Pinellas County Schools

SEMINOLE HIGH SCHOOL

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 build a strong foundation for learning that leads to academic success, college readiness, and career preparedness.

Provide the school's vision statement

Our vision is to prepare all students with the knowledge, skills, and mindset needed to excel in a global and competitive world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Alana Brown

brownala@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Provides leadership for the development, implementation, and continuous monitoring of the School Improvement Plan (SIP), ensuring that goals, strategies, and resources are aligned to improve student achievement and school performance. The principal collaborates with staff, students, families, and stakeholders to analyze data, monitor progress, and maintain accountability for achieving measurable school improvement outcomes. Oversees ELA department.

Leadership Team Member #2

Employee's Name
Justin Bending

bendingj@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Science, Athletics, Facilities, and students' last name O-Z

Leadership Team Member #3

Employee's Name
Amanda Madej

madeja@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Math, Testing, PBIS, Students' last name A-F

Leadership Team Member #4

Employee's Name
Lisa Sinatra

sinatral@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Social Studies, Business department, Curriculum, R.I.S.E., 3DE, and students' last name G-N

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.

Throughout the school year, multiple opportunities are provided to engage stakeholders in the development of the School Improvement Plan (SIP). These include leadership team meetings, faculty meetings, parent/family events, and surveys designed to gather diverse perspectives from school staff, students, families, and community partners. Relevant data—such as academic performance, school climate indicators, and equity-focused metrics—are shared with stakeholders to inform discussions about strengths, areas for growth, and challenges. Input is collected through surveys, focus groups, individual conversations, and open forums.
The school leadership team consolidates and analyzes the feedback to identify key priorities and strategies. An initial SIP draft is developed and shared with stakeholders for additional review and input. Final revisions are made based on this feedback to ensure the plan is inclusive, actionable, and aligned with the needs and expectations of the school community.

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)).

Seminole High School monitors the implementation and impact of the SIP through a coordinated, cyclical system of instructional observation, professional collaboration, and data review, with particular attention to students representing the greatest achievement gap. Administration conducts regular classroom walkthroughs and focused strategy walks tied to specific SIP action steps, with data logged and disaggregated by department and teacher team to reveal trends in implementation fidelity rather than isolated snapshots. Professional development is planned and adjusted directly in response to what these observations reveal, with follow-up PD scheduled promptly when gaps appear, and its effectiveness confirmed by tracking whether the addressed strategy later shows up in classroom practice. Weekly PLCs and common planning translate SIP goals into classroom-level decisions, using common formative assessment data to unpack standards, calibrate rigor, and plan re-teaching or enrichment.
Formal data analysis occurs at established checkpoints (progress monitoring windows, unit and interim assessments, diagnostic data, and state assessment data), disaggregated by subgroup so the achievement gap population stays visible rather than masked by aggregate averages. Following each data analysis cycle, individual data chats between administrators or coaches and teachers (and

teachers and students where appropriate) identify students not responding to core instruction and commit to concrete next instructional moves. Where mastery gaps are revealed, teacher teams build spiral re-teaching plans directly into upcoming units, ensuring previously unmastered standards are revisited in context with checks to confirm the gap has actually closed. Together, these structures form a continuous loop: walkthroughs and strategy walks surface implementation reality, PD and coaching respond to it, PLCs translate it into instructional plans, data analysis and data chats confirm or disconfirm impact, and spiral re-teaching closes remaining gaps before the cycle repeats.
The SIP is treated as a living document rather than a static compliance artifact: at each SBLT meeting, findings from walkthroughs, strategy walks, and data analysis are reviewed against the plan's goals, and strategies are revised at that checkpoint — not held for annual review — whenever they aren't producing intended results, especially for the highest-gap subgroup(s). Revision decisions draw on stakeholder feedback from teachers (through PLCs, common planning, and coaching), each assistant principal within their area of oversight, SBLT consensus, and family/student voice gathered through surveys, and SAC input. Any changes to strategies, action steps, or resource allocation are documented with the date and rationale, keeping the plan responsive and evidence-driven with continuous improvement for the greatest achievement gaps as its central purpose.

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	**53.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2026-27)

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

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

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

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

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

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

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

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

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	64	62	56	62	59	53	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	52	59	59	51	58	58	56	57	57
ELA Lowest 25th Percentile	49	55	55	49	54	56	56	55	55
Math Achievement*	40	54	52	40	46	49	46	42	45
Math Learning Gains	40	49	45	33	45	47	46	46	47
Math Lowest 25th Percentile	51	44	44	35	43	49	30	41	49
Science Achievement	73	77	74	74	73	72	58	64	68
Social Studies Achievement*	72	77	76	75	74	75	64	70	71
Graduation Rate	96	95	94	97	94	92	96	92	90
Middle School Acceleration									
College and Career Acceleration	75	73	74	73	69	69	57	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	609
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
61%	58%	54%	56%	54%	46%	

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	45%	No		
English Language Learners	45%	No		
Asian Students	72%	No		
Black/African American Students	47%	No		
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	62%	No		
Economically Disadvantaged Students	54%	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	59%		52%	49%	42%	40%	51%	73%	72%		96%	75%	
Students With Disabilities	28%		44%	53%	16%	39%	52%	35%	46%		88%	48%	
English Language Learners	25%		47%	55%	31%	30%	36%	46%	33%		100%	50%	
Asian Students	80%		50%								100%	58%	
Black/African American Students	29%		38%	44%	37%	35%	44%	31%	50%		100%	61%	
Hispanic Students	58%		54%	52%	42%	47%	56%	73%	70%		98%	68%	
Multiracial Students	65%		63%		44%	52%		75%	60%		94%	67%	
White Students	62%		51%	49%	42%	37%	51%	76%	78%		96%	78%	
Economically Disadvantaged Students	44%		50%	44%	34%	40%	46%	61%	60%		93%	66%	

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	56%		51%	49%	40%	33%	35%	74%	75%		97%	73%	50%
Students With Disabilities	22%		36%	45%	15%	21%	19%	48%	44%		93%	49%	
English Language Learners	18%		45%	46%	5%	36%	62%	33%			100%	36%	50%
Asian Students	67%		36%										
Black/African American Students	33%		41%	38%	14%	22%	43%	45%	67%		100%	69%	
Hispanic Students	50%		60%	59%	33%	33%	31%	64%	65%		98%	64%	48%
Multiracial Students	56%		40%		45%	25%		72%	71%		95%	78%	
White Students	60%		51%	50%	44%	35%	35%	78%	77%		96%	76%	
Economically Disadvantaged Students	44%		45%	43%	29%	25%	31%	63%	69%		95%	64%	48%

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%		56%	56%	46%	46%	30%	58%	64%		96%	57%	30%
Students With Disabilities	23%		42%	44%	16%	23%	11%	27%	32%		100%	30%	
English Language Learners	31%		43%	38%	13%	27%		31%			79%	64%	30%
Asian Students								30%			83%	70%	
Black/African American Students	39%		33%	35%	30%	50%		33%			100%	43%	
Hispanic Students	48%		57%	48%	54%	51%	27%	59%	65%		91%	43%	
Multiracial Students	60%		70%		53%	56%		76%	55%		83%	50%	
White Students	55%		57%	60%	45%	44%	25%	60%	66%		97%	60%	
Economically Disadvantaged Students	42%		53%	52%	37%	43%	28%	48%	60%		94%	47%	

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	61%	63%	-2%	60%	1%
ELA	10	56%	62%	-6%	61%	-5%
Biology	9	74%	82%	-8%	87%	-13%
Algebra	9	20%	44%	-24%	41%	-21%
Algebra	10	20%	29%	-9%	31%	-11%
Geometry	9	63%	74%	-11%	75%	-12%
Geometry	10	38%	46%	-8%	40%	-2%
Geometry	11	41%	24%	17%	26%	15%
History	11	72%	72%	0%	75%	-3%
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

ELA demonstrated the greatest academic growth, with a 4% increase in student achievement. This improvement was driven by a series of intentional, data-informed instructional practices focused on increasing student proficiency and strengthening standards-based instruction. Teachers participated in weekly Professional Learning Community (PLC) meetings to collaboratively develop and refine writing tasks aligned to state standards and benchmark expectations. During these PLCs, teachers analyzed student work samples to identify learning gaps, monitor mastery of standards, and determine targeted instructional next steps. Common rubrics were used to assess student performance consistently, while data trackers enabled teachers to monitor progress and make timely instructional adjustments. Additionally, teachers regularly analyzed formative assessment and Progress Monitoring (PM) data and engaged students in meaningful data chats to promote ownership of learning and establish achievable growth goals. These collaborative, data-driven practices, coupled with targeted instructional supports and interventions, played a significant role in accelerating student learning, increasing proficiency levels, and improving overall academic achievement in ELA.

Lowest Performance

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

Algebra 1 demonstrated the lowest level of student performance, with 20% of students achieving proficiency, contributing to an overall Mathematics proficiency rate of 41%. Several factors likely contributed to these outcomes. Changes in instructional personnel during the school year disrupted instructional continuity and limited the development of strong student-teacher relationships. Additionally, inconsistent implementation of high expectations, limited alignment to the district pacing guide, and varying classroom management practices created challenges in maintaining a focused and rigorous learning environment. Data collection and progress monitoring systems were not consistently utilized, limiting teachers' ability to identify learning gaps and provide timely interventions. Furthermore, instructional tasks and lessons did not consistently reflect the level of rigor and cognitive complexity required by the B.E.S.T. standards, resulting in gaps in student understanding and mastery. These findings highlight the need for increased instructional consistency, stronger fidelity to the district curriculum, enhanced data-driven decision-making processes, and ongoing support to

ensure rigorous, standards-aligned instruction across all Algebra 1 classrooms.

Greatest Decline

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

Algebra showed the greatest decline from the prior year, with a 4% decrease in overall achievement. Several factors likely contributed to these outcomes. Changes in instructional personnel during the school year disrupted instructional continuity and limited the development of strong student-teacher relationships. Additionally, inconsistent implementation of high expectations, limited alignment to the district pacing guide, and varying classroom management practices created challenges in maintaining a focused and rigorous learning environment. Data collection and progress monitoring systems were not consistently utilized, limiting teachers' ability to identify learning gaps and provide timely interventions. Furthermore, instructional tasks and lessons did not consistently reflect the level of rigor and cognitive complexity required by the B.E.S.T. standards, resulting in gaps in student understanding and mastery. These findings highlight the need for increased instructional consistency, stronger fidelity to the district curriculum, enhanced data-driven decision-making processes, and ongoing support to ensure rigorous, standards-aligned instruction across all Algebra 1 classrooms.

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.

Algebra had the greatest gap when compared to the state average. While the state proficiency average was 57%, our school’s proficiency was significantly lower at 20%, resulting in a 37-point gap. This disparity can be attributed to the same contributing factors that impacted overall math performance and trends. Including changes in instructional personnel that impacted continuity and student-teacher relationships, inconsistent implementation of high expectations and classroom management practices, and limited alignment to the district pacing guide. Additionally, inconsistent use of data monitoring systems hindered timely identification of learning gaps and targeted interventions, while instruction did not consistently reflect the rigor and complexity of the B.E.S.T. standards. These findings underscore the need for greater instructional consistency, stronger curriculum fidelity, more effective data-driven decision-making, and rigorous, standards-aligned instruction across all Algebra 1 classrooms.

EWS Areas of Concern

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

Increase student achievement in mathematics, particularly in Algebra 1, and improve overall proficiency rates for Black students by ensuring rigorous standards.

Highest Priorities

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

Increase Algebra 1 and overall Mathematics proficiency. Improve learning gains for the Lowest 25% of students. Increase academic proficiency and reduce achievement gaps for Black students. Increase academic proficiency and reduce achievement gaps for ESE students.

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.

Increase English Language Arts (ELA) achievement for students in grades 9 and 10 by improving proficiency in reading, writing, and literacy skills aligned to the B.E.S.T. Standards. Based on 2025 assessment data, 60% of students demonstrated proficiency in ELA, indicating a significant number of students continue to perform below grade-level expectations. Strengthening literacy skills is essential to ensuring students can successfully access rigorous content, communicate effectively, think critically, and meet the demands of postsecondary education and future careers.

Rationale:

This area was identified as a priority through an analysis of state assessment results, progress monitoring data, classroom performance, and stakeholder input. Data revealed ongoing challenges in reading comprehension, text analysis, evidence-based writing, and the application of grade-level literacy skills. Because literacy serves as the foundation for learning across all content areas, gaps in ELA proficiency can negatively impact student performance in other academic subjects and limit college, career, and life readiness. To address these needs, the school will implement targeted instructional strategies, data-driven interventions, and collaborative planning processes designed to strengthen standards-aligned instruction, increase student engagement with complex texts, and improve writing proficiency. A consistent focus on monitoring student progress and responding to identified learning needs will support increased achievement and ensure equitable outcomes for all learners.

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.

To increase ELA proficiency from 60% to 70% as measured by the FAST PM3 State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

Student progress toward increased ELA proficiency will be monitored through multiple data sources, including FAST Progress Monitoring assessments (PM1, PM2, and PM3), common formative assessments, district assessments, and classroom performance data. Teachers will engage in ongoing data analysis during Professional Learning Community (PLC) meetings to identify trends, monitor student progress toward benchmark mastery, and make timely instructional adjustments based on identified needs. School leaders and instructional coaches will conduct regular classroom walkthroughs and instructional reviews to provide feedback and ensure that instructional practices are aligned to the B.E.S.T. Standards, incorporate rigorous grade-level content, and effectively support literacy development.

Targeted interventions and differentiated supports will be provided for students demonstrating learning gaps, with progress monitored through the Multi-Tiered System of Supports (MTSS) process, progress-monitoring data, and intervention documentation. Teachers will use assessment data to guide reteaching, enrichment, and individualized goal-setting opportunities, while regularly engaging students in data conversations to increase ownership of learning. Ongoing monitoring and responsive instructional practices will support early identification of learning needs, strengthen student engagement and content mastery, and contribute to increased proficiency on the FAST PM3 assessment and state ELA assessments.

Person responsible for monitoring outcome

Dr. Alana Brown

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:

To increase ELA proficiency in grades 9 and 10, the school will implement Writing to Learn strategies across all instructional units to strengthen reading comprehension, critical thinking, and written communication skills. Teachers will embed structured writing opportunities into daily instruction, including constructed responses, evidence-based writing tasks, analytical writing prompts, and student reflections that require learners to process, analyze, and explain their understanding of complex texts. Writing tasks will be intentionally aligned to the B.E.S.T. ELA Standards and integrated throughout the instructional cycle to provide students with consistent opportunities to engage in literacy practices that support deeper learning and mastery of grade-level expectations.

Rationale:

This intervention was selected based on an analysis of student performance data indicating a need to strengthen skills related to reading comprehension, text analysis, evidence-based reasoning, and written expression. Research supports the use of Writing to Learn strategies as an effective means of

improving comprehension, increasing retention of content, developing academic vocabulary, and enhancing students' ability to synthesize and communicate their understanding of complex texts. Consistent engagement in purposeful writing activities requires students to think critically, support claims with textual evidence, and articulate their reasoning, all of which are essential skills assessed by the FAST ELA assessment and required by the B.E.S.T. Standards. By integrating writing throughout instruction and providing frequent opportunities for students to respond to and analyze complex texts, the school will strengthen literacy proficiency, increase student engagement, and improve overall achievement in ELA.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
To increase ELA proficiency in Grades 9 and 10, teachers will implement daily 5–7 minute morphology bell work lessons designed to strengthen students' academic vocabulary and close reading comprehension gaps. Explicit instruction will focus on Greek and Latin roots, prefixes, suffixes, and word analysis strategies, enabling students to determine the meaning of unfamiliar words encountered in complex literary and informational texts. Morphology lessons will be aligned to grade-level standards and integrated with current instructional units to reinforce vocabulary in authentic reading contexts. Student progress will be monitored through formative vocabulary assessments, classroom performance, and district and state reading assessment data to evaluate the impact of the intervention and inform instructional adjustments.

Rationale:
Vocabulary knowledge is one of the strongest predictors of reading comprehension and overall literacy achievement. Many students struggle to comprehend grade-level texts because they lack the academic vocabulary necessary to determine the meaning of unfamiliar words. Explicit, systematic instruction in morphology—including Greek and Latin roots, prefixes, and suffixes—equips students with strategies to decode and analyze unfamiliar vocabulary independently. Research indicates that morphology instruction improves vocabulary acquisition, reading fluency, and comprehension, particularly for secondary students reading increasingly complex texts. Implementing daily 5–7 minute morphology bell work provides consistent, cumulative exposure to word study without reducing core instructional time, helping students build the vocabulary and language skills needed to improve performance on classroom assessments, district benchmarks, and the Florida FAST Reading assessment.

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
Collaborative PLC Planning and Data-Driven Writing Instruction

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

Dr. Alana Brown | Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers will engage in weekly Professional Learning Community (PLC) meetings to collaboratively plan, develop, and refine standards-aligned writing tasks that support mastery of the B.E.S.T. Standards and assessment benchmarks. During PLCs, teachers will analyze student writing samples and assessment data to identify strengths, determine areas of need, and make instructional decisions that address learning gaps and improve student performance. Teachers will utilize district-provided curriculum resources, assessment tools, and instructional supports to ensure alignment and consistency across classrooms. Additionally, teachers will participate in relevant professional development opportunities to strengthen instructional practices related to literacy, writing instruction, and standards-based teaching. This collaborative approach will support the implementation of high-quality instruction, promote consistency in writing expectations, and improve students' ability to analyze texts, construct evidence-based responses, and demonstrate proficiency in ELA.

Action Step #2
Formative Assessment, Progress Monitoring, and Data-Driven Instruction

Person Monitoring: | **By When/Frequency:**
Dr. Alana Brown | Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers will utilize formative assessments and standards-aligned writing rubrics to monitor student progress and inform instructional decision-making throughout the school year. Teachers will assess writing tasks using common rubrics to ensure consistency in expectations and provide students with actionable feedback aligned to the B.E.S.T. Standards. Student work and performance data will be tracked through digital portfolios and/or common data-tracking systems to monitor growth in reading, writing, and literacy skills over time. Assessment data will be reviewed bi-weekly during Professional Learning Community (PLC) meetings to identify trends, determine instructional needs, and develop targeted interventions and enrichment opportunities. Additionally, teachers will participate in quarterly data conversations with school administration to evaluate student progress, review the effectiveness of instructional strategies, and adjust action plans as needed. This ongoing cycle of assessment, feedback, and data analysis will support

Action Step #3
Instructional coaches and administrators will conduct regular classroom walk-throughs to monitor the implementation of Writing to Learn strategies. They will provide actionable feedback and model high impact practices as needed.

Person Monitoring: | **By When/Frequency:**
Dr. Alana Brown | Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will conduct regular classroom walkthroughs and instructional reviews to monitor the implementation of Writing to Learn strategies and other standards-aligned literacy practices. During walkthroughs, coaches and school leaders will gather evidence of student engagement, writing integration, use of complex texts, and alignment to the B.E.S.T. Standards. Teachers will receive timely, actionable feedback designed to strengthen instructional effectiveness and support continuous improvement. Based on identified needs, instructional coaches and administrators will provide modeling, co-planning, and targeted support to reinforce high-impact instructional practices and ensure consistent implementation across

classrooms. This ongoing cycle of monitoring, feedback, and coaching will build instructional capacity, improve the quality of literacy instruction, and contribute to increased student achievement in ELA.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The identified Area of Focus is Mathematics instruction and student achievement, with particular attention to overall Math Achievement (Algebra and Geometry EOC). This focus will guide instructional planning, intervention strategies, and professional development efforts aimed at improving student outcomes in mathematics across all grade levels. Improving math instruction directly supports student academic growth and long-term success. Foundational math skills are essential for critical thinking, problem solving, and future readiness. By targeting this area, we aim to increase student proficiency, narrow achievement gaps, and ensure all students are equipped with the skills needed to meet or exceed grade-level standards. Enhanced math outcomes will also contribute positively to the overall school performance grade. This focus area was selected based on a review of the previous year's assessment data, which revealed significant underperformance in math:

• Math Achievement: 40% (Algebra: 20%, Geometry: 52%)

• Math Learning Gains: 40%

• Math L25% Learning Gains: 52%

Rationale:

These percentages indicate that fewer than half of students are proficient in math, and an even smaller portion are proficient in Algebra 1. Addressing these deficiencies is crucial to promoting equity, raising academic expectations, and improving overall student success in mathematics

Measurable Outcome

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

To increase Math achievement from 41% to 55% with Algebra 1 proficiency increasing to 50% and Geometry proficiency increasing to 60%, Math Gains from 40% to 55%, and L25 gains from 52% to 55% as measured by the Algebra and Geometry State Assessment. This area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

Monitoring

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

By the end of the school year, our school will increase overall mathematics proficiency from **41% to 55%**, with **Algebra 1 proficiency increasing to 50%** and **Geometry proficiency increasing to 60%**, as measured by state and district assessments. To achieve this goal, we will implement a structured progress-monitoring system that includes frequent formative assessments, collaborative analysis of student data and work samples, targeted interventions for students requiring additional support, and ongoing instructional adjustments. This continuous cycle of assessment, intervention, and instructional refinement will ensure that all students make measurable progress toward mastery of grade-level mathematics standards.

Monitoring will include:

- Frequent Progress Monitoring: Students will participate in regular formative assessments, common assessments, cycle assessments and teacher-developed checks for understanding. These assessments will provide timely data on student mastery of standards.
- Collaborative Data Analysis: Professional Learning Communities (PLCs) will meet bi-monthly to review student achievement data, analyze student work, identify strengths and areas of need, and determine instructional adjustments.
- Intervention Monitoring: Students receiving Tier 2 and Tier 3 interventions will have their progress reviewed weekly. Intervention plans will be adjusted based on student performance data to maximize effectiveness and accelerate growth.
- Instructional Walkthroughs and Coaching: School administrators and instructional coaches will conduct ongoing classroom observations to monitor the implementation of high-quality instructional practices and provide targeted feedback that supports effective math instruction.

Person responsible for monitoring outcome

Amanda Madej

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:
To increase overall Mathematics proficiency, improve Algebra 1 achievement, and accelerate learning gains for the Lowest 25% (L25) of students, the school will implement data-driven small-group differentiated instruction supported by targeted interventions and evidence-based instructional resources, including ALEKS, EDIA, manipulatives, and standards-aligned instructional materials. Teachers will use formative, benchmark, and progress monitoring data to identify specific skill deficits and group students based on instructional needs. Small-group instruction will provide targeted opportunities for remediation, enrichment, and acceleration while emphasizing conceptual understanding, mathematical reasoning, and mastery of grade-level standards. Ongoing progress monitoring will be used to adjust instruction, provide timely feedback, and ensure students receive the support necessary to demonstrate growth and proficiency.

Rationale:
This intervention was selected based on an analysis of student achievement data indicating a need to improve overall Mathematics proficiency, particularly in Algebra 1, and increase learning gains among the Lowest 25% of students. Research supports the effectiveness of small-group differentiated instruction as a means of addressing individual learning needs, providing targeted support, and accelerating student achievement. By utilizing assessment data to identify specific learning gaps, teachers can deliver focused instruction, provide immediate feedback, and adjust instructional pacing based on student progress. Additionally, adaptive learning platforms such as ALEKS and EDIA provide individualized practice opportunities and real-time performance data that support data-driven instructional decision-making. Through the consistent implementation of targeted, standards-aligned interventions, students will develop greater content mastery, strengthen problem-solving skills, and improve performance on district and state assessments.

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
Collaborative Planning and Data-Driven Instruction for Standards Mastery

Person Monitoring:
Amanda Madej

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will identify and prioritize critical content and benchmarks aligned to the B.E.S.T. Standards, district curriculum resources, and assessment expectations to ensure consistent, standards-based instruction across all classrooms. Teachers and students will utilize a benchmark data-tracking system that incorporates results from progress monitoring assessments, module common assessments, cycle assessments, teacher-created formative assessments, and district-developed assessments to monitor mastery of standards, identify learning gaps, and establish instructional priorities. Additionally, math teachers and administrators will engage in ongoing

Professional Learning Community (PLC) meetings to collaboratively analyze student performance data and intentionally plan instruction using district and state resources, including course textbooks, curriculum guides, district pacing calendars, year-at-a-glance documents, and Florida's B.E.S.T. Instructional Guides (B1G-M). This collaborative, data-driven approach will ensure instructional alignment, increase responsiveness to student needs, and strengthen student mastery of critical mathematical concepts and skills.

Action Step #2
Building Mathematical Thinking Through Rigorous Instruction and Progress Monitoring

Person Monitoring:
Amanda Madej

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will strengthen student engagement and mastery of grade-level benchmarks by consistently implementing instructional practices that promote mathematical thinking, reasoning, and productive struggle. Teachers will intentionally embed the Mathematical Thinking and Reasoning Standards (MTRs) and established mathematics protocols across all mathematics courses, with a particular emphasis on Algebra 1 and Geometry, to foster student discourse, critical thinking, problem-solving, and the development of thinking-centered mathematics classrooms. In EOC courses, teachers will regularly incorporate the use of EOC reference sheets and approved calculators to help students build confidence, persevere through complex tasks, and develop strategic problem-solving skills. Teachers will also leverage district-provided instructional resources to support rigorous, standards-aligned learning experiences. To monitor progress toward mastery, teachers will consistently utilize district and teacher-created formative assessments, checks for understanding, and common assessments to gather evidence of student learning. Assessment results will be recorded and analyzed using the benchmark data-tracking system to identify learning gaps, inform instructional adjustments, and provide targeted interventions. This ongoing cycle of rigorous instruction, formative assessment, and data-driven decision-making will increase student proficiency, strengthen mathematical reasoning skills, and improve performance on district and state assessments.

Action Step #3
Promoting Mathematical Discourse Through Strategic Questioning and Inquiry-Based Learning

Person Monitoring:
Amanda Madej

By When/Frequency:
Bi-weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will strengthen instructional practices by intentionally using higher-order questioning techniques and inquiry-based learning structures to deepen student understanding, promote mathematical discourse, and increase the rigor of classroom instruction. Teachers will participate in district-provided professional learning, facilitated planning sessions, and "Just-in-Time" PLCs, particularly in Algebra 1 and Geometry, focused on building classroom cultures that support productive struggle, increasing cognitive rigor, and implementing inquiry-based instructional practices. During collaborative planning and lesson design, teachers will utilize district-aligned resources to develop thought-provoking, standards-based questions that encourage students to explain their reasoning, justify solutions, make connections between concepts, and engage in meaningful mathematical discussions. These intentional questioning practices will provide opportunities for students to demonstrate conceptual understanding, develop problem-solving skills, and achieve mastery of course content, while fostering a classroom environment where all learners actively engage in mathematical thinking and discourse.

Action Step #4
Data-Driven Differentiation and Targeted Intervention for Student Achievement

Person Monitoring:
Amanda Madej

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will utilize assessment data to strategically organize students and deliver differentiated, scaffolded instruction that meets the needs of all learners. Through course-specific Professional Learning Community (PLC) meetings, teachers will collaboratively analyze module, cycle, and formative assessment data to identify trends, determine areas of low proficiency, and develop targeted remediation plans. Assessment results will be used to create module-based and quarterly spiraled reteaching and reassessment plans that address identified learning gaps and support mastery of critical standards. To ensure consistency and meaningful data analysis, teachers teaching the same course will utilize common grading practices and district-developed module assessments. Teachers will further support differentiation and scaffolding through the use of anchor charts, benchmark spiraling plans, and targeted instructional strategies designed to reinforce prerequisite skills and strengthen conceptual understanding. Additionally, teachers will conduct regular data chats with students using benchmark tracking documents to review progress, establish individualized learning goals, and promote student ownership of achievement. This systematic use of data will enable teachers to provide targeted support, monitor growth, and accelerate student proficiency in mathematics.

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.

Increase student achievement in Science, with a specific emphasis on improving performance on the Biology End-of-Course (EOC) Assessment. Although 72% of students achieved proficiency during the previous school year, opportunities remain to increase overall proficiency levels, strengthen student mastery of grade-level standards, and improve outcomes across all student subgroups. Developing strong scientific literacy, analytical thinking, and problem-solving skills is essential for preparing students for postsecondary education, careers, and informed citizenship. Additionally, increasing Biology EOC performance supports student success in STEM-related coursework and contributes to the school's overall accountability and academic achievement goals.

Rationale:
While Biology reflects strong overall performance, there was a 2% decline from last year. Further analysis of Biology EOC data, classroom performance metrics, and teacher feedback identified specific areas of need, including genetics, cellular processes, and scientific thinking and reasoning

skills. Subgroup data also revealed performance disparities among ESE, English Learner (EL), and Black students, highlighting the need for targeted interventions, differentiated instruction, and consistent implementation of high-impact instructional practices. This area was identified as a priority to increase overall proficiency, close achievement gaps among student subgroups, and ensure equitable access to rigorous, standards-aligned science instruction that promotes college and career readiness for all students.

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.

To increase Science achievement from 72% to 85% proficiency as measured by the Biology End-of-Course (EOC) Assessment, the school will implement and monitor targeted instructional strategies, standards-aligned interventions, and data-driven decision-making practices. Progress toward this goal will be closely monitored through ongoing analysis of formative and summative assessment data, classroom walkthroughs, instructional reviews, and targeted supports designed to address identified learning gaps and improve student mastery of Biology standards.

Monitoring

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

To achieve the goal of increasing Biology EOC proficiency from **72% to 85%**, student progress will be monitored through a comprehensive system of ongoing assessment, data analysis, instructional review, and targeted intervention. Continuous monitoring will ensure that instruction remains aligned to the State Standards and that students receive timely, differentiated support based on identified academic needs.

Monitoring strategies will include:

- **Common Formative Assessments:** Teachers will administer standards-aligned formative assessments on a biweekly basis and at the conclusion of instructional units to measure student mastery of targeted Biology benchmarks. Results will be used to guide reteaching, intervention, and enrichment opportunities.
- **District and School-Based Benchmark Assessments:** Benchmark assessments will be utilized to measure student progress toward proficiency, assess readiness for the Biology EOC, and identify areas requiring additional instructional focus.
- **Professional Learning Communities (PLCs):** Teachers will engage in regular PLC meetings to analyze student performance data, review student work samples, identify learning gaps, and collaboratively plan instructional responses. Particular attention will be given to monitoring the progress of identified subgroups, including ESE and English Learner (EL) students.
- **Data Monitoring and Student Data Chats:** Performance Matters and other district-approved data platforms will be used to track student growth and proficiency trends. Teachers will

conduct data chats with students to promote ownership of learning, establish achievement goals, and monitor progress toward mastery.

- **Instructional Walkthroughs and Learning Walks:** School and district leaders will conduct ongoing classroom walkthroughs to monitor the implementation of standards-aligned instruction, student engagement, instructional rigor, and the effective use of data to inform teaching practices.

Expected Outcomes

Ongoing monitoring and progress reviews will allow teachers and instructional leaders to identify learning gaps early and provide timely interventions to address student needs. The consistent use of assessment data to inform instructional decisions will strengthen content mastery, increase student engagement, and improve achievement outcomes. Through these data-driven practices and targeted supports, the school expects to increase Biology EOC proficiency from **72% to 85%**, while ensuring equitable access to rigorous science instruction for all students.

Person responsible for monitoring outcome

Justin Bending

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:

To increase Biology EOC proficiency from 72% to 85%, the school will implement a comprehensive system of standards-aligned spiraled review, frequent formative assessment, and data-driven differentiated instruction. Teachers will embed spiraled review of priority Biology benchmarks throughout the instructional cycle to promote long-term retention and mastery of key concepts. Common formative assessments will be administered regularly to monitor student understanding and identify learning gaps. Assessment results will be analyzed during PLCs to inform instructional planning and guide targeted interventions. Based on student performance data, teachers will provide differentiated small-group instruction, reteaching, and enrichment opportunities to ensure students receive the support necessary to master grade-level standards and demonstrate proficiency on the Biology EOC.

Rationale:

Analysis of Biology EOC data, classroom assessments, and item-level performance identified inconsistencies in student mastery of critical content areas, including genetics, cellular processes, scientific inquiry, and experimental design. While overall Biology proficiency remains a strength, performance trends indicate a need for continued focus on rigorous standards-based instruction and timely intervention to address identified learning gaps. Research supports the use of spiraled review and distributed practice to improve retention and application of content knowledge over time. Additionally, the consistent use of formative assessment data to drive instruction enables teachers to respond to student needs in real time and provide targeted support before misconceptions become barriers to achievement. By systematically revisiting essential standards, monitoring student progress, and implementing differentiated instructional supports, the school will increase student

engagement, strengthen content mastery, and improve overall performance on the Biology EOC.

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
Engaging Students Through Inquiry-Based Learning Experiences

Person Monitoring:
Justin Bending

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will introduce new content through engaging, hands-on learning experiences that allow students to explore scientific phenomena and build conceptual understanding before direct instruction. Each unit or topic will be launched with a standards-aligned laboratory investigation, hands-on activity, or inquiry-based experience designed to activate prior knowledge, increase student engagement, and establish relevance for learning. Scientific Thinking Protocols will be embedded into all laboratory and investigation experiences to develop students' skills in observation, analysis, evidence-based reasoning, problem-solving, and scientific discourse. Following these experiences, teachers will use formative assessments, student reflections, and collaborative discussions to identify misconceptions, monitor understanding, and connect student discoveries to key Biology concepts and standards. This instructional approach will increase student engagement, strengthen content mastery, and support improved performance on classroom assessments and the Biology EOC.

Action Step #2
Spiraled Instruction for Content Retention and Mastery

Person Monitoring:
Justin Bending

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the course, science teachers will implement a systematic spiraled instruction model that provides students with ongoing opportunities to revisit, practice, and apply previously learned content while making connections to new learning. To strengthen retention and mastery of Biology standards, teachers will facilitate an in-class Level-Up Review each quarter, providing focused opportunities to review and practice critical content prior to cycle assessments and the Biology EOC. Students will maintain organized science notebooks containing notes, reference materials, and practice activities that can be accessed throughout the year to support review and reflection. Teachers will intentionally incorporate previously taught standards into bell work, classroom activities, and assessments to ensure continuous practice and reinforcement of concepts that support current learning. Additionally, teachers will use progress monitoring and assessment data to develop quarterly Spiraled Reteaching Plans, identifying specific standards requiring reinforcement and mapping opportunities for students to re-engage with content through targeted instruction, practice, and reassessment. This ongoing cycle of review, application, and data-driven reteaching will strengthen content retention, increase student confidence, and improve performance on classroom assessments and the Biology EOC.

Action Step #3
Data-Driven Progress Monitoring and Feedback for Mastery

Person Monitoring:
Justin Bending

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will continuously monitor student learning and provide timely, actionable feedback to ensure students make consistent progress toward mastery of the Biology standards. Teachers will utilize rigorous, stimulus-based practice opportunities, including Checks for Understanding in Performance Matters and Biology Brain Builders, to expose students to the complexity and format of Biology EOC assessment items while measuring understanding of targeted benchmarks. To ensure all students are actively engaged in the learning process, teachers will implement response strategies that require every student to think critically and respond to higher-order questions through discussion, writing, and collaborative learning structures. Additionally, teachers and students will maintain a system for tracking mastery by standard, using formative assessment, benchmark, and progress monitoring data to identify strengths, address learning gaps, and establish individual growth goals. This continuous cycle of assessment, feedback, and data analysis will promote student ownership of learning, support targeted instructional adjustments, and increase mastery of Biology standards, leading to improved performance on classroom assessments and the Biology EOC.

Action Step #4
Academic Literacy Through Scientific Reading, Writing, and Vocabulary Development

Person Monitoring:
Justin Bending

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout each unit, science teachers will integrate complex texts and targeted literacy supports to strengthen students' ability to read, write, speak, and think like scientists while developing proficiency with academic (Tier 2) and content-specific (Tier 3) vocabulary. Teachers will utilize district Scientific Thinking Protocols to scaffold deep thinking, analysis, evidence-based reasoning, and scientific discourse as students engage with scientific content. For each topic within a unit, teachers will intentionally pair appropriate literacy strategies with complex texts from the Biology textbook and other standards-aligned resources, supporting students in comprehending scientific concepts, analyzing information, constructing written explanations, and using precise academic and scientific vocabulary. Through consistent engagement with reading, writing, discussion, and vocabulary development, students will strengthen scientific literacy, deepen content understanding, and improve their ability to communicate scientific ideas effectively, leading to increased mastery of Biology standards and improved performance on the Biology EOC.

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.

The Area of Focus is Social Studies achievement, with an emphasis on increasing student performance on the U.S. History EOC Assessment. In 2026, 73% of students achieved proficiency, leaving 27% of students not yet meeting grade-level expectations. The goal is to increase the percentage of students demonstrating mastery of U.S. History standards while ensuring consistent success across all student groups.

Proficiency in U.S. History is essential because it supports students' understanding of historical context, civic responsibility, and critical thinking. Mastery of Social Studies content helps students analyze complex issues, interpret evidence, draw informed conclusions, and become active participants in a democratic society. Improved Social Studies outcomes also support the school's overall academic performance and accountability measures.

Rationale:
The 2026 U.S. History EOC data showed that while 73% of students achieved proficiency, additional focus is needed to move more students toward mastery. Data analysis indicated that students demonstrated challenges with historical reasoning, interpretation of primary sources, and key content areas such as Reconstruction, the Civil Rights Movement, and foreign policy. Performance gaps were also identified among specific student groups, including ESE and ELL students.

This area was selected as a priority based on EOC performance data, classroom assessment results, and teacher input. These data sources indicate a need for more consistent standards-based review, targeted intervention, and increased student engagement with complex historical content. Strengthening Social Studies instruction and review practices will help close achievement gaps, improve historical thinking skills, and increase overall proficiency on the U.S. History EOC Assessment.

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

To increase Social Studies achievement from 73% to 85% as measured by the U.S. History State Assessment, this area of focus will be closely monitored through ongoing data collection, instructional reviews, and targeted interventions.

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

the desired outcome.

To meet the goal of increasing U.S. History EOC proficiency from 73% to 85%, student progress will be monitored through a structured system of formative assessments, data analysis, instructional walkthroughs, and targeted instructional adjustments aligned to tested standards.

Monitoring Strategies Include:

- Biweekly Standards-Based Quizzes: Teachers will administer short assessments focused on specific U.S. History EOC benchmarks to measure student mastery of key content and skills.
- Quarterly Benchmark Assessments: Students will complete assessments that mirror the rigor and format of the U.S. History EOC. Results will provide predictive data on student readiness and guide adjustments to instruction and pacing.
- Ongoing PLC Collaboration: Teachers will meet regularly in Professional Learning Communities to analyze assessment data, discuss student progress, identify at-risk learners, and plan targeted interventions.
- Item Analysis and Data Chats: Teachers and instructional leaders will review item-level data to identify trends, misconceptions, and gaps in learning. This information will guide reteaching, enrichment, and small-group support.
- Administrative Walkthroughs: School leaders will conduct regular classroom walkthroughs to monitor the implementation of standards-based instruction, historical thinking strategies, and student engagement.

Impact on Student Achievement:

Ongoing progress monitoring will allow teachers to quickly identify learning gaps and address misconceptions before they become long-term barriers to achievement. This data-driven approach ensures instruction is adjusted in real time to meet student needs. Regular check-ins, reteaching, enrichment, and targeted interventions will support students who are approaching proficiency while also strengthening mastery for all learners.

Through consistent monitoring and responsive instruction, these practices are expected to increase overall Social Studies proficiency from 73% to 85% on the U.S. History EOC Assessment.

Person responsible for monitoring outcome
Lisa Sinatra

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:

To increase U.S. History EOC proficiency from 73% to 85%, the school will implement an evidence-based model focused on spiraled review, retrieval practice, and data-driven small-group instruction. Teachers will use high-quality instructional resources, including DBQ Project materials, Doc A-Day activities, and district benchmark-aligned resources to strengthen student mastery of tested standards. This intervention will provide students with repeated exposure to essential U.S. History content, key benchmarks, and historical thinking skills. Through consistent review, targeted practice, and small-group support based on assessment data, students will be better prepared to retain information, apply historical concepts, analyze sources, and demonstrate proficiency on the U.S. History EOC Assessment.

Rationale:

Data from the U.S. History EOC and classroom assessments indicate that students need additional support with content retention, analysis of primary and secondary sources, and application of historical reasoning skills. Research supports the use of retrieval practice and spiraled review as effective strategies for strengthening long-term memory, increasing content mastery, and improving student performance. When paired with data-driven small-group instruction, this model allows teachers to reteach specific standards and skills based on identified student needs. This is especially important for students who are approaching proficiency but have not yet met grade-level expectations. Through consistent exposure to EOC-aligned content and targeted support, students will strengthen their historical thinking skills and improve their readiness for success on the U.S. History EOC Assessment.

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

PLC Collaboration and Planning

Person Monitoring:

Lisa Sinatra

By When/Frequency:

Weekly

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

Teachers will collaborate in weekly PLCs to develop, review, and refine writing tasks aligned to instructional standards and assessment benchmarks. During PLCs, teachers will analyze student writing samples to identify trends, determine instructional next steps, and plan targeted support to strengthen student writing performance. The impact of this action step will be monitored through ongoing review of student writing samples, common rubric scores, formative assessment data, and

benchmark performance to determine growth in students' writing quality, use of evidence, and ability to respond effectively to standards-based prompts.

Action Step #2
5 Essentials of Effective Instruction

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will consistently expose students to a variety of primary and secondary source documents at varying levels of complexity. Instruction will include dedicated time for students to engage in the document analysis process using the Document Analysis Protocol, with appropriate scaffolding provided based on student need. Teachers will also incorporate higher-order questioning strategies that allow all students time and structure to formulate, support, and share their responses. The impact of this action step will be monitored through classroom walkthrough data, student work samples, document analysis tasks, formative assessment results, and benchmark performance to determine growth in students' ability to analyze sources, cite evidence, and respond to higher-order questions.

Action Step #3
Spiraled Reteaching

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will intentionally spiral prior learning through daily bell work, including Doc-a-Day activities, targeted assessment questions using Original and Expanded Mini-Assessments, and application-based activities such as Themes Through Time and Quick Docs. These strategies will provide students with ongoing practice, reinforce previously taught standards, and support long-term retention of key U.S. History content and skills. The impact of this action step will be monitored through bell work completion, student performance on Mini-Assessments, formative assessment data, classroom walkthroughs, and benchmark results to determine growth in content retention, standards mastery, and students' ability to apply historical knowledge across time periods.

Action Step #4
Data-Driven Progress Monitoring

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement frequent, standards-based knowledge checks and provide timely feedback to monitor student progress toward proficiency. They will use data-driven spiraled instruction and targeted small-group tutorials prior to each district progress monitoring assessment and the state U.S. History EOC assessment. Teachers and students will collect and review formative and summative data using benchmark trackers to monitor progress toward proficiency. Benchmark-level data will be used to plan whole-class reteaching for lower-scoring and high-impact benchmarks. In addition, teachers and administrators will use all available data to identify students in need of Tier 2 and Tier 3 interventions and will collaboratively plan and implement targeted remediation through small-group and one-on-one support. The impact of this action step will be monitored through knowledge check results, benchmark tracker data, district progress monitoring performance, EOC readiness data,

tutorial participation, and Tier 2/Tier 3 intervention progress to determine student growth toward proficiency and mastery of targeted U.S. History benchmarks.

Area of Focus #5

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.

The Area of Focus is Acceleration, which refers to the percentage of students who successfully complete advanced coursework, including Honors, Advanced Placement (AP), Dual Enrollment, Industry Certification, and other accelerated academic programs. During the previous school year, 76% of eligible students participated in and successfully earned credit or credentials through acceleration opportunities.

Acceleration is essential to increasing college and career readiness. These opportunities challenge students academically, expose them to rigorous and real-world content, and help develop critical thinking, time management, and content mastery. In addition, accelerated coursework provides students with a competitive advantage for postsecondary education and workforce pathways by allowing them to earn potential college credit or industry certifications before graduation.

While 76% reflects a strong level of student participation and success, prior-year data indicate that 24% of eligible students did not access or successfully complete acceleration opportunities. Disaggregated data also revealed gaps among specific student groups, including economically disadvantaged students, ESE students, and students at risk of underperforming. Teacher and counselor input further identified the need for stronger academic supports, more intentional student placement practices, and increased awareness of available acceleration options.

By focusing on improving access, preparation, and success in accelerated coursework, the goal is to increase the acceleration rate from 76% to 80%, ensuring that more students have meaningful pathways to academic growth, college readiness, and career advancement.

Measurable Outcome

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

The percent of all students achieving advanced coursework before leaving high school will increase from 76% to 80% as measured by Industry certifications, Dual Enrollments pass score of C or higher,

and qualifying scores on AP/AICE exams.

Monitoring

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

To increase the percentage of students successfully completing advanced coursework from 76% to 80%, this area of focus will be monitored through ongoing data tracking, performance analysis, and targeted academic supports for students enrolled in accelerated programs, including Dual Enrollment, Industry Certifications, AP, and AICE courses.

Monitoring will include quarterly grade checks for Dual Enrollment students to ensure they maintain a C or higher and receive timely support when needed. For students pursuing DIT certifications, teachers will monitor practice exam scores and classroom performance to determine readiness for certification testing and provide support sessions for students not meeting benchmarks. AP and AICE coordinators will maintain updated exam registration rosters and monitor mock exam performance, unit assessment data, and other indicators of exam readiness.

Acceleration participation and success data will also be reviewed regularly through PLCs, department meetings, and administrative leadership meetings. Subgroup data will be analyzed to identify equity gaps and guide intervention strategies.

Ongoing monitoring will help ensure students remain on track to succeed in accelerated coursework by identifying those at risk of underperforming early. This proactive approach allows for timely interventions, including tutoring, test preparation, additional academic support, or schedule adjustments. By aligning support with student progress, the school can increase pass rates, build student confidence, improve equitable access to acceleration pathways, and raise the overall acceleration success rate from 76% to 80%.

Person responsible for monitoring outcome

Lisa Sinatra

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:

To increase the percentage of students successfully completing advanced coursework from 76% to 80%, the school will implement a targeted system of academic support and progress monitoring for students enrolled in Dual Enrollment, Industry Certification, AP, and AICE courses. This intervention will include structured tutoring, mentorship, advisement, and proactive monitoring to improve student

performance, strengthen support, and ensure equitable access to and success in acceleration pathways.

Rationale:
Data from the previous year showed that although many students participated in accelerated programs, 24% either did not enroll in or did not successfully complete advanced coursework. Common barriers included gaps in academic readiness, limited test preparation, lack of awareness of available supports, and inconsistent progress monitoring. Research supports the use of early intervention, tutoring, and mentorship to improve student success in advanced coursework by helping students build the academic skills, confidence, and self-management strategies needed to succeed. In addition, proactive monitoring of grades and assessment data allows educators to identify at-risk students early and provide timely interventions before course failure occurs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Expand Equitable Access to Acceleration

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Each Semester/Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify and enroll eligible students in Honors, AP, AICE, Dual Enrollment, and Industry Certification opportunities. The school will monitor impact by reviewing enrollment data, subgroup participation rates, and the number of students newly placed in acceleration pathways.

Action Step #2
Monitor Progress and Readiness

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly review grades, assessment data, mock exam results, and certification practice scores to identify students needing support. The school will monitor impact through quarterly grade checks, exam registration reports, mock assessment results, and certification readiness data.

Action Step #3
Provide Targeted Academic Supports

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Offer tutoring, test preparation, teacher check-ins, mentorship, and advisement to increase successful

completion of accelerated coursework. The school will monitor impact by tracking student participation in support opportunities, course pass rates, AP/AICE exam performance, industry certification results, and Dual Enrollment course completion.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

The Area of Focus is Graduation Rate, with the goal of maintaining and improving the percentage of students who graduate within four years. During the previous school year, the school achieved a 97% graduation rate, reflecting strong overall performance while also identifying the need to support the remaining students who may be at risk of not graduating on time.

This focus will emphasize early identification and intervention for students with academic, attendance, credit, or social-emotional barriers. Graduation is a key indicator of student success and directly impacts students' access to postsecondary education, employment opportunities, and long-term economic stability. Ensuring that all students graduate on time helps prepare them with the skills, knowledge, and credentials needed to succeed beyond high school.

Although the school maintained a high graduation rate, prior-year data showed that the students who did not graduate often faced challenges such as credit deficiencies, chronic absenteeism, limited progress in credit recovery, or social-emotional needs. By providing targeted support for at-risk seniors while also monitoring high-needs students beginning in 9th grade, the school can strengthen its systems of support and ensure students do not fall through the cracks.

The goal is to maintain the school's strong graduation rate of 97% while continuing to move toward 100% through proactive monitoring, timely interventions, and individualized student support.

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 high school will increase from 97% to 100%

Monitoring

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

the desired outcome.

To increase the graduation rate from 97% to 100%, the school will implement a comprehensive monitoring system focused on early identification, ongoing academic tracking, and proactive intervention for students at risk of not graduating on time. The goal is to ensure every student remains on track to meet graduation requirements and receives the individualized support needed to successfully complete high school.

Monitoring will include quarterly graduation tracker reviews conducted by counselors to review credit accumulation, GPA, standardized testing requirements, and course completion, with an emphasis on students in grades 11 and 12. The school will also use Early Warning System indicators, including attendance, behavior, and course performance, to identify students who may be at risk of falling behind. Students enrolled in credit recovery programs, such as Edmentum, will receive regular progress checks to ensure timely completion of required coursework.

In addition, counselors and administrators will hold monthly senior case management meetings to review the graduation status of all seniors and develop individualized support plans for students facing academic, attendance, credit, or social-emotional barriers.

Ongoing monitoring will allow staff to identify barriers early and provide timely, personalized interventions. By closely tracking graduation readiness throughout the year, the school can prevent last-minute concerns, reduce course failures, increase student engagement, and support the goal of increasing the graduation rate from 97% to 100%.

Person responsible for monitoring outcome
Lisa Sinatra, Justin Bending, Amanda Madej

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:
To increase the graduation rate from 97% to 100%, the school will implement a Graduation Success Plan model that includes individualized student tracking, credit recovery support, and targeted academic mentoring. Through this model, students identified as at risk of not graduating on time will be paired with a graduation coach, counselor, or staff mentor who will monitor progress, address barriers, and support the timely completion of all graduation requirements.

Rationale:
The Graduation Success Plan is grounded in research showing that individualized support and early intervention are critical factors in improving high school graduation outcomes. Students who are credit deficient, chronically absent, or struggling with engagement often benefit from consistent adult

mentorship, regular progress monitoring, and access to credit recovery opportunities. By implementing this approach, the school can address each student's individual needs while maintaining high expectations, accountability, and support for on-time graduation.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Monitor Graduation Readiness Early and Often

Person Monitoring:
Lisa Sinatra, Justin Bending, Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Counselors and administrators will use a graduation tracker to review students' credit accumulation, GPA, assessment requirements, attendance, and course completion. Particular attention will be given to students in grades 11 and 12, while also identifying concerns as early as 9th grade. The impact of this action step will be monitored through quarterly graduation tracker reviews, Early Warning System data, credit completion reports, GPA reports, assessment requirement status, and the number of students moved from off-track to on-track for graduation.

Action Step #2
Provide Targeted Credit Recovery Support

Person Monitoring:
Lisa Sinatra, Justin Bending, Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who are credit deficient will be enrolled in appropriate credit recovery options, such as Edmentum, course recovery, or other available interventions. Progress will be monitored regularly to ensure students are completing coursework on pace and earning needed credits before graduation deadlines. The impact of this action step will be monitored through credit recovery enrollment, biweekly Edmentum progress reports, course completion rates, credits recovered, and the percentage of students who return to on-track graduation status.

Action Step #3
Implement Senior Case Management and Mentoring

Person Monitoring:
Lisa Sinatra, Justin Bending, Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At-risk seniors will be assigned to a counselor, administrator, or staff mentor who will provide regular check-ins, monitor barriers, and help students stay focused on meeting graduation requirements. Monthly senior meetings will be used to review student progress and adjust support plans as needed. The impact of this action step will be monitored through monthly senior case management meeting

notes, mentor check-in logs, attendance and course performance data, individualized support plans, and final graduation outcome data.

Area of Focus #7

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Improve academic achievement and growth outcomes for Black students by increasing proficiency in core content areas, including English Language Arts, Mathematics, Science, and Social Studies, while reducing achievement gaps and expanding access to rigorous coursework, academic interventions, and enrichment opportunities. This focus area is aligned with the school's commitment to equity, excellence, and ensuring that all students have the support and opportunities necessary to achieve at high levels. By fostering a culture of high expectations, strong relationships, culturally responsive instruction, and targeted academic support, the school will create conditions that promote engagement, achievement, and college and career readiness for Black students.

Rationale:

A review of state assessment data, progress monitoring results, and school performance metrics identified persistent achievement gaps between Black students and the overall student population in several key areas, including academic proficiency and learning gains. While growth has been observed in some areas, Black students continue to perform below schoolwide proficiency rates and remain underrepresented in advanced and accelerated learning opportunities. These data trends indicate the need for intentional, targeted strategies to improve academic outcomes, strengthen student engagement, and increase access to rigorous learning experiences. As a result, improving achievement and growth for Black students has been identified as a schoolwide priority to ensure equitable outcomes, promote academic excellence, and support the success of every student.

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 school will increase academic proficiency rates for Black students by at least 5 percentage points in ELA, Mathematics, Biology, and U.S. History while narrowing performance gaps between Black students and the overall student population. Progress toward this goal will be supported through data-driven instructional practices, targeted supports, continuous monitoring of student achievement, and equitable access to rigorous learning opportunities.

Monitoring

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

To increase academic proficiency among Black students by a minimum of 5 percentage points and reduce achievement gaps across core content areas, the school will implement a structured monitoring process focused on student achievement, access to rigorous coursework, and targeted supports. School leaders, counselors, and teachers will regularly review disaggregated assessment, progress monitoring, and course performance data to identify trends, monitor growth, and address areas of need. Enrollment and success rates in advanced coursework, including Honors, AP, AICE, Dual Enrollment, and Industry Certification programs, will be monitored to ensure equitable access and participation. Attendance, behavior, and academic performance data will be reviewed through the Early Warning System to identify at-risk students and provide timely interventions, such as tutoring, mentoring, and academic counseling. During PLCs, teachers will analyze student data to identify learning gaps and develop targeted instructional responses, while instructional coaches and administrators will provide support focused on culturally responsive teaching, differentiation, and student engagement. Additionally, teachers and counselors will conduct regular data chats with students to promote goal setting, monitor progress, and strengthen ownership of learning. Through ongoing data analysis, targeted interventions, and access to rigorous learning opportunities, the school aims to improve achievement outcomes and close performance gaps for Black students.

Person responsible for monitoring outcome

All Administration

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:

To increase academic achievement and proficiency among Black students by a minimum of 5 percentage points across all core content areas, the school will implement a comprehensive system of targeted instructional support, academic mentoring, and ongoing progress monitoring. Teachers will provide rigorous, standards-aligned instruction utilizing high-impact instructional strategies, differentiated supports, and data-driven interventions designed to address identified learning gaps and accelerate student achievement. Black students will receive regular academic monitoring through data reviews, goal-setting conferences, and targeted support opportunities to ensure consistent progress toward proficiency. Additionally, students will have access to mentoring and academic advising focused on increasing engagement, promoting high expectations, monitoring academic performance, and encouraging participation and success in rigorous coursework and enrichment opportunities.

Rationale:

This intervention was selected based on an analysis of student achievement data that identified

persistent gaps in proficiency and academic performance between Black students and the overall student population. Research supports the effectiveness of targeted instructional support, strong student-adult relationships, goal setting, and ongoing progress monitoring in improving academic outcomes and increasing student engagement. Providing Black students with structured academic support, timely feedback, and access to rigorous learning opportunities helps strengthen confidence, increase achievement, and promote college and career readiness. Through intentional monitoring, targeted interventions, and a culture of high expectations, the school will work to improve proficiency rates, accelerate student growth, and reduce achievement gaps across all core content areas.

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
Academic Mentoring and Student Advocacy for Achievement

Person Monitoring:
All APs

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement an Academic Mentoring and Student Advocacy Program to support the academic achievement, engagement, and growth of Black students. Identified students will be paired with trained mentors, staff advocates, counselors, or administrators who will meet with them regularly to monitor academic performance, review progress toward goals, and provide encouragement, guidance, and accountability. Through ongoing mentor-student relationships, students will receive individualized support related to academic planning, study skills, attendance, course performance, and participation in rigorous coursework and enrichment opportunities. Mentors will utilize student data to facilitate goal-setting conversations, celebrate successes, identify barriers to achievement, and connect students with appropriate academic and social-emotional supports. This intentional approach will strengthen student engagement, foster a culture of high expectations, promote a sense of belonging, and support increased academic proficiency and growth among Black students.

Action Step #2
Strengthening Standards-Based Instruction Through Professional Learning and Coaching

Person Monitoring:
All APs

By When/Frequency:
Weekly/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will strengthen standards-based instruction by providing ongoing professional development, instructional coaching, and collaborative learning opportunities focused on improving teacher effectiveness and student achievement. Teachers will participate in targeted professional learning designed to enhance the implementation of high-impact instructional strategies, differentiation practices, and the effective use of formative and summative assessment data to inform instruction. Instructional coaches and administrators will provide job-embedded support through classroom observations, feedback, modeling, co-planning, and coaching cycles to ensure consistent

implementation of rigorous, standards-aligned instruction. Through continuous professional growth and instructional support, teachers will increase their capacity to meet diverse student learning needs, monitor progress toward mastery, and deliver engaging learning experiences that promote higher levels of academic achievement for all students.

Action Step #3
Expanding Access to and Success in Advanced Coursework

Person Monitoring:
All APs

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will expand participation and success in advanced coursework by identifying and supporting students who demonstrate the potential to excel in rigorous academic programs. School counselors, administrators, and teachers will review academic performance data, assessment results, and teacher recommendations to identify Black students who are prepared for advanced learning opportunities, including Honors, AP, AICE, Dual Enrollment, and Industry Certification courses. Identified students will receive targeted encouragement, academic advising, and preparation to support successful enrollment and participation in advanced coursework. Throughout the school year, student performance data will be monitored regularly to assess progress, identify barriers to success, and provide timely interventions, including tutoring, mentoring, and academic support as needed. This intentional approach will increase equitable access to rigorous learning opportunities, promote academic excellence, and improve achievement outcomes for Black students.

Area of Focus #8

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.

The Area of Focus is improving academic achievement and growth for Students with Disabilities (SWD) across all core content areas, with particular emphasis on access to grade-level standards and success on state assessments. This focus includes providing targeted interventions, differentiated instruction, appropriate accommodations, and ongoing support to help students make progress toward both Individualized Education Program (IEP) goals and grade-level expectations.

Students with disabilities may face challenges in mastering grade-level content due to skill deficits, processing needs, and the need for additional scaffolding and instructional support. Without intentional strategies, these students may experience gaps in knowledge, lower performance on state assessments, and reduced opportunities for graduation and postsecondary success. Strengthening instructional practices and interventions for SWD will help increase student engagement, standards mastery, and overall academic performance.

A review of prior-year data showed that SWD subgroup performance was significantly below that of the overall student population on state assessments, particularly in English Language Arts and Math. This gap highlights the need to improve instructional delivery, ensure consistent implementation of accommodations, and strengthen progress monitoring systems for SWD students. Teacher feedback and IEP compliance data also indicate that consistent differentiation and targeted support remain areas for growth.

Addressing this need is essential to closing achievement gaps, ensuring equitable access to rigorous instruction, and meeting state and federal accountability expectations for this subgroup.

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 SWD displaying proficiency on FAST assessments in ELA and B.E.S.T assessments in Math, as well as the Biology and U.S. History EOC will increase by a minimum of 10%.

Monitoring

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

To support a minimum 10% increase in the number of Students with Disabilities (SWD) achieving proficiency across all core content areas, the school will implement a structured system of data monitoring, instructional oversight, and targeted intervention tracking. This system will ensure instruction is aligned to grade-level standards and IEP goals while providing ongoing feedback to guide instructional decisions and support student growth.

Monitoring will include frequent progress checks using biweekly or monthly formative assessments and progress monitoring tools in ELA, math, science, and social studies. Teachers and ESE staff will use these results to identify student needs, adjust instruction, and determine appropriate tiered supports.

Assessment data, including benchmark tests, progress monitoring results, and classroom-based assessments, will be disaggregated for the SWD subgroup and reviewed during PLC meetings and schoolwide data chats. This will allow staff to identify trends, monitor achievement gaps, and plan targeted interventions.

Case managers and instructional staff will also review progress toward IEP goals quarterly to ensure students are making appropriate progress and that accommodations and modifications are being implemented consistently. In addition, administrators and instructional coaches will conduct

classroom walkthroughs and lesson plan reviews focused on differentiation, accommodations, specially designed instruction, and evidence-based strategies for SWD students.

Person responsible for monitoring outcome
Lisa Sinatra

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 school will implement targeted small-group instruction using a Multi-Tiered System of Supports (MTSS) model across all core content areas for Students with Disabilities (SWD). This intervention will include structured Tier 2 and Tier 3 supports focused on foundational skills, reading comprehension, math fluency, and content-specific vocabulary. Instruction will be explicit, systematic, and scaffolded, and will be delivered by ESE teachers or trained general education teachers during dedicated intervention blocks. Teachers will also consistently implement accommodations and differentiation strategies aligned to students' IEPs, such as extended time, reduced answer choices, graphic organizers, chunked assignments, and other supports designed to increase access to grade-level content.

Rationale:
Research shows that Students with Disabilities benefit from explicit, targeted, small-group instruction that addresses their individual skill deficits and is implemented with fidelity. The MTSS framework allows educators to provide early, consistent, and data-driven support based on student need. Prior assessment data indicate that SWD students underperformed across all core content areas, highlighting the need for direct instruction, repeated practice, appropriate accommodations, and scaffolded supports to promote access to and mastery of grade-level standards. Implementing this structured support system is essential for closing achievement gaps and ensuring that students with disabilities have equitable opportunities for academic success.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Implement Targeted Small-Group Instruction

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide targeted Tier 2 and Tier 3 small-group instruction for Students with Disabilities in

ELA, math, science, and social studies. Instruction will focus on foundational skills, reading comprehension, math fluency, content-specific vocabulary, and standards-based gaps identified through data.
Impact will be monitored through formative assessment data, progress monitoring results, small-group intervention logs, benchmark performance, and student growth toward targeted skills and standards.

Action Step #2
Strengthen IEP-Aligned Accommodations and Differentiation

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and ESE teachers will consistently implement accommodations, modifications, and differentiated instructional strategies aligned to students' IEPs. This may include extended time, chunked assignments, graphic organizers, reduced answer choices, guided notes, and scaffolded instruction to increase access to grade-level content.
Impact will be monitored through classroom walkthroughs, lesson plan reviews, IEP progress reports, accommodation implementation checks, student work samples, and teacher feedback during PLCs or data chats.

Action Step #3
Use Data Chats to Plan and Adjust Interventions

Person Monitoring:
Lisa Sinatra

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers, ESE staff, case managers, and administrators will regularly review SWD subgroup data to identify trends, monitor student progress, and adjust interventions based on student need. Data will be reviewed by content area, benchmark, IEP goal progress, and individual student performance.
Impact will be monitored through PLC notes, data chat documentation, benchmark tracker data, IEP goal progress, intervention plan updates, and comparison of SWD performance across district and state assessments.

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.

The area of focus is the continued implementation and strengthening of Positive Behavioral Interventions and Supports (PBIS) to promote a safe, respectful, and inclusive school environment

while elevating the overall student experience and supporting academic achievement. PBIS is a proactive, schoolwide framework that establishes and teaches clear behavioral expectations while reinforcing positive behavior through recognition and consistent consequences. Effective implementation improves student behavior, reduces disciplinary incidents, and increases instructional time. By providing students with clear expectations, meaningful support, and consistent feedback, PBIS fosters positive behaviors, minimizes disruptions, and creates an engaging learning environment where students feel connected, valued, and empowered to succeed. This enhanced student experience supports stronger academic outcomes and positive student-teacher relationships.

Rationale:

During the 2024–2025 school year, the school recorded 638 referrals among 1,527 students (41%). In 2025–2026, referrals decreased to 413 among 1,428 students (28%), representing a 13-percentage-point reduction and exceeding the school's goal of reducing referrals by 10%. This significant improvement demonstrates the positive impact of the school's PBIS efforts and highlights the effectiveness of establishing clear behavioral expectations, providing consistent feedback, and recognizing positive student behavior. To build on this success, the school will continue strengthening PBIS to further elevate the student experience by fostering a safe, supportive, and engaging learning environment. By reducing behavioral disruptions, increasing time on task, and promoting positive school culture, PBIS contributes to stronger academic performance, improved student well-being, and greater overall student success.

Measurable Outcome

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

Reduce the percentage of students receiving behavioral referrals from 28% (413 referrals among 1,428 students in 2025–2026) to 20% or less by the end of the 2026–2027 school year.

Monitoring

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

To support our goal of maintaining office disciplinary referrals at 20% or less, the school will implement consistent monitoring systems focused on behavior data collection, analysis, and responsive intervention. Emphasis will be placed on ensuring fidelity to the PBIS framework, reinforcing positive student behaviors, and providing timely supports for students demonstrating recurring behavioral concerns.

Monitoring Strategies Include:

- Behavior Data Review and Communication: Utilize the MTSS dashboard and discipline data

analytics to monitor trends, identify areas of concern, and share findings with faculty and staff to inform decision-making and intervention planning.

- Monthly PBIS Committee Meetings: The PBIS Committee will meet monthly to analyze discipline data, identify patterns and trends, and determine whether specific students, staff members, grade levels, or school locations require additional supports or targeted interventions.
- Classroom Walkthroughs and Fidelity Checks: Administrators and PBIS Committee members will conduct regular walkthroughs to ensure schoolwide expectations are clearly posted, explicitly taught, and consistently reinforced across all learning environments. Fidelity checks will be used to monitor implementation and provide feedback for continuous improvement.
- Student Recognition and Feedback Systems: Monitoring will include tracking the implementation of the positive behavior reward system, Wally's Wages, through FOCUS, as well as student participation in the PBIS Store redemption process. Student and staff feedback will be collected regularly to evaluate the effectiveness of recognition practices and make adjustments to sustain student motivation and engagement.

Person responsible for monitoring outcome
Amanda Madej

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 school will strengthen implementation of its Positive Behavioral Interventions and Supports (PBIS) framework to promote a consistent, proactive, and data-driven approach to student behavior. Through explicitly teaching behavioral expectations, reinforcing positive behavior through systems such as Wally's Wages, and providing tiered interventions when needed, PBIS supports a positive school climate and improved student outcomes.

Rationale:
As an evidence-based framework, PBIS helps reduce office discipline referrals, maximize instructional time, and increase student engagement by focusing on prevention, recognition, and early intervention. This approach supports the school's goal of maintaining office disciplinary referrals at 20% or less while fostering a safe, respectful, and supportive learning environment.

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
Strengthen Behavior Expectations and Recognition System

Person Monitoring:
Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will strengthen implementation of the PBIS framework by consistently teaching and reinforcing SOAR expectations across all school settings. Staff will utilize the Wally's Wages digital rewards system to recognize positive student behaviors and promote a culture of engagement, responsibility, and respect. Behavioral expectations will be reinforced through classroom lessons, schoolwide announcements, assemblies, visual displays, and regular reminders to students. Ongoing staff support and professional learning will focus on ensuring consistent use of the recognition system and alignment to PBIS practices.

Action Step #2
Increase Student and Teacher Input in PBIS Decision-Making

Person Monitoring:
Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will increase student and teacher voice in the ongoing development and refinement of the PBIS framework. Through the PBIS Committee, staff and student feedback will be used to evaluate behavior supports, incentives, recognition systems, and schoolwide PBIS activities. The school will expand opportunities for input through surveys, focus groups, and committee representation to ensure PBIS decisions remain responsive to the needs and interests of the school community. This collaborative approach will strengthen stakeholder buy-in and support continuous improvement of PBIS practices.

Action Step #3
Conduct Disaggregated Discipline Data Reviews

Person Monitoring:
Amanda Madej

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will conduct quarterly reviews of discipline referral data disaggregated by student subgroup, with a particular focus on Black students and students with disabilities (ESE). The PBIS Committee will analyze referral patterns, identify areas of disproportionality, and use the findings to develop targeted supports, refine interventions, and strengthen equitable implementation of PBIS practices. This process will ensure that behavior supports are responsive to the needs of all students and promote positive outcomes across all subgroups.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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