

Volusia County Schools

UNIVERSITY 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

At University High School WE BELIEVE in the promise of every student. We are committed to preparing students for success in a rapidly changing world. Together we are a vibrant, close-knit learning community of diverse backgrounds, talents, and perspectives.

Provide the school's vision statement

In concurrence with Volusia County Schools, "Create life-long learners prepared for an ever-changing global society."

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

Amanda Wiles

anwiles@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal oversees all roles, responsibilities, and daily operations of the school.

Leadership Team Member #2

Employee's Name

Erin Boone

eaboone@volusia.k12.fl.us

Position Title

Curriculum Assistant Principal

Job Duties and Responsibilities

Mrs. Boone oversees teacher curriculum needs, leads campus-wide professional learning communities, monitors school-wide data, manages Cambridge and Advanced Placement programs, state testing, new teachers, interns, school improvement, professional development, the 11th & 12th grade cohorts, and the ELA department.

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

Chester Boles

cboles@volusia.k12.fl.us

Position Title

Data Assistant Principal

Job Duties and Responsibilities

Mr. Boles oversees the master schedule, school counseling team, graduation, and the CTE department.

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

William Smith

wtsmith1@volusia.k12.fl.us

Position Title

Discipline Assistant Principal

Job Duties and Responsibilities

Mr. Smith oversees discipline, athletics, activities, and safety and security.

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

Albert Chandler

abchandl@volusia.k12.fl.us

Position Title

ESE Assistant Principal

Job Duties and Responsibilities

Mr. Chandler oversees all ESE student needs, IEPs, compliance, and all ESE programs campus wide.

Leadership Team Member #6

Employee's Name

Pamela Robinson

pnrobins@volusia.k12.fl.us

Position Title

Discipline Assistant Principal

Job Duties and Responsibilities

Ms. Robinson oversees discipline, transportation, electives, and the reading department.

2. Stakeholder Involvement

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

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

The administrative team will provide weekly updates during administrative meetings and professional learning communities (PLC). Administrative team will provide monthly updates at faculty meetings and school leadership team meetings. The school will use the Volusia Progress Monitoring process to monitor the effectiveness of our action steps for each Area of Focus and adjust as needed based off student data. The student government association (SGA) and the parents, students, business partners, and community members who are on the school advisory committee (SAC) will also be provided monthly updates and will be allowed to provide input.

3. SIP Monitoring

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

ESEA Section 1114(b)(3)).

The principal and/or curriculum assistant principal will provide an update of school data from the previous year at the first school advisory council (SAC) meeting and allow all stakeholders to provide input in our school improvement plan (SIP). The principal and/or curriculum assistant principal will provide updates throughout the school year during each SAC meeting. The principal and/or curriculum assistant principal will update faculty and staff on school data and the SIP throughout the school year.

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	70.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: B 2022-23: C 2021-22: C

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	621	647	653	619	2,540
Absent 10% or more school days	143	147	154	190	634
One or more suspensions	0	88	80	49	217
Course failure in English Language Arts (ELA)	0	89	37	37	163
Course failure in Math	0	121	67	85	273
Level 1 on statewide ELA assessment	119	142	116	104	481
Level 1 on statewide Algebra assessment	86	83	89	109	367

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	49	166	122	130	467

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	124	182	176	162	644

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	0	0	0	0
Students retained two or more times	0	0	0	0	0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	56	59	62	54	54	59	52	51	55
Grade 3 ELA Achievement									
ELA Learning Gains	57	59	59	59	57	58	61	56	57
ELA Lowest 25th Percentile	54	58	55	61	57	56	65	55	55
Math Achievement*	45	53	52	46	53	49	41	45	45
Math Learning Gains	47	47	45	48	48	47	53	51	47
Math Lowest 25th Percentile	43	44	44	53	46	49	54	53	49
Science Achievement	84	82	74	74	79	72	76	73	68
Social Studies Achievement*	81	78	76	84	76	75	74	69	71
Graduation Rate	99	96	94	96	95	92	93	93	90
Middle School Acceleration									
College and Career Acceleration	76	73	74	68	67	69	58	66	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	52		52	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						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						647
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						99%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	63%	62%	56%	52%	49%	

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	47%	No		
English Language Learners	55%	No		
Asian Students	71%	No		
Black/African American Students	61%	No		
Hispanic Students	62%	No		
Multiracial Students	73%	No		
White Students	67%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

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	56%	57%	54%	50%	47%	43%	84%	81%		99%	76%	
	Students With Disabilities	21%	40%	41%	31%	41%	46%	56%	59%		100%	39%	
	English Language Learners	33%	56%	51%	38%	40%	36%	68%	62%		100%	64%	
	Asian Students	79%	59%		45%	38%		100%			100%	79%	
	Black/African American Students	42%	62%	68%	38%	35%	39%	76%	70%		100%	79%	
	Hispanic Students	52%	59%	54%	46%	46%	39%	82%	78%		100%	67%	
	Multiracial Students	66%	58%		50%	57%		89%	84%		100%	78%	
	White Students	59%	55%	49%	58%	52%	48%	87%	86%		99%	80%	
	Economically Disadvantaged Students	48%	56%	55%	42%	41%	38%	80%	75%		99%	71%	

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 PROGRE
All Students	54%		59%	61%	49%	48%	53%	74%	84%		96%	68%	47%
Students With Disabilities	13%		44%	47%	18%	35%	43%	45%	67%		93%	35%	
English Language Learners	24%		48%	54%	31%	35%	41%	61%	69%		94%	56%	47%
Asian Students	83%		59%		73%			62%	86%		100%	87%	
Black/African American Students	37%		55%	63%	39%	40%	42%	58%	75%		93%	53%	
Hispanic Students	47%		60%	65%	42%	45%	49%	69%	82%		95%	66%	46%
Multiracial Students	65%		70%	60%	63%	61%		85%	94%		100%	65%	
White Students	62%		59%	58%	56%	52%	60%	81%	88%		97%	73%	
Economically Disadvantaged Students	44%		56%	62%	45%	47%	48%	67%	80%		93%	67%	52%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGR
All Students	52%		61%	65%	41%	53%	54%	76%	74%		93%	58%	50%
Students With Disabilities	19%		49%	55%	17%	40%	47%	59%	45%		92%	33%	25%
English Language Learners	26%		52%	52%	27%	46%	52%	55%	46%		86%	36%	50%
Asian Students	81%		74%		50%			100%	86%		93%	69%	
Black/African American Students	43%		63%	68%	30%	48%	40%	61%	56%		98%	56%	
Hispanic Students	45%		59%	64%	34%	49%	54%	66%	65%		89%	48%	53%
Multiracial Students	48%		61%		58%	48%		88%	71%		100%	50%	
White Students	58%		62%	63%	48%	58%	57%	83%	83%		94%	64%	
Economically Disadvantaged Students	43%		58%	62%	36%	51%	52%	71%	72%		89%	48%	52%

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	52%	56%	-4%	60%	-8%
ELA	10	58%	59%	-1%	61%	-3%
Biology	9	97%	97%	0%	87%	10%
Biology	10	74%	67%	7%	60%	14%
Biology	12	36%	18%	18%	34%	2%
Algebra	9	57%	50%	7%	41%	16%
Algebra	10	27%	33%	-6%	31%	-4%
Geometry	9	68%	70%	-2%	75%	-7%
Geometry	10	43%	46%	-3%	40%	3%
Geometry	11	27%	25%	2%	26%	1%
History	10	67%	84%	-17%	76%	-9%
History	11	80%	75%	5%	75%	5%
History	12	68%	49%	19%	56%	12%
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.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	30	* 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.				

III. Planning for Improvement

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

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

Most Improvement

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

The area with the most improvement was Biology achievement. Our academic coach worked with the Biology team to create study packets aligned with the Biolgy EOC. She also pulled small groups of kids who were struggling.

Lowest Performance

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

Our most concerning data is in ELA achievement for students with disabilities at on 21%. There needs to be more follow-through on an administrative level ensuring that support facilitators working effectively with these students in ELA classes.

Greatest Decline

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

Math lowest quartile learning gains showed the greatest decline of 13 percentage points. There, again, needs to be more follow-through on an administrative level ensuring that support facilitators are working effectively with our lowest quartile students in math classes.

Greatest Gap

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

The greatest gap when compared with the state according to the data is in 10th grade history. Our history scores were not as high as expected this year. We had a new teacher in the history department this year with the history chair moving to the testing coordinator position. This could have been a contributing factor.

EWS Areas of Concern

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

634 students with attendance below 90% is an area of concern. We need students to come to school in order to move their learning to the next level.

Highest Priorities

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

Our highest priority are the students with disabilities in both ELA and Math. We want to see more proficiency and learning gains. Next, we need to make sure our U.S. History teachers have the support they need to ensure proficiency reachings 90%, which we were on trend to accomplish last year. Finally, we will continue to work with the social worker to improve student attendance.

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 Professional Learning Communities

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.

After reviewing our state data from the 24-25 school year, we noticed there was still a need to fine tune our professional learning communities (PLC). During PLC time there will be an emphasis on using student data to plan remediation during small groups. There will continue to be a focus on how to incorporate specially designed instruction (SDI) during small group time by the support facilitator. By focusing on data drive small group instruction and specially designed instruction within our PLCs, our student achievement will increase in all areas.

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.

ELA proficiency from 56%-62%

Math proficiency from 46%-56%

Biology proficiency from 84%-89%

US History proficiency from 81%-90%

ELA SWD proficiency from 21%-30%

Math SWD proficiency from 31%-40%

ELA LQ LG from 54%-65%

Math LQ LG from 43%-58%

Monitoring

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

CREED Day for all administrators and administrative deans. CREED Day is a dedicated time twice a month for administrators to engage in purposeful classroom observations. The goal is to support instructional excellence through:

- Classroom visits that highlight real-time teaching and learning.
- Reflection on instructional strategies and student engagement.
- Engagement with educators to foster a culture of collaboration.
- Educator growth through constructive feedback and shared insights.
- Development of best practices that elevate student outcomes.

PLC will utilize student data to plan for small group instruction. PLC minutes logged and monitored.

Walkthrough data (look-fors - specifically data led small groups and SDI).

Differentiated faculty meetings will be scheduled monthly for department chairs to hold data chats with teachers.

SLT meetings will be scheduled monthly to review progress of SIP goals and create differentiated faculty meeting agendas.

Person responsible for monitoring outcome

Erin Boone AP 9/10 ELA; Chester Boles AP US History; Amanda Wiles Principal Math; Pamela Robinson AP Biology

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:

Structured Data Analysis during PLCs. Data-Driven flexible small groups. Collaborative planning between General Education teachers and Support Facilitators.

Rationale:

After reviewing state assessment data from the 2024-2025 school year, the school identified a need to strengthen the effectiveness of Professional Learning Communities (PLCs) by increasing the use of structured data analysis to inform instruction and intervention. Through PLC collaboration, teachers will examine student performance data to identify learning gaps, develop targeted remediation plans, and create flexible small groups based on current student needs. Additionally, general education teachers and support facilitators will work collaboratively to plan and implement specially designed instruction (SDI), ensuring that students with disabilities receive appropriate accommodations, supports, and instructional strategies aligned to their individual needs and IEP goals. By utilizing data-driven decision-making, providing targeted small-group instruction, and strengthening collaboration around SDI implementation, teachers will be better equipped to meet the diverse needs of all learners, resulting in increased student engagement, academic growth, and achievement across all 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

1. Pre-Planning 25-26 State assessment data review & SIP Overview. 2. At weekly admin. meetings review CREED DAY and the expectations with administrative follow-through. 3. Weekly PLC Meetings. 4. Monthly SLT will meet to create agendas for faculty meetings using template. 5. Conduct monthly differentiated faculty meetings.

Person Monitoring:

Administration

By When/Frequency:

By the first day of school/Weekly and Monthly

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

Principal Wiles will present the data review and SIP overview. Administrators will complete walk-throughs of their VSET during their Creed Day. Monitoring will happen in PLCs, SLT meetings, faculty meetings, and by VSET administrators in admin. meetings.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

After analyzing our attendance data for the 2025-2026 school year, we found that 28% of our students were identified as chronically absent. Attendance is a key factor in student academic success, and by prioritizing efforts to reduce chronic absenteeism, we can positively impact student achievement across all areas.

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.

Our 26-27 measurable outcome is to reduce our chronic absenteeism from 28% to 20%

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.

- Attendance reports monitored weekly.
- Send out 5-, 10-, and 15-day attendance letters/calls weekly.
- Parent contact will be made for students who have attendance below 90%.
- MTSS process will be utilized.
- PBIS will be implemented to help incentivize student attendance.
- Monthly attendance meetings with counselors and social worker.
- Monthly cohort meetings to discuss attendance
- Monitor sports and clubs for attendance.

Person responsible for monitoring outcome

Trae Weiss, the MTSS chair, and J. Delgado, social worker, will monitor outcome and report findings to 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:

Implement a multi-tiered attendance monitoring and intervention system that utilizes early warning indicators, weekly attendance data reviews, family engagement, and targeted student supports to identify and address barriers to attendance. Attendance teams will review attendance data weekly, identify students at risk for chronic absenteeism, and implement interventions such as parent communication, attendance conferences, mentoring, counseling referrals, and attendance contracts. The school will also recognize and celebrate positive attendance habits to promote a culture of attendance and engagement.

Rationale:

After analyzing attendance data from the 2025-2026 school year, the school identified that 28% of students were chronically absent. Research consistently demonstrates that chronic absenteeism negatively impacts academic achievement, course performance, graduation rates, and overall student success. By implementing a systematic approach to attendance monitoring and intervention, the school can identify attendance concerns early, address barriers that prevent students from attending school regularly, and strengthen partnerships with families. Providing timely, targeted supports and recognizing positive attendance behaviors will increase student engagement, improve attendance rates, and create greater opportunities for academic success across all student groups.

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

1. We Titan Up first week PowerPoint. 2. Grade Level Assemblies. 3. Monitor attendance reports. 4. Communication to Parents. 5. PBIS utilized to help incentivize student attendance. 6. Meet with athletics and clubs to review attendance policy.

Person Monitoring:

Trae Weiss, MTSS Chair

By When/Frequency:

Weekly

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

1. We Titan Up first week PowerPoint will explain the attendance policy/expectations.
2. Grade Level Assemblies to explain to students the importance of being in class.
3. The MTSS Chair and social worker will monitor attendance reports.
4. The attendance clerk, MTSS chair, and social worker will communicate to Parents the attendance policy/expectations and to those who are not in compliance.
5. PBIS utilized to help incentivize student attendance through positive rewards for those in school 90%+.
6. The VSET administrator over athletics and Principal Wiles will meet with athletics and clubs to review attendance policy.

The school will monitor this through weekly attendance reports.

Area of Focus #2

Teacher Attendance

Area of Focus Description and Rationale

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

Based on our teacher climate survey and teacher attendance data from the 2025-2026 school year, we noticed trust is present among teachers and staff, though it may not be overwhelmingly strong or widespread. The consistent appearance of these positive descriptors indicates a foundation of trust, particularly in peer interactions. However, the relatively low frequency and the high amount of teacher absences may also point to opportunities for strengthening trust further—especially through intentional relationship-building and transparent communication.

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.

After reviewing teacher attendance data for the 2025-2026 school year, we identified that 17 teachers had attendance rates below 90%. For the 2025–2026 school year, our measurable goal is to reduce that number to 14, reflecting a stronger commitment to staff trust, wellness and consistency.

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.

- Monthly School Leadership Team (SLT) meetings: Once a month to share teacher feedback.
- Differentiated Faculty Meetings once a month to create strategic groups of teachers using the Creed and passports.
- Bi-weekly Principal Newsletter – both in print and electronic.
- Weekly Admin meetings to review teacher attendance.

Person responsible for monitoring outcome

Administrators will monitor their VSET teachers' absences and morale.

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:

One evidence-based intervention includes differentiated faculty meetings, which is another phrase to describe small groups for teachers. A second evidence-based intervention are the monthly staff socials.

Rationale:

The differentiated faculty meetings and monthly staff socials will provide an opportunity for teachers to get to know each other and build relationships. It will also allow teachers a safe place to share their thoughts and/or suggestions with their department chair(s) and coworkers.

Tier of Evidence-based Intervention:**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

1. School Leadership Team Meeting 2. Differentiated Faculty Meetings 3. Principal Newsletter 4. Admin Meetings 5. Monthly Faculty Socials

Person Monitoring:

Administration Team

By When/Frequency:

Weekly in Admin. Meetings

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

School Leadership Team Meetings will monitor the morale of their departments and report back any ongoing issues among teachers. The Department chairs will also check in with teachers who have a high amount of absences.

We will continue our move to Differentiated Faculty Meetings to create small group environments for teachers and departments.

Principal Newsletter will continue to be published twice a month and will also be printed for those who do not read via email.

Admin Meetings will take place weekly to check in on the progress of the SIP and teacher attendance.

Monthly Faculty Socials will take place to create a fun environment of fellowship.

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