are provided at lunch and after school daily

Person Monitoring:
Anna Austin

By When/Frequency:
Throughout each semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELP opportunities are provided at lunch and after school daily. Tasks should focus on student opportunities to increase learning gains on state assessments.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year was 41% for Alg 1 and 55% for Geometry as evidenced by EOC scores. This resulted in an overall Math achievement score of 52%. If continued rigorous instruction coupled with data-driven decision-making would occur, the level of performance on Math standardized assessments would increase to 45% for Alg 1 and 60% for Geometry resulting in an overall Math achievement score of 55%

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 41% performance of Alg 1 students and 55% performance of Geometry students achieving proficiency in the 25/26 school year will increase to 45% as measured by 26/27 Alg 1 standardized assessment scores and 60% Geometry standardized assessment scores and an overall Math achievement score of 55%

Monitoring

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways:
1.) Emphasize focus on L25 gains by providing **targeted lessons** with weekly **pullout instruction**
2.) Provide mandatory **lunch and/or after school ELP** opportunities for **L25 and struggling** learners
3.) **Incentivize** growth on **Cycle assessments** through positive reinforcement and structured rewards
4.)Algebra 1 and Geometry teachers will identify specific test dates during preschool for common and formative assessments to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring.
5.) Instructors will utilize Instructional Focus Guides for planning
6.) Spiral curriculum on an ongoing basis with district resources including EDIA, McGraw-Hill Platform, and ALEKS.
7.) ELP opportunities will be made available daily for reteaching and clarifying points of confusion.
8.) District common assessments, teacher-created assessments, and cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement of classroom instructional practices.
9.) Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery.

10.) Students will utilize data tracking sheets to monitor progress and create awareness of areas of success/improvement.

11.) Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers and support daily use of calculators, reference sheets, notes, and anchor charts.

Person responsible for monitoring outcome
Josh Wolfenden

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:
Establish consistent expectations that instructors will engage students in complex tasks daily. Gather data via formative assessment to inform decision-making about mastery of standards and reteaching opportunities. Organize students to interact with content in a way that is differentiated/scaffolded to meet individual/small group needs. Monitor the progress and participation of teachers and administrators about attendance in professional development opportunities. Provide a platform for instructors to share strategies gained in professional development workshops and offer feedback for effective implementation. Utilize IXL with Algebra 1 and Geometry to support student learning; incorporating remediation/reteaching of benchmarks. Increase retesting opportunities to support the proficiency of standards and decrease student failures in Algebra I and Geometry.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices that emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Non-negotiables in Tested Classrooms

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AP over mathematics to monitor the following in tested classrooms:
• benchmark(s) posted and clear to all students
• calculators on all student desks every day

• reference sheets on students' desks every day
• students engage with district resources including textbooks, EDIA, ALEKs, etc.

Action Step #2
Planning for PLCs and District PLCs

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math AP leads the planning of PLCs. Teachers have standards-based planning resources during the PLCs. Monthly district PLC requirements for all Math teachers and admin. Math teachers in all tested courses will participate in monthly Just-In-Time professional development opportunities at least twice a semester.

Action Step #3
Best Practices

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Best practices evident during classroom visits (collaborative structures, math accountable talk, student-centered classrooms not teacher-centered, etc.)
Increase the use of retesting to allow students to show mastery of standards.

Action Step #4
Formative Assessment in Tested Classrooms

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Algebra 1A, Algebra 1, & Geometry teachers will use the BEST benchmark-based formative assessments that are new for 2026-27.

Action Step #5
Benchmark Aligned Common Assessments in Tested Classrooms

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Common assessments are administered throughout the school year to measure student progress toward proficiency on identified standards. Consistent spiral reteaching plans are developed in response to common assessment, teacher created assessments, and cycle assessment performance data.

Action Step #6
Data-driven instructional practices

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

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

step:
Formative assessment analysis to drive large group, small group, and individual instruction.

Action Step #7
Benchmark Mastery Analysis

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of specific benchmark/standard mastery as evidenced in cycle assessment data will drive team collaboration and effective instructional strategies for large group, small group, and individual students. Engage students in the utilization of benchmark trackers which will be monitored on a weekly/monthly basis.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year was 84% as evidenced in Biology EOC scores. If continued rigorous instruction coupled with data-driven decision-making would occur, the level of performance on Biology standardized assessments would be 88%

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 84% overall performance of Biology students achieving proficiency in the 25/26 school year will increase to 88% as measured by 26/27 Biology standardized assessment scores.

Monitoring

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways.
1.) Implement strategies of Claims, Evidence, Reasoning, and all assignments will incorporate a Level 5 Thinking Task.
2.) The Biology teacher will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of benchmarks and standards is

occurring.
3.) ELP opportunities will be made available daily for reteaching and clarifying points of confusion.
4.) Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.
5.) Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery, including an increased focus on Student Evaluating Data.

Person responsible for monitoring outcome
Josh Wolfenden

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:
Continue to maximize the Biology teacher's ability to engage students in complex tasks and provide opportunities to lead site-based professional development focused on demonstrating meaningful classroom activities developed and implemented with the intention of ensuring students can evidence understanding of benchmarks and standards. Continue to maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery, including Students Evaluating Data; Claims, Evidence, and Reasoning; as well as adding a Level 5 Thinking Task to all assignments. Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices that emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Formative Assessments

Person Monitoring:
Ivana Grant

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of formative assessment will be used to drive large-group, small-group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress leading up to and between cycle assessments.

Action Step #2
Data Chats

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher and student data chats facilitate individual goal-setting and action plans. The teacher will implement Student Evaluating Data; Claims, Evidence, and Reasoning; and Level 5 Thinking Task for all assignments.

Action Step #3
Standards Alignment for Support

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor questioning and response rates to ensure all students are responding to all questions. Use district-provided resources such as "Level Ups" through ELP or supplement classroom instruction and incorporate District "Challenges" for Thanksgiving, Winter, and Spring Breaks.

Action Step #4
ELP Opportunities

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELP opportunities are provided at lunch and after school with specific support available for students struggling in Science

Action Step #5
Cycle Assessment Data Monitoring

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cycle assessment analysis drives effective instructional strategies for large, group, small group, and individual students. Specific areas of strength and opportunities for improvement are identified in the cycle assessment data which can be addressed through targeted reteaching, reassessment, and grade correction based on standards-based grading.

Action Step #6
Five Science Essentials

Person Monitoring:

By When/Frequency:

Ivana Grant Weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Integrate the five science essentials into the core curriculum practices.
* Leading with labs
* Scientific phenomena articles
* Scientific thinking protocols
* Checks for understanding
* Biology brain builders

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year was 85% as evidenced in US History EOC scores. If continued rigorous instruction coupled with data-driven decision-making would occur, the level of performance on US History standardized assessments would improve to 90% in the 26/27 school year.

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 85% overall performance of US History students achieving proficiency in the 25/26 school year will maintain at 90% as measured by 26/27 US History standardized assessment scores.

Monitoring

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways.
1.) The US History teacher will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring.
2.) ELP opportunities will be made available daily for reteaching and clarifying points of confusion.
3.) Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.

4.) Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery.

Person responsible for monitoring outcome
Josh Wolfenden

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:
Monitor student engagement in complex tasks. Maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery. Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments. Teachers utilize the five essentials of effective instruction to increase engagement and close the knowledge and skills gap. Teachers plan benchmark-aligned lessons using the Social Studies 5 Essentials Look Fors and Protocols.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Formative Assessments

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of formative assessment will be used to drive large-group, small-group, and individual instruction. The teacher will utilize standards-aligned mini-assessments in performance matters to serve as pulse checks on progress leading up to and between cycle assessments which allows for data analysis and interventions for individual students.

Action Step #2
Data Chats

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher and student benchmark chats will facilitate individual goal setting and action plans.
Cycle assessment and mini-assessment data analysis will drive effective instructional strategies for large, group, small group, and individual students. As specific areas of strength and opportunities for improvement are identified in the cycle and mini assessment data, they will be addressed through targeted review, remediation, reteaching, reassessment and grade correction based on standards-based grading.

Action Step #3
Best Practices

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize spiraled reteaching strategies to address standards that need additional instructional practice.
Increase collaboration with other content areas to promote cross-curricular project-based learning opportunities.
Teachers model document analysis and historical thinking and reasoning skills that students must apply to the need-to-know content identified in the course curriculum guide. Examples include U.S. History Benchmark lessons, Digital Inquiry Group lessons, Document-Based Question (DBQ) lessons, and Doc-a-Day practice questions.

Action Step #4
ELP Opportunities and Enrichment

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of each Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue to participate in district-sponsored enrichment challenges and competitions.
ELP opportunities are provided at lunch and after school with specific supports available for students struggling in Social Studies

Area of Focus #5

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

Instructional Practice specifically relating to Career and Technical Education

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.

During the 25/26 school year, Jacobson Technical High School students earned a total of 404 industry certifications. Of those certifications, 137 qualified as CAPE certifications. We had an accelerated

graduation rate of 86%. We expect that our accelerated graduation rate for the 26/27 school year will be 95%.

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 accelerated graduation rate for Jacobson Technical High School will increase from 86% to 95% as evidenced by students graduating with a qualifying industry certification, passing the Advanced Placement exam score, or completing a Dual Enrollment course.

Monitoring

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways.
1.) The CTE teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring.
2.) Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.
3.) Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery of specific Industry standards.
4.) Advisory Boards for each CTE program will be instrumental in guiding toward this goal throughout the school year.

Person responsible for monitoring outcome

Josh Wolfenden

Evidence-based Intervention:

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

Description of Intervention #1:

Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff's ability to engage students in complex tasks involving problem-solving and critical thinking. Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote the application of cross-curricular concepts in a CTE setting. Differentiate/scaffold instruction to meet the needs of each student. Utilize formative assessments to drive instruction and determine areas for remediation. Seek input from CTE program advisory boards and implement advisory board input with fidelity

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Student-Created Plans

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identify their specified path for meeting accelerated grad rate requirements via industry certification, dual enrollment, or AP opportunities.

Action Step #2
Progress Monitoring

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, CTE program advisory board, and administrative oversight

Action Step #3
Capstone

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.

Action Step #4
Advisory Boards

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of the school year

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

step:
Continue to build partnerships with business and community partners as well as expand CTE program advisory boards to provide internship, apprenticeship, and work opportunities for all students.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

We had an accelerated graduation rate of 92% for the 24/25 school year. We expect that our accelerated graduation rate for the 25/26 school year will be 95%.

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 accelerated graduation rate for Jacobson Technical High School will increase from 92% (24/25) to 95% (25/26) as evidenced by students graduating with a qualifying industry certification, passing Advanced Placement exam score, or completion of a Dual Enrollment course.

Monitoring

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways.
1.) The CTE teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring.
2.) Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.
3.) Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery of specific Industry standards.

Person responsible for monitoring outcome

Josh Wolfenden

Evidence-based Intervention:

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

Description of Intervention #1:
Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks involving problem-solving and critical thinking. Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote the application of cross-curricular concepts in a CTE setting. Differentiate/scaffold instruction to meet the needs of each student. Utilize formative assessments to drive instruction and determine areas for remediation.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Increase Acceleration Opportunities

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the beginning of the 27/28 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, and administrative oversight.
Increase participation in Internships, Apprenticeships, and OJT
Increase student participation and community awareness of Capstone presentation event, Next Generation Tech competition, Skills USA competition, Habitat for Humanity builds, Nursing clinical, and Veterinary Internships experiences.

Action Step #2
Career Ed Board Recommendations

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the beginning of the 27/28 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recommendations from the Career Education Board will be implemented to increase numbers of CAPE and non-CAPE certifications throughout the year, providing students with skills related to a

variety of industries and increased opportunity to gain career experience.

Action Step #3
Capstone

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the beginning of the 27/28 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.

Area of Focus #7

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

Our current graduation rate for the 25/26 school year was 100%. We expect that our graduation rate for 26/27 will be 100%.

Measurable Outcome

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

The percent of all students graduating on time with their cohort will be 100% as measured by the 26/27 graduation rate.

Monitoring

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

The administration will closely monitor cohort reports, graduation requirement reports, standardized testing reports, failed course/credit recovery reports, low GPA reports, etc... to address the needs of any student that falls off track for graduation in a timely manner

Person responsible for monitoring outcome
Josh Wolfenden

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:
Ongoing progress monitoring of students toward meeting graduation requirements Strengthen staff ability to engage students for on-track promotion throughout high school Inform students and families about graduation requirements, credit recovery options, concordance scores, fee waivers for concordance tests, GPA repair, etc...

Rationale:
Continued progress monitoring for each individual student and personalized plans for meeting each graduation goal are necessary components for maximizing the graduation rate for our students and making a positive contribution for the overall graduation rate of Pinellas County Schools.

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
Data Monitoring

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will closely monitor a variety of data sources to ensure that students are on track for graduation.

Action Step #2
Interventions

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who fall off track for graduation will be informed on the processes necessary to get back on track for graduation within the following semester and plans will be communicated to families and implemented to ensure follow through.

Action Step #3
Graduation Requirement Education

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Educate staff, students, and families regarding all aspects of graduation including requirements, credit recovery options, concordance scores, grade forgiveness and GPA repair, in-school SAT, ACT,

and CLT opportunities, and fee waivers for Saturday SAT or ACT options.

Area of Focus #8

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.

Our overall performance from the 25/26 school year as compared to performance by black students in each tested area is shown as follows:
ELA- Overall: 69%, Black students: 76% (+7%)
ELA Gains - Overall: 59%; Black Students: 78% (+19%)
ELA Gains L25s - Overall: 58%; Black Students: 71% (+13%)
Math- Overall: 50%, Black students: 50% (-%)
Math Gains - Overall: 39%; Black Students: 47% (+8%)
Math Gains L25s - Overall: 32%; Black Students: **20% (-12%)**
Biology- Overall: 84%, Black students 60% **(-24%)**
US History- Overall: 83%, Black students 78% **(-5%)**

If continued rigorous instruction coupled with data-driven decision-making were to occur, the performance on standardized assessments would maintain in areas where black students are already outperforming the overall group (ELA proficiency, gains and L25 gains and Math gains and L25 gains) and performance by black students would improve to match the performance of the overall group in Biology and US History. Also, Math L25 gains would improve increase above 41%

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 20% Math gains of the L25 for black students will increase to 41% or higher as measured by 26/27 Algebra 1 and Geometry EOC standardized assessment scores.
The 60% of black Biology students achieving proficiency on the Biology EOC in the 25/26 school year will increase to at least 84% as measured by 26/27 Biology EOC standardized assessment scores.
The 78% of black US History students achieving proficiency on the US History EOC in the 25/26 school year will increase to at least 83% as measured by 26/27 US History EOC scores.
The 50% Math and 76% ELA achievement by black students will maintain or improve as measured by the Alg 1 and Geometry EOC and FAST PM3 ELA assessments.

Monitoring

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade Math teachers and the Biology and US History teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of foundational strategies is occurring. 9th and 10th grade Math students who scored achievement level 1 or 2 in previous years will be provided with strategic support in a Math class targeted to address specific foundational Math strategies to support learning gains of the L25. ELP opportunities will be made available several times throughout each week. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers. Professional development opportunities to support differentiated instruction will be provided for Algebra 1, Geometry, Biology and US History instructors.

Person responsible for monitoring outcome

Josh Wolfenden

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:

Increased ELP opportunities to support struggling Math, Biology and US History students provides scheduled time during each day to engage in content mastery using research-based strategies. Math, Biology and US History teachers will begin the year with a broad focus on the foundational strategies that have traditionally challenged the largest number of students across the district. Support for students in the black subgroup will also benefit the overall performance of students in Math, Biology and US History. Differentiated instruction strategies implemented to support achievement of students in the black subgroup will also benefit black student performance in both tested areas.

Rationale:

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Reading supports and differentiated instruction strategies

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Throughout the school year with each progress monitoring cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of Math, Biology and US History formative assessment will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items and administer district-developed formative assessments to serve as pulse checks on progress between Cycle assessments. Differentiated instruction strategies will be implemented to support the needs of learners specific to the black subgroup.

Area of Focus #9

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year as compared to performance by black students in each tested area is shown as follows:
ELA- Overall: 69%, SWD students: **36% (-33%)**
ELA Gains - Overall: 59%; SWD Students: 59% (-%)
ELA Gains L25s - Overall: 58%; SWD Students: 47% **(-11%)**
Math- Overall: 50%, SWD students: **25% (-25%)**
Math Gains - Overall: 39%; SWD Students: **19% (-20%)**
Math Gains L25s - Overall: 32%; SWD Students: **13% (-19%)**
Biology- Overall: 84%, SWD students 60% **(-24%)**
US History- Overall: 83%, SWD students 66% **(-17%)**

If continued rigorous instruction coupled with data-driven decision-making were to occur, the performance on standardized assessments would maintain in areas where SWD student performance is aligned with the overall group (ELA gains) and performance by SWD students would improve to 41% or higher in ELA proficiency, Math proficiency, Math gains, and Math L25 gains. ELA L25 gains, Biology, and US History would improve to match the performance of the overall group.

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 59% ELA gains by SWD students in 25/26 will maintain or improve as measured by the FAST PM3 ELA assessment for 26/27.
The 36% proficiency and 47% ELA L25 gains of SWD students on the FAST ELA in the 25/26 school year will increase to at least 69% proficiency and 58% L25 gains as measured by 26/27 FAST ELA PM3 standardized assessment scores.
The 25% proficiency, 19% gains, and 13% L25 gains of SWD students on the Algebra1/Geometry EOCs in the 25/26 school year will increase to at least 50% proficiency, 41% gains and 41% L25 gains as measured by 26/27 Algebra1/Geometry EOC standardized assessment scores.
The 60% of SWD Biology students achieving proficiency on the Biology EOC in the 25/26 school year will increase to at least 84% as measured by 26/27 Biology EOC standardized assessment scores.
The 66% of SWD US History students achieving proficiency on the US History EOC in the 25/26 school year will increase to at least 83% as measured by 26/27 US History EOC standardized assessment scores.

Monitoring

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade ELA, Math, Biology and US History teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of foundational strategies is occurring. ELP opportunities will be made available several times throughout each week. Cycle assessment data and PM data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers. Professional development opportunities to support differentiated instruction will be provided for ELA, Math, Biology and US History instructors.

Person responsible for monitoring outcome

Josh Wolfenden

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:
Increased ELP opportunities to support struggling ELA, Math, Biology and US History students provides scheduled time during each day to engage in content mastery using research-based strategies. ELA, Math, Biology and US History teachers will begin the year with a broad focus on the foundational strategies that have traditionally challenged the largest number of SWD students across the district. Support for students in the SWD subgroup will also benefit the overall performance of students in ELA, Math, Biology and US History. Differentiated instruction strategies implemented to support achievement of students in the SWD subgroup will also benefit SWD student performance in all tested areas.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Reading supports and differentiated instruction strategies

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of formative assessment will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items and administer district-developed formative assessments to serve as pulse checks on progress between Cycle and PM assessments. Differentiated instruction strategies will be implemented to support the needs of learners specific to the SWD subgroup.

Area of Focus #10

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Our overall performance from the 25/26 school year as compared to performance by black students in each tested area is shown as follows:
ELA- Overall: 69%, Hispanic students: 60% **(-9%)**
ELA Gains - Overall: 59%; Hispanic Students: 57% **(-2%)**
ELA Gains L25s - Overall: 58%; Hispanic Students: 54% **(-4%**)
Math- Overall: 50%, Hispanic students: 43% **(-7%)**
Math Gains - Overall: 39%; Hispanic Students: 41% (+2%)
Math Gains L25s - Overall: 32%; Hispanic Students: **31% (-1%)**
Biology- Overall: 84%, Hispanic students 70% **(-14%)**
US History- Overall: 83%, Hispanic students 72% **(-11%)**

If continued rigorous instruction coupled with data-driven decision-making were to occur, the performance on standardized assessments would maintain in areas where hispanic student performance is aligned with the the overall group (Math gains) and performance by hispanic students would improve to match the performance of the overall group in ELA proficiency, gains and L25 gains and Math proficiency as well as Biology and US History. Math L25 gains would improve to 41% or better

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 41% Math gains by hispanic students in 25/26 will maintain or improve as measured by the Algebra1/Geometry EOC assessments for 26/27.
The 60% proficiency, 57% gains, and 54% ELA L25 gains of hispanic students on the FAST ELA in the 25/26 school year will increase to at least 69% proficiency, 59% gains and 58% L25 gains as measured by 26/27 FAST ELA PM3 standardized assessment scores.
The 50% proficiency and 31% L25 gains of hispanic students on the Algebra1/Geometry EOCs in the 25/26 school year will increase to at least 50% proficiency and 41% L25 gains or better as measured by 26/27 Algebra1/Geometry EOC standardized assessment scores.
The 70% of hispanic Biology students achieving proficiency on the Biology EOC in the 25/26 school year will increase to at least 84% as measured by 26/27 Biology EOC standardized assessment scores.
The 72% of hispanic US History students achieving proficiency on the US History EOC in the 25/26 school year will increase to at least 83% as measured by 26/27 US History EOC standardized assessment scores.

Monitoring

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade ELA, Math, Biology and US History teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of foundational strategies is occurring. ELP opportunities will be made available several times throughout each week. Cycle and PM assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers. Professional development opportunities to support differentiated instruction will be provided for ELA, Math, Biology and US History instructors.

Person responsible for monitoring outcome

Josh Wolfenden

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:

Increased ELP opportunities to support struggling ELA, Math, Biology and US History students provides scheduled time during each day to engage in content mastery using research-based strategies. ELA, Math, Biology and US History teachers will begin the year with a broad focus on the foundational strategies that have traditionally challenged the largest number of hispanic students across the district. Support for students in the hispanic subgroup will also benefit the overall performance of students in ELA, Math, Biology and US History. Differentiated instruction strategies implemented to support achievement of students in the hispanic subgroup will also benefit hispanic student performance in all tested areas.

Rationale:

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Reading supports and differentiated instruction strategies

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of formative assessments will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items and administer district-developed formative assessments to serve as pulse checks on progress between Cycle and PM assessments. Differentiated instruction strategies will be implemented to support the needs of learners specific to the hispanic subgroup.

Area of Focus #11

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

ESSA Subgroups specifically relating to White Students (WHT)

Area of Focus Description and Rationale

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

Our overall performance from the 25/26 school year as compared to performance by black students in each tested area is shown as follows:
ELA- Overall: 69%, White students: 70% (+1%)
ELA Gains - Overall: 59%; White Students: 56% **(-3%)**
ELA Gains L25s - Overall: 58%; White Students: 58% (-%)
Math- Overall: 50%, White students: 51% (+1%)
Math Gains - Overall: 39%; White Students: **37% (-2%)**
Math Gains L25s - Overall: 32%; White Students: **34%** (+2%)
Biology- Overall: 84%, White students 90% (+6%)
US History- Overall: 83%, White students 87% (+4%)

If continued rigorous instruction coupled with data-driven decision-making were to occur, the performance on standardized assessments would maintain in areas where white student performance is aligned or outpacing the overall group (ELA proficiency and ELA L25 gains, Math proficiency, Biology, and US History) and performance by white students would improve to match the performance of the overall group in ELA Gains. Student performance on Math gains, and Math L25 gains would increase to 41% or better.

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 70% ELA achievement and 58% ELA gains and the 50% Math achievement by white students will maintain or improve as measured by the 26/27 FAST ELA PM3 assessment and the 26/27 Alg 1 and Geometry EOC assessments.The 90% of white Biology students achieving proficiency and the 87% of white students achieving proficiency on the 25/26 Biology and US History EOCs will maintain or improve as measured by the 26/27 Biology and US History EOC standardized assessment scores.
The 56% ELA gains by white students on the 25/26 FAST ELA PM3 assessment will increase to 59% to match the performance of the overall group as measured by the 26/27 FAST ELA PM3 assessment.
The 37% Math gains, and 34% Math L25 gains by white students in 25/26 will improve to 41% or better as measured by the 26/27 Alg 1 and Geometry EOC assessments.

Monitoring

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade ELA and Math teachers will conduct standards-based formative assessments with frequency to ensure that content pacing is appropriate and student mastery of foundational strategies is occurring. ELP opportunities will be made available several times throughout each week. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers. Professional development opportunities to support differentiated instruction will be provided for ELA and Mathy instructors.

Person responsible for monitoring outcome

Josh Wolfenden

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:

Increased ELP opportunities to support struggling ELA and Math students provides scheduled time

during each day to engage in content mastery using research-based strategies. ELA and Math teachers will begin the year with a broad focus on the foundational strategies that have traditionally challenged the largest number of white students across the district. Support for students in the white subgroup will also benefit the overall performance of students in ELA and Math. Differentiated instruction strategies implemented to support achievement of students in the white subgroup will also benefit white student performance in all tested areas.

Rationale:
Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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
Reading supports and differentiated instruction strategies

Person Monitoring:
Josh Wolfenden

By When/Frequency:
Throughout the School year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of formative assessments will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items and administer district-developed formative assessments to serve as pulse checks on progress between PM and Cycle assessments. Differentiated instruction strategies will be implemented to support the needs of learners specific to the white subgroup.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Richard O. Jacobson Technical High School takes intentional steps to create a positive school culture and environment in a number of ways. We rely heavily on the input provided by a variety of partnerships that we have developed with community organizations like Kiwanis and Rotary, business

partnerships like Ditek, Frontline Communications, Fuse lenses, and the Jacobson Foundation, educational partnerships like the Pinellas Education Foundation, Pinellas Technical College, and St. Petersburg College as well as family partnerships with the families of our students. Our College and Career Center Coordinator works tirelessly to recruit and place tutors, assist in obtaining grants for the school, and procure mentors who work closely with our students who are enrolled in the Take Stock in Children program.
Our School Advisory Council is very active in the decision-making process being implemented in the school to ensure that our mission and vision stand at the heart of every initiative. Each of the seven Career Technical application programs within the school has an advisory board made up of business partners and community leaders who are heavily invested in advancing the standards and opportunities for Jacobson Tech High students as they relate to their particular field of Career Technical study.

The most prominent area where we work intentionally to build a positive school culture and environment exists in the experience we provide for our students. The high expectations, academic rigor, and hands-on educational experience that we provide is second to none. We strive to engage with our students and ensure that every opportunity is made available to them at each level. As incoming students begin their high school experience they attend a series of workshops called Frameworks for Success where they are paired with a student mentor who has been identified as a leader on campus and they are informed of program expectations and provided with tips, strategies, and suggestions for academic and social success. All of our students have access to academic support in a variety of formats. We offer after-school tutoring 3 days per week and lunch lunch tutoring 4 days per week for students to receive additional help, make up assignments, or retake assessments. ACT and SAT Prep resources are also made available for students who are preparing to apply for college or who need help to earn a concordant score on standardized tests for graduation purposes. Each of our programs offers a variety of field trips related to the field of study and seniors in each program will have internship, apprenticeship, or college coursework opportunities made available to them.

Our efforts to create a positive school culture and environment are highly inclusive of our stakeholders and we make intentional efforts to ensure that our students and their families stand at the center of every decision.

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.

Increase K12 Insight stakeholder survey from 80% Excellent and 16% Good on the overall question "How would you rate the overall quality of education at your child's school?". For the 25/26 school

year, we will aim for 82% Excellent and 15% Good on this overall indicator.

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.

Stakeholder input will be gathered throughout the school year via PTSA activities, School Messenger prompts, Principal's Listen and Learn events, and other school-based opportunities.

Person responsible for monitoring outcome

Josh Wolfenden

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:

Research suggests that stakeholder input provides school leaders with meaningful information to guide their efforts to improve the student/family experience in the school.

Rationale:

Stakeholder input is an effective means to identify underlying issues within the school so that action plans can be developed to address and resolve issues.

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

Data Analysis

Person Monitoring:

Josh Wolfenden

By When/Frequency:

By the end of the school year

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

School leader will solicit stakeholder input through PTSA activities, School Messenger prompts, Principal's Listen and Learn sessions, and other school-based opportuities.
Data gathered through these activites will be analyzed for recurring themes and underlying issues will be identified

Action Step #2

Best Practices

Person Monitoring:
Josh Wolfenden

By When/Frequency:
By the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Activate the school leadership team to develop evidence-based strategies to address and resolve issues and assign implementation responsibilities as appropriate.
Gather follow-up input from stakeholders to measure the effectiveness of initiatives implemented and plan for sustainable resolution.

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.

The district reviews all School Improvement Plans. Each plan must align with district goals and research-based resources currently or potentially in use. Funds are not released to schools until all criteria are met.

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).

The district reviews all School Improvement Plans. Each plan must align with district goals and research-based resources currently or potentially in use. Funds are not released to schools until all criteria are met.

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