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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Paul J. Hagerty High School's mission is to provide a nurturing learning environment where students can obtain the skills useful to become productive, creative, and caring members of a diverse society. While valuing differences the curriculum provides students with opportunities and challenges to grow intellectually, physically and socially. Through a variety of learning experiences, students are taught to recognize the value of education as a continuous process and to realize their responsibilities to each other and to the larger community.

Provide the school's vision statement

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

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

Christy Tibbitts-Bryce

Christy_Bryce@scps.k12.fl.us

Position Title

Assistant Principal, Principal's Designee

Job Duties and Responsibilities

Supervision of Social Studies and CTE departments, 5 Essentials/Snapshot Survey Coordinator, Athletics Administrator, Awards Night Coordinator, CAPE Academy Coordinator, ePathways Liaison, Graduation Coordinator, School Calendars Coordinator, Industry Certification Testing, School Advisory Council Liaison, School Improvement Plan, Social Media Coordinator, Student Activities,

Student Orientations, Summer School Principal, Summer Graduation, Threat Management Vice-Chair, Transportation Contact, Principal's Designee

Leadership Team Member #2

Employee's Name

Erin Mandell

Erin_Mandell@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of ESE Department, 504 Contact, Accreditation Coordinator, Curriculum Night Coordinator, Dividends Coordinator, Guest Speakers/Teach-In, Intern Oversight, Open House Coordinator, Paraprofessional Supervisor, Student Mental Health Curriculum Coordinator, Substitute Teacher Coordinator.

Leadership Team Member #3

Employee's Name

Reginald Miller

Millerra@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of Science and Fine and Performing Arts Departments, Business Partners Liaison, Department Chair Liaison, Faculty/Staff Handbook, MTSS Coordinator, Restorative Practices Coordinator, Student Attendance Oversight, Student Diversity Coordinator.

Leadership Team Member #4

Employee's Name

Angel Rocha

Mary_Rocha@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of ELA, Reading, ELL, Student Services, and Virtual Departments, Cambridge Contact,

Cambridge Testing Coordinator, Curriculum Guide Creator, Dual Enrollment Coordinator, FLVS/SCVS Administrative Contact, FTE/Data Processing, Grade reporting/Skyward, Literacy Coach oversight, master schedule development, PSAT/SAT boot camp coordinator, schoolwide literacy plan development/oversight, SCPS Instructional Model Coordinator.

Leadership Team Member #5

Employee's Name

Colleen Windt

Colleen_Windt@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of Math, PE, Plato, and World Language Departments, Advanced Opportunities oversight, Advanced Placement Coordinator, At-risk Coordinator, Certification oversight, Clerical Staff Supervisor, Clinic Supervisor, Professional Development oversight, PTSA liaison, school website maintenance, Secretaries week Coordinator, Summer Expedition Coordinator.

Leadership Team Member #6

Employee's Name

Jason Maitland

Jason_Maitland@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline, Academic Integrity, ADA Contact, Alternate Placement Transition Coordinator, Bullying Contact, Custodian Supervisor, Detention/Saturday School Coordinator, Emergency Management planning, Facilities Coordinator, Facility rentals/Facilitron, In-School suspension Supervisor, Sonitrol Liaison, Student/Staff parking, Threat Management Team Chair, Title IX Coordinator

Leadership Team Member #7

Employee's Name

Rebecca Rutkowski

Rutkowrz@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing Coordinator, 5 Essentials/Snapshot Survey Coordinator, Student Discipline Backup, Bell Schedules/Calendars, Food Service Liaison, Instructional Materials/Textbooks, Instructional Technology Inventory, Libib School Manager, Lockers, Media Center Supervisor, Minga, Operation Graduation, Positive Behavior Support Coordinator, Staff/Teacher Appreciation, Student/Staff Recognition, Teacher of the Year/Employee of the Year Recognition Coordination, Technology.

Leadership Team Member #8

Employee's Name

Michelle Cortes

Michelle_Cortes@scps.k12.fl.us

Position Title

Lead School Counselor

Job Duties and Responsibilities

8th Grade Articulation/Registration, 8th Grade Parent Night Coordinator, Crisis/Grief Counseling, Dual Enrollment Contact, MTSS-Student Services, National Merit Scholar Recognition, New Student Processing, Parent/Teacher Conferences, Student Orientations, Student Registration

Leadership Team Member #9

Employee's Name

Jay Getty

Jay_Getty@scps.k12.fl.us

Position Title

Athletic Director

Job Duties and Responsibilities

After school event duty roster, Athletic Booster Club Liaison, Business Partners, Cheerleading oversight, Field Trips, Fundraising Coordinator, Social Media – Athletics, Student Assistants Supervision, Marquee maintenance

Leadership Team Member #10

Employee's Name

Robert Frasca, Jr.

Robert_Frasca@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Monitors and oversees progress towards school-wide goals, supervision/evaluation of Assistant Principals, Confidential Secretary, Bookkeepers, and FTE Clerk.

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.

We will bring the SIP to PTSA and SAC within the first couple of meetings and review it with them, allowing for feedback and amendments. We will also be taking feedback from the 5Essentials and Snapshot Surveys; as well as all of the feedback from our SAC and PTSA meetings throughout the year.

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 Leadership team will review the SIP plan monthly to ensure that targets are being met. The Principal will review data with SAC monthly to gather feedback throughout the year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	21.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	608	578	585	602	2,373
Absent 10% or more school days	69	63	70	69	271
One or more suspensions	21	19	13	6	59
Course failure in English Language Arts (ELA)	33	40	34	32	139
Course failure in Math	63	57	93	48	261
Level 1 on statewide ELA assessment	35	0	0	0	35
Level 1 on statewide Algebra assessment	20	0	0	0	20

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	55	42	45	29	171

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					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 (2024-25) As Last Reported (pre-populated)

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

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

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	65	59	71	62	55	67	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	66	63	58	63	63	57			
ELA Lowest 25th Percentile	66	62	56	60	61	55			
Math Achievement*	61	49	49	63	44	45	61	39	38
Math Learning Gains	59	53	47	66	50	47			
Math Lowest 25th Percentile	44	55	49	61	54	49			
Science Achievement	84	73	72	81	72	68	81	69	64
Social Studies Achievement*	91	79	75	88	74	71	84	70	66
Graduation Rate	98	92	92	98	92	90	97	94	89
Middle School Acceleration									
College and Career Acceleration	69	62	69	70	61	67	70	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	84	65	52	86	64	49	58	59	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	798
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
73%	73%	78%	71%	66%		70%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	72%	No		
Asian Students	90%	No		
Black/African American Students	64%	No		
Hispanic Students	69%	No		
Multiracial Students	71%	No		
White Students	72%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%		66%	66%	61%	59%	44%	84%	91%		98%	69%	84%
Students With Disabilities	35%		50%	41%	27%	46%	45%	50%	60%		95%	20%	
English Language Learners	62%		78%	87%	52%	69%		58%	94%		90%	44%	84%
Asian Students	98%		80%		90%	71%		97%	100%		98%	86%	
Black/African American Students	67%		58%	67%	46%	52%	45%	77%	77%		96%	56%	
Hispanic Students	73%		64%	62%	52%	55%	45%	76%	86%		97%	65%	83%
Multiracial Students	76%		63%	50%	48%	52%		96%	87%		95%	68%	
White Students	75%		66%	67%	65%	62%	42%	85%	93%		99%	70%	
Economically Disadvantaged Students	62%		64%	62%	48%	55%	47%	76%	83%		96%	49%	84%

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	71%		63%	60%	63%	66%	61%	81%	88%		98%	70%	86%
Students With Disabilities	34%		53%	51%	34%	61%	62%	54%	60%		97%	19%	
English Language Learners	31%		48%	57%	44%	63%	69%	57%	56%		80%	88%	86%
Asian Students	96%		85%		89%	88%		95%	95%		100%	88%	
Black/African American Students	62%		69%	74%	35%	52%	60%	68%	89%		100%	50%	
Hispanic Students	66%		59%	54%	59%	64%	56%	78%	87%		94%	61%	76%
Multiracial Students	60%		56%	38%	60%	71%	70%	71%	83%		100%	65%	
White Students	72%		62%	60%	67%	67%	62%	83%	88%		99%	74%	
Economically Disadvantaged Students	58%		56%	52%	51%	58%	59%	69%	82%		94%	56%	79%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%				61%			81%	84%		97%	70%	58%
Students With Disabilities	35%				28%			46%	48%		94%	15%	
English Language Learners	38%				30%			71%	45%		80%	58%	86%
Asian Students	83%				94%			93%	90%		94%	85%	
Black/African American Students	54%				37%			62%	64%		94%	39%	
Hispanic Students	64%				57%			80%	80%		97%	67%	80%
Multiracial Students	69%				59%			89%	76%		95%	70%	
White Students	67%				64%			83%	87%		97%	72%	
Economically Disadvantaged Students	53%				49%			74%	70%		95%	56%	100%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	74%	65%	9%	58%	16%
ELA	9	75%	63%	12%	56%	19%
Biology		83%	71%	12%	71%	12%
Algebra		33%	61%	-28%	54%	-21%
Geometry		70%	60%	10%	54%	16%
History		91%	76%	15%	71%	20%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		7%	18%	-11%	16%	-9%
Geometry		91%	25%	66%	23%	68%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	19%	-2%	18%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Last Year, Hagerty High School saw an increase in proficiency in ELA Achievement, Learning Gains, and Lowest Quartile Learning Gains. We attribute this success to our content area reading initiative. With this initiative, we eliminated the majority of our intensive reading classes and pushed our reading teachers into Biology and World History classes to co-teach and support our students with reading deficiencies. As a result, 71.2% of the students in CAR Biology made a learning gain and 63.8% of the students in CAR World History made a learning gain.

Lowest Performance

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

Last year, Hagerty High School saw a significant drop in performance in Math Learning Gains and Lowest Quartile Learning Gains. Upon reflection, we believe that our teachers in Algebra 1 did not effectively teach to the appropriate complexity levels of the standards throughout the year. We also had a significant amount of teacher change on our Geometry team throughout the school year.

Greatest Decline

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

The area of greatest decline was Math Lowest Quartile Learning Gains. We had a 16-point decline in this particular category. We did not closely monitor this group of students last school year and will be creating an action plan to include the monitoring of data for these students throughout the school year and providing interventions to meet their individual needs based on the results of the data.

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.

We saw a decline in performance for our students with disabilities in 8 out of 10 accountability areas. The two areas that did not see a decline were US History and ELA Achievement. We stayed at the

same percentage in those areas. Three of the categories that showed a decline in student performance for our students with disabilities saw an overall increase in performance for Hagerty. This results in a larger achievement gap. We attribute these results to a lack of differentiation in the classroom for students with disabilities. We also believe that we need to strengthen student support through our support facilitation co-teach model.

EWS Areas of Concern

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

NA

Highest Priorities

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

1. Increase performance across all accountability areas for students with disabilities.
2. Increase performance in Algebra 1 and Geometry in proficiency, learning gains, and learning gains of the lowest quartile to a higher percentage than they were in 2023-2024.
3. 100% college and career acceleration rate for the Class of 2026

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 Benchmark-aligned instruction, ELA, 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.

Increasing learning gains in 9th and 10th grade ELA students with specific focus on SWD students.

Instructional Priority #1 - Benchmark Aligned Instruction

Instructional Priority #2 - Student Engagement

System Initiative B: High Standards and Student Achievement

Performance objective #2, KPI #7

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.

Increase 9th and 10th grade ELA learning gains from 66% to 71% with an added focus on the lower quartile from 66% to 71%. Additionally, increase learning gains for SWD students from 47% to 60%, and an overall proficiency from 33% to 60%.

Monitoring

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

Student data will be monitored through the state FAST progress monitoring (PM1, PM2, and PM3), as well as formative assessments administered throughout the year. Quarterly data chats with the teacher and Support Facilitator will focus on SWD and LQ students. Performance, attendance, behavior, communication, and resources will be discussed. Additionally, the use of Achieve 3000 will assist in monitoring progress of the school's lowest 30%.

Person responsible for monitoring outcome

Angel Rocha, Erin Mandell, Sarah Bearss, Rob Frasca

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:

Content area reading, Achieve 3000

Rationale:

A variety of interventions are available to schools to allow to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

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

Data monitoring and adaptation of instructional practices for the lowest 30%.

Person Monitoring:

Angel Rocha, Erin Mandell

By When/Frequency:

Ongoing

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

* Provide and review pertinent student data with PLC. * Identify benchmark deficits and determine strategic instructional practice. * PLC's will select, administer, and review formative assessment data. Subsequently, teachers will facilitate formative feedback loops for remediation.

Action Step #2

PLCs will utilize differentiated instruction to increase student engagement.

Person Monitoring:

Rob Frasca, Angel Rocha

By When/Frequency:

Ongoing

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

Administrative Team will utilize the instructional priorities walkthrough tool to collect data and monitor progress on instructional goals.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Math, 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.

Hagerty's area of focus in math will be in Algebra I specifically with our students with disabilities. This year we saw an overall drop in Math achievement of 3% with a 7% difference - 10% overall decrease with our students with disabilities.

Instructional Priority #1 - Benchmark Aligned Instruction

Instructional Priority #2 - Monitoring for Learning

System Initiative B: High Standards and Student Achievement

Performance objective #2, KPI #7

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.

Increase proficiency scores in Algebra 1 from 37% to 60% with a specific focus on students with disabilities for the 25-26 school year.

Monitoring

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

The desired outcome will be monitored on a monthly basis through PLC meetings and monthly data chats with the PLC lead. We will also increase walk through and classroom observations to provide feedback as well as monitor the standards being taught through the instructional plan. In addition, we plan to pull and disaggregate data at the end of each nine weeks to drill down on specific standards where our students are performing below standards. We will work on implementing new strategies by utilizing the co-teach model with our support facilitated classes as well as blended learning and station rotation for all classes.

Person responsible for monitoring outcome

Colleen Windt, Math Assistant Principal and Erin Mandell, ESE Assistant Principal

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:

Edinsight assessments (to analyze the data and pull standards) , Delta Math, Dream box, Math Nation, and study.com

Rationale:

• Increase technology use to support/enhance classroom lessons and instructional plans•
 Implementation and monitoring of the co-teach model in Algebra I support facilitated classrooms We will use these platforms to Identify skill gaps with our SWD students early and measure growth after intervention periods Quarterly item analysis of benchmark data with teachers and support facilitators to analyze assessment results will be used to help us to pinpoint specific standards, and differentiate instruction where students struggle An increase in observations and feedback by administrators and district personnel will provide feedback, guidance, and support for our teachers and students. We will also prioritize reteaching and continuous review of standards to those students that are not proficient after each assessment.

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

Algebra I will be implementing the co-teach model with all support facilitated classes

Person Monitoring:

Colleen Windt, Erin Mandell

By When/Frequency:

Ongoing

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

Strategically place ESE students into these classes and monitor their progress continuously utilizing the Support Facilitator in a co-teach model.

Action Step #2

Algebra I and Foundations PLC planning for implementing data driven station rotation model

Person Monitoring:

Colleen Windt, Erin Mandell

By When/Frequency:

Ongoing

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

Strategically place ESE students into these classes and monitor their progress continuously utilizing the Support Facilitator in a co-teach model monitoring the implementation and frequency of the station rotation model.

Action Step #3

Quarterly data review

Person Monitoring:

Colleen Windt, Erin Mandell

By When/Frequency:

Ongoing

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

Review progress monitor data as a PLC and make adjustments to planning and instruction as needed.

Action Step #4

Monitoring for Learning

Person Monitoring:
Rob Frasca, Colleen Windt

By When/Frequency:
Ongoing

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

PLCs will monitor for learning through formative and summative assessments throughout the year with a targeted focus on students with disabilities. PLCs will differentiate instruction based on data collected for all students. Administrative Team will utilize the instructional priorities walkthrough tool to collect data and monitor progress on instructional goals.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Professional Learning Communities, 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.

Instructional Priority #1 - Benchmark Aligned Instruction
 Instructional Priority #2 - Student Engagement
 System Initiative B: High Standards and Student Achievement
 Performance objective #2, KPI #7

By integrating literacy strategies into World History instruction, students are better equipped to demonstrate learning gains and succeed academically.

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.

Increase the percentage of students in the CAR World History classes achieving a learning gain on FAST from 63.8% to 75%.

Monitoring

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

1. Progress Monitoring (ELA)

2. Common Formative Assessments(World History)

3. Student Work Samples

4. Reading Level Progress (Achieve)

5. Instructional Walkthroughs

6. Data Chats

7. End-of-Year Data Review

Person responsible for monitoring outcome

Christy Bryce, Angel Rocha

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:

Together, Achieve3000 and FAST provide a dual-lens approach to monitoring student progress—one focused on individualized literacy growth and the other on state-aligned proficiency benchmarks. This data-driven system ensures that instructional decisions are responsive to student needs and aligned with the overall goal of improving learning gains in World History CAR classes.

Rationale:

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

Continue the CAR literacy program in World History classes.

Person Monitoring:

Christy Bryce, Angel Rocha, Sarah Jarem

By When/Frequency:

Ongoing

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

The literacy program will be embedded directly into World History instruction through a co-teaching model that includes reading teachers pushing into CAR classrooms. These reading specialists will collaborate with World History teachers to co-plan and co-deliver lessons that incorporate research-

based literacy strategies, such as close reading, annotation, text-dependent questioning, and document-based writing tasks.

Action Step #2

PLCs will utilize differentiated instruction to increase student engagement.

Person Monitoring:
Rob Frasca, Christy Byce

By When/Frequency:
Ongoing

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

Administrative Team will utilize the instructional priorities walkthrough tool to collect data and monitor progress on instructional goals.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Professional Learning Communities, 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.

Instructional Priority #1 - Benchmark-Aligned Instruction

Instructional Priority #2 - Student Engagement

Strategic Plan Connection - System Initiative B: High Standards and Student Achievement, Performance Objective 2

The area of focus for the 2025-2026 Hagerty High School Improvement Plan is continued growth in *Biology End-of-Course (EOC)* proficiency, with targeted support for specific student subgroups. While Biology is not tied to a specific grade level statewide, Hagerty High School enrolls all 9th grade students in a Biology course to ensure early exposure to high school science content. Upon completion, students take the state-mandated Biology EOC, which serves as a key academic milestone.

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.

For 2025-2026, the goal is to raise overall Biology proficiency to 89% while specifically addressing the needs of SWD students through continued support in the CAR setting. Placement decisions for

Biology CAR or Biology Honors now rely on multiple data points, including 8th-grade science scores, to better tailor instruction to student readiness.

Monitoring

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

To ensure effective implementation and impact of the Biology area of focus, Hagerty High School will monitor progress through multiple layers of data review, instructional support, and engagement strategies. The monitoring process will center on benchmark-aligned instruction and student engagement, particularly within the Biology Content Area Reading (CAR) and Biology Honors classes.

Monitoring for Implementation

- Quarterly Benchmark Assessments: Students will complete district-aligned Biology benchmark assessments each quarter. Data will be disaggregated by class type (CAR vs. Honors) and by subgroup (e.g., Students with Disabilities) to track instructional effectiveness.
- PLC Collaboration and Data Chats: BiologyCAR teachers will meet biweekly in their Professional Learning Communities (PLCs) to analyze student data, share aligned instructional strategies, and adjust lesson plans to target areas of need.
- Administrative Walkthroughs: School-based leadership will conduct scheduled and unscheduled classroom walkthroughs using a focus tool aligned to the SIP goal. Walkthroughs will track evidence of standards-based instruction, academic vocabulary use, and scaffolding for SWD students.
- Co-Teach Model Fidelity Checks: For Biology CAR classes, administrators and support staff will monitor the co-teach model to ensure both teachers are actively engaged in planning and delivering differentiated instruction.

Person responsible for monitoring outcome

Reggie Miller

Evidence-based Intervention:

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

Description of Intervention #1:

The co-teach model involves a general education Biology teacher working collaboratively with an ESE support facilitator or reading specialist to deliver targeted instruction in the same classroom. This model provides real-time scaffolding and differentiated support for SWD and struggling readers. Instruction emphasizes vocabulary development, comprehension strategies, and hands-on inquiry aligned with Biology EOC standards. Evidence Base: Research supports co-teaching as an effective intervention for students with disabilities, particularly when both instructors share responsibility for instruction and planning (Friend, M., & Cook, L., Interactions: Collaboration Skills for School Professionals). This model increases access to grade-level content while meeting individualized needs.

Rationale:**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

Co-Teach Model in Biology Content Area Reading (CAR) Classes

Person Monitoring:

Reggie Miller

By When/Frequency:

Ongoing

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

The co-teach model involves a general education Biology teacher working collaboratively with an ESE support facilitator or reading specialist to deliver targeted instruction in the same classroom. This model provides real-time scaffolding and differentiated support for SWD and struggling readers. Instruction emphasizes vocabulary development, comprehension strategies, and hands-on inquiry aligned with Biology EOC standards.

Action Step #2

Use of Standards-Aligned Formative Assessment Cycles

Person Monitoring:

Reggie Miller

By When/Frequency:

Ongoing

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

step:

Biology teachers will implement a structured formative assessment cycle that includes standards-aligned exit tickets, quick checks, and weekly mini-assessments targeting EOC-tested benchmarks. This strategy provides timely feedback to both students and teachers, informing instruction and reteaching. Formative data will also be used to create small group interventions for students falling below proficiency.

Action Step #3

Instructional Priorities

Person Monitoring:

Rob Frasca, Reggie Miller

By When/Frequency:

Ongoing

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

Instructional Staff (Teachers, Admin, Support Facilitators) will be oriented to Instructional Priorities and the Walk-through Tool.

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.

All students in the Class of 2026 earning at least one of College and Career Acceleration metrics with an increased focus on SWD 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.

100% of the students of the students in the Class of 2026 cohort will earn at least one College and Career Acceleration metric.

Monitoring

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

School Counselors will review schedules of all students who have not met this requirement to ensure that they are enrolled in a class that will lead them towards fulfilling this requirement. This group of students will be reviewed at the start of the second semester to determine other supports that may be necessary to assist them.

Person responsible for monitoring outcome

Rob Frasca, Christy Bryce, Erin Mandell, Angel Rocha, Michelle Cortes

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:

Graduation and acceleration data

Rationale:

System Initiative B: High Standards and Student Achievement KPI #4b

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

Life and Career Planning Dual Enrollment course

Person Monitoring:

Angel Rocha, Michelle Cortes

By When/Frequency:

Ongoing

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

The Life and Career Planning Dual Enrollment course has been added to the curriculum guide for students to take as an on-campus dual enrollment course. This course offers an opportunity to an expanded selection of students to obtain their acceleration metric.

Action Step #2

To expand opportunities for college and career acceleration, the school has introduced Environmental Science that includes the Ducks Unlimited Conservation and Land Management Certification. This course is designed to provide students with hands-on, real-world learning experiences in environmental stewardship, wildlife conservation, and sustainable land use practices.

Person Monitoring:

Reggie Miller, Michelle Cortes

By When/Frequency:

Ongoing

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

The course was added in response to student interest in environmental careers and a review of acceleration data, which indicated a need to diversify offerings beyond traditional AP and dual enrollment options. This program supports both academic and career-focused students, helping to increase the percentage of students meeting acceleration benchmarks and preparing them for success in college, technical programs, or the workforce.

Action Step #3

The school has expanded its advanced academic offerings by implementing AICE English Language (ELA) courses in grades 11 and 12

Person Monitoring:

Angel Rocha

By When/Frequency:

Ongoing

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

The program supports equity by expanding access to rigorous coursework for a broader range of students, including those who may not traditionally enroll in AP or dual enrollment courses. Through targeted recruitment, academic support, and teacher collaboration, the school aims to increase participation and success rates in AICE ELA, thereby improving overall performance on the College and Career Acceleration metric.

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.

Ensure that all Class of 2026 students earn their graduation assessment requirements by May of 2026.

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.

100% of the students in the Class of 2026 will earn their graduation assessment requirements by May, 2026. Currently there are 26 students (4.2%) who are lacking concordant scores for graduation. The breakdown is as follows:

13 - needing ELA & Math

10 - needing ELA only

3 - needing Math only

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Colleen Windt

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:

Senior credit checks, conferencing with students, parent contact

Rationale:

System Initiative B: High Standards and Student Achievement KPI #4b

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

Place students who still need a concordant score in the SAT Prep course.

Person Monitoring:

Angel Rocha

By When/Frequency:

Ongoing

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

Seniors who do not have a passing score or a concordant score will be placed in the SAT Prep course. In addition, classroom instruction in ELA 11 and ELA 12 will include review FAST skills all year.

Action Step #2

Multiple testing opportunities for students to achieve concordance.

Person Monitoring:

Rebecca Rutkowski, Colleen Windt

By When/Frequency:

Ongoing

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

Students will be given multiple opportunities throughout the year to earn their graduation assessment requirements. These will include SAT, ACT, and CLT assessments.

Area of Focus #7

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

Instructional Practice specifically relating to Career and Technical Education, 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.

Increasing the number of students earning industry certification.

Instructional Priority #1 - Student Engagement

Instructional Priority #2 - Monitoring for Learning

Strategic Plan Connection - System Initiative C: Innovation for College, Careers and Citizenship;

Performance Objective High KPI 1

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.

Increase the number of industry certifications by 10%.

Monitoring

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

Data chats with CTE teachers to determine pass rates and certification achievement

Person responsible for monitoring outcome

Christy Bryce

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:

Certiport data

Rationale:

System Initiative C: Innovation for College, Careers and Citizenship KPI #1, #2

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

CTE recruiting fair

Person Monitoring:

By When/Frequency:

Christy Bryce

Spring 2026

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

Plan a CTE recruiting fair during lunches to showcase CTE programs for current students to recruit students into the smaller programs.

Action Step #2

Middle school CTE visits

Person Monitoring:

Christy Bryce

By When/Frequency:

Spring 2026

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

Visit feeder middle schools to meet with 8th graders and share all of the exciting things that are going on in our CTE programs and the benefits of enrolling in them.

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.

Students with 10 or more unexcused absences each semester

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.

Decrease the percentage of students with 10+ absences (unexcused) each semester by 15%.

24-25 SM1: **40** students

24-25 SM2: **104** students

To

25-26 SM1: 167 students

25-26 SM2: 68 students

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.

The school will use data from EdInsight reports: Year to Date Attendance Profile Report and Absences Summary Report. The school will also use data from the Skyward Accumulative Absences Report that will be monitored monthly.

Person responsible for monitoring outcome

Rob Frasca, Reggie Miller

Evidence-based Intervention:

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

Description of Intervention #1:

State statute requires that school teams be diligent in facilitating intervention services and make all reasonable efforts to resolve non-attendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

System Initiative D: Conditions for Learning KPI #2, #2

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

"Attendance Matters" campaign

Person Monitoring:

Reggie Miller

By When/Frequency:

Ongoing

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

Share information with students and families through social media, the school marquee, and The Principal's weekly newsletter highlighting facts and statistics regarding absenteeism from school and its effects.

Area of Focus #2

Other: Trusted Adult

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.

Ensuring that students have at least one trusted adult they feel like they can trust on campus

Measurable Outcome

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

Increase the percentage of students who identify a trusted adult on campus by 5%--from 79% to 84%-- by specifically focusing on the % who indicated they "definitely do not" have a trusted adult on campus.

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.

The desired outcome will be monitored by reviewing the results of student surveys.

Person responsible for monitoring outcome

HHS Leadership Team

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:

Deepening Connections

Rationale:**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

A key component of our school's improvement strategy is fostering deeper connections with students by being consistently present, approachable, and available.

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

HHS Leadership Team

Ongoing

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

Staff members, particularly school leaders and support personnel, are committed to maintaining an open-door policy that encourages students to seek guidance, share concerns, and celebrate successes in a safe and welcoming environment.

Action Step #2

Restorative Practice

Person Monitoring:

HHS Leadership Team

By When/Frequency:

Ongoing

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

Continue using restorative circles across campus in all classrooms to develop teacher/student relationships. Teachers will be asked to conduct two restorative circles in their classrooms each month throughout the school year.

Area of Focus #3

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 PBIS model emphasizes teaching and reinforcing expected behaviors across all settings—classrooms, hallways, cafeterias, and extracurricular spaces. Students are recognized for demonstrating respect, responsibility, and resilience, which helps build a culture of positivity and mutual respect.

The rationale for implementing PBIS is grounded in both behavioral data and student feedback. Discipline trends from the prior year revealed disproportionate referrals among certain student groups and a need for more inclusive, preventative approaches to behavior management.

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.

Decrease the percentage of students who agreed that student like to put others down from 40% to 15%

Decrease the percentage of students who agreed that they don't get along together from 32% to 10%

Decrease the percentage of students who disagree that they treat each other with respect from 39% to 15%

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.

No Answer Entered

Person responsible for monitoring outcome

Reggie Miller, Rebecca Rutkowski

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:

PBIS supports inclusivity by creating a school culture where every student feels seen, valued, and supported. It reduces barriers to learning by addressing behavioral challenges through teaching rather than punishment, and it encourages staff to build deeper connections with students through positive reinforcement and restorative conversations.

Rationale:

System Initiative D: Conditions for Learning KPI 4

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

PBIS/MINGA

Person Monitoring:

Rebecca Rutkowski

By When/Frequency:

August, 2025

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

MINGA supports our SIP goal of improving school climate and student behavior by offering a centralized system to track positive behaviors, hall pass usage, and student engagement. This data will be used to: Identify trends in student behavior Recognize and reinforce positive actions Adjust interventions based on evidence

Action Step #2

PRIDE Students of the Month

Person Monitoring:

Rebecca Rutkowski

By When/Frequency:

Monthly

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

Teachers will nominate students for Student of the Month based on the performance in each of the characteristics of PRIDE (punctuality, respect, integrity, dependability, excellence). Students will be recognized in front of their classmates as well as through social media channels.

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)).

Counseling Services are available to all students through certified school counselors who provide academic guidance, college and career planning, and social-emotional support. Counselors conduct regular check-ins, facilitate small group sessions, and respond to individual student needs through referrals and crisis intervention.

School-Based Mental Health Services are provided in partnership with licensed mental health professionals who offer therapeutic support for students experiencing emotional, behavioral, or trauma-related challenges. These services are coordinated through the district's mental health framework and include individual counseling, family outreach, and collaboration with external agencies.

Specialized Support Services such as ESE (Exceptional Student Education), MTSS (Multi-Tiered System of Supports), and 504 accommodations ensure that students with diverse learning and behavioral needs receive tailored interventions. These supports are monitored through data reviews, progress monitoring, and collaborative problem-solving teams.

Mentoring Programs connect students with trusted adults and peer mentors who provide encouragement, accountability, and guidance. These relationships foster a sense of belonging and help students build confidence, resilience, and goal-setting skills.

Additional strategies include:

- Restorative practices to build community and resolve conflicts constructively.

- SEL (Social-Emotional Learning) integration into classroom instruction.
- Family engagement events to strengthen home-school connections.
- Student leadership opportunities to empower voice and agency.

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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