

Seminole County Public Schools

HAGERTY HIGH SCHOOL



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: <ol style="list-style-type: none"> 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

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

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

Robert Frasca, Jr.

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.

Leadership Team Member #2

Employee's Name

Christy Tibbitts-Bryce

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 Chair

Leadership Team Member #3

Employee's Name

Erin Mandell

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of ESE and Fine/Performing Arts departments, Accreditation Coordinator, Advanced Opportunities, At-Risk Coordinator, Curriculum Night Coordinator, Dividends Coordinator, Guest Speakers/Teach-In, Intern Coordinator, Paraprofessional Supervisor, PTSA Liaison, Substitute Teacher Coordinator

Leadership Team Member #4

Employee's Name

Reginald Miller

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of Science and World Languages departments, Attendance, Business Partners, Faculty/Staff Handbook, MTSS Coordinator, Restorative Practices Coordinator, Staff/Teacher Appreciation, Student Diversity Coordinator, Open House Coordinator

Leadership Team Member #5

Employee's Name

Angel Rocha

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of ELA/Reading/ELL and Student Services departments, Advanced Placement Coordinator, Curriculum Guide, Dual Enrollment Coordinator, FLVS/SCVS Administrative Contact, FTE/Data Processing, Grade Reporting/Skyward, Literacy Coach Supervision, Master Schedule, PSAT/SAT Boot Camp Coordinator, Schoolwide Literacy Plan, SCPS Instructional Model Coordinator

Leadership Team Member #6

Employee's Name

Colleen WIndt

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervision of Math and Physical Education department, bell schedules/calendars, certification, Cluster Liaison, Department Chairs, Instructional Technology Inventory, Libib School Manager, Operation Graduation, Professional Development, School Website, Technology/Media Supervisor, Testing Administrator, Summer Expedition, Clerical Supervisor, Clinic Supervisor, Secretaries Week Coordinator, Instructional Materials/Textbooks, Student Mental Health Curriculum Coordinator

Leadership Team Member #7

Employee's Name

Jason Maitland

Position Title

School Administrative Manager

Job Duties and Responsibilities

Alternate Placement Transition Coordinator, Custodial Supervisor, Discipline Coordinator, Emergency Management Planning, Facilities Coordinator, Facility Rentals, In-School Suspension Supervisor, Inventory Coordinator, School Resource Deputy Liaison, School Safety Coordinator, School Safety Officer Supervisor, Sonitrol Liaison, Student/Staff Parking, Title IX Coordinator, Threat Management Vice-Chair, Title IX Coordinator

Leadership Team Member #8

Employee's Name

Kelly Fate-Quinn

Position Title

Dean

Job Duties and Responsibilities

Academic Integrity, Accreditation Coordinator, Advanced Placement Co-Coordinator, Bullying Contact, Detention/Saturday School Coordinator, Food Service Liaison, Lockers, Minga, Positive Behavior Support Coordinator, Restorative Practice Coordinator, Student Discipline, Transportation Contact, Student Recognition, Teacher of the Year/Employee Recognition

Leadership Team Member #9

Employee's Name

Po Dickison

Position Title

Testing Coordinator

Job Duties and Responsibilities

Planning and execution of all testing, Media Center Supervisor

Leadership Team Member #10

Employee's Name

Michelle Cortes

Position Title

Director of Student Services

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 #11

Employee's Name

Jay Getty

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

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.

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.

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))

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.

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	39.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	24.2%
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	62	55	67	55	50	71	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63	63	57				57		
ELA Learning Gains Lowest 25%	60	61	55				45		
Math Achievement *	63	44	45	61	39	38	69	40	38
Math Learning Gains	66	50	47				66		
Math Learning Gains Lowest 25%	61	54	49				56		
Science Achievement *	81	72	68	81	69	64	81	48	40
Social Studies Achievement *	88	74	71	84	70	66	83	51	48
Graduation Rate	98	92	90	97	94	89	98	70	61
Middle School Acceleration								48	44
College and Career Readiness	70	61	67	70	60	65	73	71	67
ELP Progress	86	64	49	58	59	45	84		

*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	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	807
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	78%	71%	66%		70%	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	53%	No		
English Language Learners	62%	No		
Asian Students	92%	No		
Black/African American Students	66%	No		
Hispanic Students	69%	No		
Multiracial Students	67%	No		
White Students	73%	No		
Economically Disadvantaged Students	65%	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	44%	No		
English Language Learners	58%	No		
Asian Students	90%	No		
Black/African American Students	58%	No		
Hispanic Students	75%	No		
Multiracial Students	76%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	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	43%	No		
English Language Learners	60%	No		
Native American Students				
Asian Students	87%	No		
Black/African American Students	62%	No		
Hispanic Students	68%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

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	71%		57%	45%	69%	66%	56%	81%	83%		98%	73%	84%
Students With Disabilities	33%		39%	32%	34%	39%	39%	45%	33%		98%	33%	
English Language Learners	40%		52%	59%	53%	56%		43%			100%	57%	84%
Native American Students													
Asian Students	89%		69%		76%	73%		93%	94%		100%	98%	
Black/African American Students	53%		46%	40%	65%	60%	50%	68%	81%		100%	53%	
Hispanic Students	63%		53%	44%	62%	68%	64%	73%	76%		96%	71%	83%
Multiracial Students	73%		45%		68%	61%		86%	82%		100%	86%	
Pacific Islander Students													
White Students	73%		58%	45%	71%	67%	56%	83%	85%		98%	73%	
Economically Disadvantaged Students	56%		47%	34%	57%	60%	50%	70%	72%		98%	55%	76%

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	71%	60%	11%	53%	18%
Ela	9	70%	61%	9%	53%	17%
Biology		79%	70%	9%	67%	12%
Algebra		38%	53%	-15%	50%	-12%
Geometry		72%	55%	17%	52%	20%
History		88%	72%	16%	67%	21%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	19%	-6%	16%	-3%
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.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		40%	47%	-7%	27%	13%
Algebra		27%	19%	8%	17%	10%
Geometry		47%	33%	14%	16%	31%
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?

AP overall pass rate increased from 77% to 84% while increasing the number of exams taken by 265.

More opportunities were provided to students with additional course offerings.

AP teachers were provided professional development opportunities to improve instructional practice.

Lowest Performance

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

Students with disabilities earned a 33% overall achievement in ELA and 34% achievement in Math. Contributing factors include inconsistency with support facilitation model, attendance issues, and inconsistent PLCs.

Greatest Decline

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

Achievement in Biology declined from 81% to 80% proficiency on the EOC. Factors that contributed to this decline include loss of experienced CAR-PD trained teachers and the inability to continue the reading support model implemented in the prior year.

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.

Currently we do not have any data that falls below the state average.

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.

Achievement of SWD students in both ELA and Math.

All students in the Class of 2025 will achieve college and career acceleration by May, 2025.

Learning gain achievement will be 75% in both ELA and Math.

Increased numbers of students enrolled in CTE courses.

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.

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 9th and 10th grade ELA learning gains from 63% to 70%, with a specific focus on students in the lower quartile

Increase overall proficiency for SWD students from 33% to 38% and learning gains from 54% to 65%.

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.

Students will be monitored through their Progress Monitor data and formative classroom assessments by the teacher. 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.

Person responsible for monitoring outcome

Rob Frasca, Angel Rocha, Erin Mandell, Sarah Bearss

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: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

ELA - 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. 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:

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

Develop a new reading intervention program with reading endorsed teachers pushing into Biology and World History classes.

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:

Students will be supported through content areas in ninth and tenth grade. The courses of focus are Biology and World History. Students were strategically placed based on PM3, testing history, and academic performance. Students will utilize Achieve 3000 as a part of monitoring and instruction. Additional support will be provided through a Tier 3 intervention with the reading teacher. Operation Graduation students are placed in either a test prep course or placed with a reading endorsed teacher for strategic instruction.

Action Step #2

Literacy Coach support across content areas

Person Monitoring:

Angel Rocha, Sarah Bearss

By When/Frequency:

Ongoing

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

The Literacy Coach will complete coaching cycles with content area teachers, as well as elective teachers. Additionally, the Literacy Coach will provide targeted training to support school initiatives.

Action Step #3

Co-Teacher Model between General Education and ESE teachers in core subject areas of ELA and Math.

Person Monitoring:

Erin Mandell

By When/Frequency:

Ongoing

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

1. Support Facilitators to attend PLC and Data Meetings with ELA and Math. 2. Station rotation model of instruction implemented during the 90 min. block to support differentiation.

Action Step #4

Quarterly data chats with individual teachers focusing on SWD and LQ. Support Facilitators will also be a part of the data chats. Plan for adaptation of instruction.

Person Monitoring:

Angel Rocha

By When/Frequency:

Quarterly

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

Progress monitoring will be utilized quarterly in data chats with the classroom teacher and the Support Facilitator. Teachers will be provided with targeted questions to guide discussion.

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.

Hagerty's area of focus in math will be in Algebra I mainly with our students with disabilities. We saw minimal gains and a 5% difference between our regular education and SWD students. In addition, we also saw a 5% gap with our Geometry students in the same subgroup.

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 I from 35 - 40% for the 24-25 school year increase proficiency scores in Geometry from 72% to 76% for the 24-25 school year. specifically focusing on SWD students whose proficiency will go from 30-35% in Algebra and from 41-46% in Geometry.

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 on a monthly basis through PLC meetings and monthly data chats with the PLC leads. In addition we will also be pulling and desegregating data at the end of each nine weeks to drill down on specific standards where our students are performing below standard. We will work on implementing new strategies by utilizing the station rotation/blended learning approach while implementing a co-teach model with our support facilitators.

Person responsible for monitoring outcome

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

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:

Delta Math, DreamBox for Foundations students, Math Nation student assessments, formative assessment-Teacher based with PLCs, summative assessments-benchmark exams.

Rationale:

"System Initiative B: High Standards and Student Achievement KPI #2: Algebra 1 Achievement

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

Algebra and Algebra Foundations as well as Geometry PLC planning for implementing data driven station rotation model.

Person Monitoring:

Colleen Windt

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

Implement co-teach model for Algebra 1 and Algebra Foundations.

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.

Action Step #3

Quarterly data review

Person Monitoring:

Colleen Windt

By When/Frequency:

Quarterly

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.

Area of Focus #3

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.

Focus will be on all students to show proficiency on the USHistory EOC with an emphasis on SWD students as well as students in the lower quartile. Prior year's data shows that our SWD students are not performing at the same level on these assessments as the others.

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 EOC proficiency of SWD students from 49% to 55% while Increasing overall proficiency in US History standard classes from 68% 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.

Data from common unit assessments as well as quarterly exams will be reviewed as a PLC and areas of concern will be noted.

Person responsible for monitoring outcome

Christy Bryce

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:

Benchmark assessments, C9A results, EOC results

Rationale:

System Initiative B High Standards and Student Achievement KPI #B-1,#B-2

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

Data deep dives

Person Monitoring:

Christy Bryce, USHistory teachers

By When/Frequency:

Ongoing

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

Review common assessment data and look for deficiencies across all US History classes. PLC will meet with Social Studies AP to discuss this data and identify areas of concerns and plans to address these deficiencies.

Action Step #2

Infusion of literacy program into World History classes

Person Monitoring:

Christy Bryce, Angel Rocha

By When/Frequency:

Ongoing

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

Reading teachers will be working alongside several World History teachers to infuse reading strategies into the curriculum. Identified students may be pulled into small groups to work on specific reading skills and will complete Achieve 3000 work on Wednesdays with their reading teacher.

Action Step #3

DBQ Project in World History classes

Person Monitoring:

Christy Bryce

By When/Frequency:

Quarterly

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

World History teachers will have students participate in DBQ activities to continue to assist students in developing reading and writing fluency in the content area.

Area of Focus #4

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.

HHS student's performance on the Biology EOC is the area of focus for the 24-25 school year. The HHS Biology department was rated #1 in the 22-23 school year amongst the high school cohort. In the past year(23-24), the overall HHS Biology score declined by 1% percent(80%).

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 overall 24-25 Biology proficiency rate by 5%(from 80% to 85% in 23-24 SY).

Focus on students with disabilities(SWD) to increase the SWD Science Achievement score by 5%(from 52% to 57%) and all students within the Standard Biology CAR-PD cohort.

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 HHS school administration and Biology instructors will use the 24-25 SY Quarter 1, Quarter 2, and Quarter 3 Biology Benchmark assessments to review aggregated and student-level results via the Benchmark School Level dashboard created by the SCPS Assessment and Accountability department. Within the dashboard, HHS administration and Biology instructors will use Overall Tracking Summaries, Teacher Overall Tracking Summaries, Student Benchmark Performance, Subgroup Analysis, and other reports to properly guide their focus on the four essential questions: Question 1: What is it we expect students to learn? Question 2: How will we know when they have learned it? Question 3: How will we respond when they don't learn? Question 4: How will we respond when they already know it? Teachers will engage in quarterly data discussions with the supervising administrator as well as participate in multiple unit-focused Professional Learning Community meetings using Backwards Planning, the 24-25SY SCPS Teaching and Learning department initiative to monitor student achievement outcomes.

Person responsible for monitoring outcome

Reggie Miller

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:

Unit assessments, benchmark assessments, C9A results, EOC results

Rationale:

System Initiative B, Performance Objective #1, KPI #1

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

Backward planning to help drive instruction

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 24-25 HHS Biology Department will offer five(5) Content Area Reading(CAR-PD) Biology Courses for the school year. The two CAR-PD instructors are certified in Content Area-Reading training or Micro-credential Certification which provides enhanced primary and supplemental learning experiences for our student population that require more reading-based opportunities within the Biology curriculum frameworks. Along with the ambitious primary and supplemental instruction, the two Biology CAR-PD instructors are each paired with one of two HHS reading instructors who will 'push into' those specific CAR-PD classrooms to help and assist the primary instructors to drive instruction and assist with helping students master strategies to enhance their reading skills needed for achieving 'Tracking' status of the Quarterly and Unit assessments for the school year. Along with using the Backward Planning model, Biology CAR-PD and Reading instructors will engage in quarterly data discussions with the supervising administrator as well as participate in multiple unit-focused Professional Learning Community monitor student achievement outcomes.

Action Step #2

HHS Literacy program incorporated into Biology classes

Person Monitoring:

Reggie Miller, 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 supervising administrator and instructors(both CAR-PD and Reading)will use 2024-25 SY Quarter 1, Quarter 2, and Quarter 3 Biology Benchmark assessments aggregated and student-level results via the Benchmark School Level dashboard created by the SCPS Assessment and Accountability department. The results from the district-approved Achieve 3000 reading program will be used as well to help drive instruction as it relates to science-based reading skills using targeted science-based articles.

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**

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.

All students in the Class of 2025 earning at least one of the College and Career Acceleration metrics with an increased focus on SWD students.

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 2025 cohort will earn at least one College and Career Acceleration metric.

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.

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

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:

System Initiative C KPI # 1

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

Life and Career Planning Dual Enrollment 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:

The Life and Career Planning Dual enrollment course has been added to the curriculum guide. This

course will be taught on campus and will offer an opportunity to an expanded selection of students to obtain their acceleration metric.

Action Step #2

Dual enrollment class through Embry Riddle Aeronautical University has been added to the JROTC curriculum.

Person Monitoring:

Christy Bryce

By When/Frequency:

Ongoing

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

Principles of Aeronautical Science has been added to the curriculum to allow students in the JROTC program to explore a track in unmanned aircraft systems and obtain their acceleration metric.

Action Step #3

Conference with SWD students to explore College and Career options on campus.

Person Monitoring:

Erin Mandell

By When/Frequency:

Ongoing

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

Students with disabilities Case Managers will conference with these students to assist them in exploring potential participation in a college and career option that interests them. Once they enrolled in a class of their choosing, support will be provided to ensure their success.

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.

Ensure that all Class of 2025 students earn their graduation assessment requirements by May of 2025. Class of 2024 students still needing concordance was 6/648 - less than 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.

100% of the students in the Class of 2025 will earn their graduation assessment requirements by May of 2025. Currently there are 107 students who are lacking concordant scores for graduation. The breakdown is as follows:

ELA & Math - 41 students - 6.4%

ELA only - 52 students - 8.2%

Math only - 14 students - 2.2%

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.

Testing and graduation requirement data.

Person responsible for monitoring outcome

Po Dickison, Colleen Windt

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:

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:

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

Place students who still need a concordant 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 reviewing FAST skills all year.

Action Step #2

Multiple testing opportunities for students to achieve concordance.

Person Monitoring:

Colleen Windt, Po Dickison

By When/Frequency:

May 2025

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**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.

Increasing the number of students earning Industry Certification.

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 from 542 to 700 while increasing the overall pass rate from 63% to 75%.

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.

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

Person responsible for monitoring outcome

Christy Bryce

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:

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:

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

Student recruitment into CTE programs

Person Monitoring:

Christy Bryce

By When/Frequency:

Ongoing

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

CTE teachers will develop a one page document detailing their programs and the industry certifications associated with them. School Counselors will have this information in order to advise students on the benefits of all programs when assisting students with scheduling.

IV. Positive Culture and 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 16%.

23-24 SM1: **48** students to 24-25 SM1: **40** students

23-24 SM2: **124** students to 24-25 SM2: **104** 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 the 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:

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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**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 it's effects.

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.

Ensuring that students have at least one trusted adult they feel like they can turn to 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 from 73% to 80% by specifically focusing on the 10% of students 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 the Safety Survey

Person responsible for monitoring outcome

HHS Leadership Team

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:

Restorative practice

Rationale:

"System Initiative D: Conditions for Learning KPI #D1"

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

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.

Action Step #2

"Power of One"

Person Monitoring:

Leadership Team

By When/Frequency:

Ongoing

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

step:

Suggest to teachers that each choose one student who is quiet and doesn't appear to be connected and do the "Power of One" assignment and serve as a mentor to this student throughout the year.

Area of Focus #3

Teacher Retention and Recruitment

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.

Long-term teachers contribute to a positive school culture and community. They build relationships with students, parents, and colleagues, fostering a supportive and collaborative environment. Students benefit from having familiar faces in their classrooms. Teacher turnover can disrupt the emotional and social stability that is crucial for student success, leading to increased anxiety and behavior issues.

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 percent of favorable responses in the Panorama Survey for the question, "How connected do you feel to other adults at your school?" by 5%. April 24, Staff responded 35% favorably and Teachers responded 39% favorably.

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 results of the Panorama Survey will be reviewed by the Leadership team.

Person responsible for monitoring outcome

Rob Frasca and Reggie Miller

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:

Restorative Practice

Rationale:

"System Initiative F KPI #1A, 1B"

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Staff Appreciation events

Person Monitoring:

Reggie Miller

By When/Frequency:

Monthly

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

Faculty will be encouraged to attend monthly Staff Appreciation events.

Action Step #2

Restorative Practice

Person Monitoring:

Rob Frasca, Reggie Miller

By When/Frequency:

Monthly

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

Every faculty meeting that is scheduled will begin with a restorative circle.

Area of Focus #4

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The area of focus for grades 9th- 12th are how to be a more supportive environment to students, with a specific focus on students getting along together, treating each other with respect, and not putting others down. The rationale for this area of focus is that negative peer relationships can impact student learning in several ways including decreased motivation, hindered academic performance, and social distractions.

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 students 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.

Each intervention should be tiered for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time

Collect and track specific data on each intervention tried & its effect through the MTSS portal and google forms. Every Friday MTSS meetings with dean, assistant principal and school social worker. If our data indicates no progress after a minimum of 2 months, we will consider moving to tier 2 interventions

Person responsible for monitoring outcome

Reggie Miller, Kelly Fate-Quinn

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:

· Encourage interaction with a more self-confident student · Move to a new location in the classroom · Proximity to students · Reassurance · Rewards, Simple Reward Systems, & Incentives Husky Buses and student store. · Talk one on one with student · Talk to parent · Teach conflict resolution skills · Teach coping skills · Teach relationship skills · Restorative practices · Teach relaxation techniques · Teach social skills

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Introduce PBIS to staff and students

Person Monitoring:

Kelly Fate-Quinn

By When/Frequency:

August, 2024

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

At pre-plan and back to school meetings. Review PBIS and Husky Bucks with staff. Review PBIS and Husky Bucks with all grade levels at welcome meetings

Action Step #2

Distribute Husky Bucks

Person Monitoring:

Kelly Fate Quinn

By When/Frequency:

August, 2024

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

Stamp Husky Bucks. Make envelopes for teachers and stuff with Husky Bucks and distribute in mail boxes.

Action Step #3

PRIDE Students of the Month

Person Monitoring:

Kelly Fate-Quinn

By When/Frequency:

Ongoing

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 their performance in each of the characteristics of PRIDE. Students will be recognized in front of their classmates as well as social media.

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))

Students are instructed each year in our district mandated Social-Emotional Curriculum, which is taught throughout the school year. Counseling is provided through Student Services, administration offices and The Alpha Program through Empower . Student Study, MTSS/504 Teams, Positive Behavior Support, and At-risk Transition mentoring are support systems for students. Additionally, students have access to a district mental health counselor and a school social worker. PTSA has added a diversity and inclusion chairperson on their board who will focus on programs across campus addressing these issues. In addition, the SCPS Mentoring Connections Program will provide positive role models to students who need another adult in their lives to help them set goals, attend school regularly, and realize the importance of a high school diploma.

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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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