Seminole County Public Schools

CROOMS ACADEMY/INFO TECHNOLOGY

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Crooms Academy of Information Technology is to provide innovative teaching and learning in a technology-enriched environment and to engage students in an academically challenging curriculum that prepares them for post-secondary education with industry-validated technology skills.

Provide the school's vision statement

The vision of Crooms Academy of Information Technology is to build a culture of excellence and success for every student.

B. School Leadership Team

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
Brandon Hanshaw

Position Title
Principal

Job Duties and Responsibilities

1. Supervision: Assistant Principals, Executive Secretary, Bookkeeper, FTE Secretary, Network Specialist, and Custodians
2. Budget and Finances
3. Student Assignment & Program Access Liaison
4. School Advisory Council
5. Teacher Certifications

Leadership Team Member #2

Employee's Name
Jeralee McIntyre

Position Title
Assistant Principal

Job Duties and Responsibilities

1. Supervision: Math, Science, Athletics, Exceptional Education, Front Desk Secretary, Clinic/ Attendance Secretary, Media
2. Transportation Coordinator
3. Athletics Administrator
4. Discipline Administrator
5. Title IX Coordinator

Leadership Team Member #3

Employee's Name
Clayton Donnan

Position Title
Assistant Principal

Job Duties and Responsibilities

1. Supervision: Technology, English, Social Studies, World Language, Fine Arts, Student Services, Reading, Student Services Secretary
2. Master Schedule/Skyward Advisory
3. Testing Administrator
4. Professional Development Coordinator

Leadership Team Member #4

Employee's Name
Sarah Hebel

Position Title
Dean/Testing Coordinator

Job Duties and Responsibilities

1. Discipline Grades 9-12
2. Testing Coordination
3. Student Activities

Leadership Team Member #5

Employee's Name
Shellane Babb

Position Title
Literacy Coach

Job Duties and Responsibilities

1. NAF Director/NAF Curriculum Leader

2. Literacy Leadership Team

3. Teacher Coaching

4. MTSS Team Member

5. Professional Development

Leadership Team Member #6

Employee's Name
Vincent Geigel

Position Title
Lead School Counselor

Job Duties and Responsibilities

1. Magnet Night Lead

2. District Lead Counselor

3. Student Recruitment Lead

Leadership Team Member #7

Employee's Name
Erin Millwater

Position Title
Career Specialist

Job Duties and Responsibilities

1. Mentor Program Coordinator

2. Career Education

3. Job Shadowing

4. Business Partners Program

5. Business Advisory Council

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
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. *(ESEA 1114(b)(2))*

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

The School Advisory Council meets regularly with the principal to discuss school related items to offer feedback and suggestions to developing plans for our school. The administration team utilizes data from the School Snapshot Survey to drive decision-making. Our school has a robust Business Advisory Council that meets frequently to collaborate on efforts to continually improve our career and industry programs. Administration facilitates discussion among each group to ensure balance between equally critical initiatives.

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. *(ESEA 1114(b)(3))*

Data from progress monitoring will be utilized to ensure effective implementation of our SIP strategies. The administrative team will meet with teacher stakeholders to provide resources and feedback for improving the achievement gaps present. Data summits and strategic planning time will be provided for teachers of the students with the largest achievement gaps. If necessary the school will hold a meeting including representatives from each stakeholder group (BAC, SAC, teacher leaders, etc.) to make necessary revisions to the SIP.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**56.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**42.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:**

E. 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 (2024-25)

Using 2023-24 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	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

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

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	76	62	55	67	55	50	75	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	68	63	57	64	69	64	64	48	40
ELA Learning Gains Lowest 25%	64	61	55	51	51	51	51	51	38
Math Achievement *	61	44	45	51	39	38	65	40	40
Math Learning Gains	52	50	47				60		
Math Learning Gains Lowest 25%	64	54	49			49	49		
Science Achievement *	83	72	68	76	69	64	85	48	40
Social Studies Achievement *	91	74	71	88	70	66	90	51	48
Graduation Rate	100	92	90	99	94	89	100	70	61
Middle School Acceleration								48	44
College and Career Readiness	90	61	67	95	60	65	97	71	67
ELP Progress	85	64	49	59	59	45	88		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	834
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
76%	79%	75%	71%		74%	71%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	64%	No		
English Language Learners	59%	No		
Asian Students	86%	No		
Black/African American Students	68%	No		
Hispanic Students	75%	No		
Multiracial Students	76%	No		
White Students	77%	No		
Economically Disadvantaged Students	71%	No		

	2022-23 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	68%	No		
English Language Learners	59%	No		
Asian Students	78%	No		
Black/African American Students	66%	No		
Hispanic Students	78%	No		
Multiracial Students	60%	No		
White Students	84%	No		
Economically Disadvantaged Students	76%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	63%	No		
English Language Learners	55%	No		
Native American Students				
Asian Students	90%	No		
Black/African American Students	67%	No		
Hispanic Students	73%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	81%	No		
Economically Disadvantaged Students	71%	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. (pre-populated)

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	76%	68%	64%	61%	52%	64%		83%	91%		100%	90%	85%
English Language Learners	58%	52%	56%		39%	46%	62%	62%	73%				85%
Students With Disabilities	49%	53%	56%		42%	42%	62%	62%	88%		100%	86%	
Asian Students	78%	67%			70%			100%	88%		100%	100%	
Black/African American Students	59%	66%	67%		44%	58%	65%	62%	82%		100%	75%	
Hispanic Students	80%	69%	70%		57%	51%	63%	82%	90%		100%	85%	
Multiracial Students	80%	79%						70%					
White Students	77%	66%	59%		72%	52%	67%	89%	95%		100%	96%	
Economically Disadvantaged Students	66%	63%	63%		52%	52%	66%	71%	90%		100%	87%	

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%				51%			76%	88%		99%	95%	59%
Students With Disabilities	40%				30%			56%	93%		100%	86%	
English Language Learners	48%				44%			67%	58%				79%
Asian Students	76%				60%			88%	86%				
Black/African American Students	38%				34%			59%	86%		93%	86%	
Hispanic Students	69%				45%			75%	84%		100%	94%	
Multiracial Students	69%				50%								
White Students	74%				61%			78%	93%		99%	97%	
Economically Disadvantaged Students	61%				42%			73%	85%		96%	96%	

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	75%		64%	51%	65%	60%	49%	85%	90%		100%	97%	88%
English Language Learners	48%		55%	58%	44%	44%		50%	82%		100%	88%	88%
Students With Disabilities	40%		41%	33%	48%	65%		74%	82%				
Native American Students													
Asian Students	93%		82%	77%				81%	100%		100%	100%	
Black/African American Students	51%		63%	44%	47%	33%		83%	85%		100%	100%	
Hispanic Students	69%		61%	54%	57%	62%	55%	75%	85%		100%	95%	91%
Multiracial Students	71%		50%										
Pacific Islander Students													
White Students	81%		64%	46%	78%	71%	33%	96%	94%		100%	96%	
Economically Disadvantaged Students	65%		66%	58%	59%	53%	33%	78%	85%		100%	99%	87%

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.

			2023-24 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	77%	60%	17%	53%	24%
Ela	9	75%	61%	14%	53%	22%
Biology		83%	70%	13%	67%	16%
Algebra		38%	53%	-15%	50%	-12%
Geometry		72%	55%	17%	52%	20%
History		91%	72%	19%	67%	24%
			2023-24 WINTER			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* 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.				
			2023-24 FALL			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		100%	33%	67%	16%	84%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* 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?

9th Grade ELA Proficiency showed the most improvement from the 22-23 to the 23-24 school year. This improvement is due to the focus on last years SIP and increased collaboration with the department of T&L and A&A, in addition to a focus on 9th grade ELA PLC collaboration.

Lowest Performance

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

The data which showed the lowest performance was Algebra 1, however even with the lowest performance data, score increased by 10% from the 22-23 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 decline we are concerned with most is in the area of College and Career Acceleration. The two factors contributing the most are the effects of the pandemic as well as the elimination of the Microsoft Office Specialist certification.

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.

All school data was at or above both district and state averages.

EWS Areas of Concern

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

1. Increase the Learning Gains from 55% to 60%, specifically focused on our ESSA subgroup, Students with Disabilities.
2. Increase student proficiency of SWD students from 41% to 50% and ELL students from 21% to 50% in Algebra 1.
3. Increase the percentage of students who identify a trusted adult on campus from 74% to 80% by specifically focusing on the 8% of students who indicated they "definitely do not" have a trusted adult

on campus.

Highest Priorities

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

1. Increase the Learning Gains from 55% to 60%, specifically focused on our ESSA subgroup, Students with Disabilities.

2. Increase student proficiency of SWD students from 41% to 50% and ELL students from 21% to 50% in Algebra 1.

3. Increase the percentage of students who identify a trusted adult on campus from 74% to 80% by specifically focusing on the 8% of students who indicated they "definitely do not" have a trusted adult on campus.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

55% of Students with Disabilities achieved a learning gain on Fast PM3 for ELA. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7.

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 ELA learning gains from 55% to 60%, specifically focused on our ESSA subgroup, Students with Disabilities on FAST ELA PM3.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Brandon Hanshaw, Principal; Clayton Donnan, AP; Shellane Babb, Literacy Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based intervention is available to high schools to help them support students based upon the area of need of the individual student: Achieve 3000 (promising evidence)

Rationale:

A variety of interventions are available to the schools to allow them 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. Achieve 3000 is included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Quarterly Data Summits

Person Monitoring:	**By When/Frequency:**
Shellane Babb	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Refine quarterly data summits including ESE Case Managers with the DTL ELA & Reading Content Specialist in collaboration with the ELA Assistant Principal and Literacy Coach

Action Step #2
Refine the Co-teaching Model of Support Facilitation

Person Monitoring:	**By When/Frequency:**
Jeralee McIntyre	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Refine the co-teaching model of support facilitation to also include case managers engaging in data discussions with individual students to achieve learning gains.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

21% of our ELL achieved proficiency in math. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement KPI #2: Algebra 1 Achievement, and KPI #7: Decrease Subgroup Achievement Gap

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.

We would like to increase the math student proficiency of ELL students from 21% to 50%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Brandon Hanshaw, Principal; Assistant Principal Jeralee McIntyre, Math Curriculum Leader Paul Wojcik

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:
All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
PLC

Person Monitoring:	By When/Frequency:
Jeralee McIntyre	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Work with Curriculum leader and the Algebra/Geometry PLC on backwards design planning and the data driven student station rotation model.

Action Step #2
Co-Teach Model

Person Monitoring:	By When/Frequency:
Jeralee McIntyre	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement co-teach model for Algebra I and Algebra Foundations. Strategically place students into those classes and monitor progress.

Action Step #3
Quarterly Data Summits

Person Monitoring:
Jeralee McIntyre

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Quarterly Data review to monitor student progress and make adjustments to planning and instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

83% of students achieved proficiency on the 2023-2024 Biology End of Course Exam. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, Performance Objective #1, KPI #1.

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 on the Biology End-of-Course Exam from 83% to 88%.

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.

 Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Jeralee McIntyre

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Align Literacy Skills

Person Monitoring:	**By When/Frequency:**
Jeralee McIntyre	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During PLC time, incorporate literacy coach Shellane Babb in planning to better align literacy skills and strategies to Biology curriculum.

Action Step #2
Hands On Learning

Person Monitoring:	**By When/Frequency:**
Jeralee McIntyre	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate modified instructional format to include more hands on and concrete models of instruction.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

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

91% of students achieved proficiency on the 2023-2024 United States History End of Course Exam. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, Performance Objective #1, KPI #1.

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 overall proficiency on the United States History End of Course Exam from 91% to 95%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome
Clayton Donnan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Common Unit Assessments, Benchmark Assessments

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
PLC

Person Monitoring:	**By When/Frequency:**
Clayton Donnan	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Social Studies AP will attend monthly PLC meeting to collaborate with teachers in data analysis to adjust lesson plans.

Action Step #2
Evidence, Inference, and Reasoning

Person Monitoring:	**By When/Frequency:**
Clayton Donnan	Monthly

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

step:
Continue weekly initiatives utilizing primary source documents, political cartoons, and historical thinking skills to support students ability to make inferences to support comprehension and citing evidence to justify reasoning.

Area of Focus #5

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

Instructional Practice specifically relating to Career and Technical Education

Area of Focus Description and Rationale

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

During the 2022-2023 school year year, our students sat for 276 industry certification exams and achieved a 42% pass rate. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C Innovation for College, Careers, and Citizenship, KPI #1 and #2.

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 Certification exams given from 276 to 300 while increasing the overall pass rate from 42% to 60%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome
Clayton Donnan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Word Press, ADOBE, Ducks Unlimited

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
New Certifications

Person Monitoring:	**By When/Frequency:**
Clayton Donnan	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Add WordPress, Ducks Unlimited Ecology Conservation & Management, and Entrepreneurship & Small Business certifications.

Action Step #2
New Test Schedule Platform

Person Monitoring:	**By When/Frequency:**
Clayton Donnan	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop a robust and concise testing schedule platform.

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

During the 2023-2024 school year, 100% of student graduated.   The rationale behind this decision was taken from the SCPS Strategic Plan System Imitative A Graduation KPI #1.

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.

Maintain a 100% graduation rate for the class of 2025.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome
Clayton Donnan and Jeralee McIntyre, Assistant Principals

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Concordant score attainment, Conferencing with all students, and monitoring of attendance, grades and tardies.

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Concordancy Scheduling

Person Monitoring:	**By When/Frequency:**
Clayton Donnan	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue scheduling Fourth Year students who have not earned a concordant score into specialized English 4 and Reading classes with targeted strategies.

Action Step #2
Math Concordant Test Strategies

Person Monitoring:	**By When/Frequency:**
Jeralee McIntyre	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue implementing SAT/ACT strategies into Math for College Liberal Arts and Math for Data and Financial Literacy.

Area of Focus #7

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

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

Leading into the 2024-2025 school year, 80% of the class of 2025 have earned at least one of the College and Career Acceleration metrics. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers and Citizenship, KPI: 1

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.

Ensure that 100% of the Class of 2025 graduates earn at least one of the College and Career Acceleration metrics with an increased focus on our Students with Disabilities.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Brandon Hanshaw Principal, Counselors Adrianna Teague, Sully Parrales, Vincent Geigel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Graduation and acceleration data

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Shared Responsibility

Person Monitoring:	**By When/Frequency:**
Brandon Hanshaw	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share a spreadsheet with all teachers of the students who have not earned a CCA metric to help these students to become connected with career and college based future opportunities.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

74% of Crooms students indicated they do not have a trusted adult on campus within the School Safety Survey. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative System Initiative D: Conditions for Learning KPI #D1.

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 having a trusted adult on campus from 74% to 80%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Sarah Hebel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas

Rationale:
MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Description of Intervention #2:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance 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:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

Action Step #1
Relationship Building

Person Monitoring:	**By When/Frequency:**
Sarah Hebel	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create more opportunities for establishing trusted adults on campus through team building activities in our Homeroom period.

Action Step #2
School Spirit

Person Monitoring:	**By When/Frequency:**
Sarah Hebel	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Involve faculty in more school spirit events with SGA to increase student/teacher relationship building opportunities

Action Step #3
"Power of One"

Person Monitoring:	**By When/Frequency:**
Sarah Hebel	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Task each Homeroom teacher with incorporating the "Power of One" principles to choose and mentor one student one student who is quiet, does not appear to be connected,

Area of Focus #2

Other

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 Panorama Survey revealed that 42% of our teachers said that our students are not enthusiastic about being at school. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative System Initiative D: Conditions for Learning KPI #3.

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 teachers who responded favorably to the statement of "on most days, how enthusiastic are the students about being at school?" from 42% to 52%

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Brandon Hanshaw, Principal, Lindsay Bundrick SGA Sponsor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance 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:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

Action Step #1
SGA Activities

Person Monitoring:	**By When/Frequency:**
Lindsay Bundrick	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborate with SGA to further develop school community and spirit through pep rallies, special events such as the Fall Festival, and competitive altruism such as the Giving Back to Goldsboro campaign.

Action Step #2
Collaborative Learning

Person Monitoring:	**By When/Frequency:**
Brandon Hanshaw	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Work with curriculum leaders to develop a professional learning plan that emphasizes collaborative learning and student choice.

Area of Focus #3

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.

21% of our total student population accrued 10 or more unexcused absences in the 2023-2024 school year. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative System Initiative D: Conditions for Learning KPI #2.

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 number of students with 10+ absences from 21% of total students to less than 16%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step using the Multiple Absences Summary Report (Edinsight) and the Accumulative Absences Report (Skyward).

Person responsible for monitoring outcome

Brandon Hanshaw

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance 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:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

Action Step #1
Weekly Data Monitor

Person Monitoring: **By When/Frequency:**
Jeralee McIntyre   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Attendance Team and MTSS Team will identify, tier, and monitor students who are at high risk of crossing the 10+ days threshold.

Action Step #2
"Attendance Matters" Campaign

Person Monitoring: **By When/Frequency:**
Jeralee McIntyre   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Run a continuous 'Attendance Matters' campaign via social media, school marquee and principal's weekly newsletter highlighting facts regarding absenteeism and its effects.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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