

Seminole County Public Schools

LAKE MARY HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 8

 D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup..... 16

 E. Grade Level Data Review 19

III. Planning for Improvement..... 20

IV. Positive Learning Environment 33

V. Title I Requirements (optional)..... 38

VI. ATSI, TSI and CSI Resource Review 41

VII. Budget to Support Areas of Focus 42

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Empowering RamNation to Be Respectful, Be Responsible, Be Engaged, and Be the Change we hope to see in the world.

Provide the school's vision statement

Lake Mary High School will consciously work to establish a community of engaged educators and learners who will thrive in a safe and supportive environment. In the classroom, teachers will invest in and motivate students to help them achieve their personal best. Students will leave Lake Mary High School with a sense of purpose for their lives, equipped with tools and a plan for how to make an impact beyond high school.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Mickey Reynolds

mickey_reynolds@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Ensuring School Improvement Plan is fully implemented and that all school board policy is followed to serve students with quality instruction and preparation for future success.

Leadership Team Member #2

Employee's Name

Matthew Ackley

matthew_ackley@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Principal Designee, Social Studies, PE, Facilities, Athletics/Booster Club, Emergency Procedures, Graduation, Minga Team Leader, Summer School Principal

Leadership Team Member #3

Employee's Name

Melisa Ayala-Cruz

melisa_ayala@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

English, Reading, ESOL, Student Services, Master Schedule, Attendance, Clinic

Leadership Team Member #4

Employee's Name

Datasha Dukes

dukesdj@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Math, World Languages, Fleece, Substitutes, Textbooks, Social Media, Acceleration Rate, Advanced Opportunities, Dividends/Mentors, Title IX

Leadership Team Member #5

Employee's Name

Melissa Flory

melissa_flory@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Science, Fine and Performing Arts, Professional Development, PTSA, Curriculum Leaders, Teacher/Employee of the Year

Leadership Team Member #6**Employee's Name**

Rebecca Southworth

becca_southworth@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ESE, CTE, Student Activities, Paraprofessionals, Discipline, Safety Guards, School Improvement Plan, MTSS, PBIS, School Advisory Council, Rams Period

Leadership Team Member #7**Employee's Name**

Kathy Aslin

kathleen_aslin@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing Coordinator, Transition Program, GOAL/Plato, Media Center, Student Data Reports, Schedules and Calendars

Leadership Team Member #8**Employee's Name**

Shrell Chamberlain

chambesd@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, Parking, Truancy

Leadership Team Member #9

Employee's Name

John Robinson

robinsjz@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, Transportation, Lockers

Leadership Team Member #10

Employee's Name

Anna Riether

anna_riether@scps.k12.fl.us

Position Title

Director of Student Services

Job Duties and Responsibilities

Director of Student Services, School Counselor, Tutoring Program, Dual Enrollment

Leadership Team Member #11

Employee's Name

Ronald Motley

ronald_motley@scps.k12.fl.us

Position Title

Behavior Interventionist

Job Duties and Responsibilities

Behavior Interventionist, PBIS Lead, BCA Lead

Leadership Team Member #12

Employee's Name

Rick Weyers

rick_weyers@scps.k12.fl.us

Position Title

Athletic Director

Job Duties and Responsibilities

Athletic Director, Facilitator/Event Calendar, OJT Coordinator

Leadership Team Member #13**Employee's Name**

Nina Barth

nina_barth@scps.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

Literacy and Instructional Coach

2. Stakeholder Involvement

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

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

Lake Mary High School faculty and staff ascribe to an environment of open, productive communication to uphold all aspects of our mission statement, which is "Empowering RamNation to Be Respectful, Be Responsible, Be Engaged, and Be the Change we hope to see in the world". Our commitment to providing High Expectations with High Support reaches beyond our classrooms, taking a comprehensive approach which involves all our stakeholders. Be the Change Club and Interclub Council work towards interacting with other clubs on campus to accomplish the goal of emotional safety and inclusivity on campus. PTSA works extensively to also support this goal, by engaging in initiatives to reward excellence both for teachers and students. Our SAC meets monthly to support the needs of our teachers in the classroom, setting them up with state-of-the-art equipment and materials to increase student achievement.

Lake Mary High School has an extensive Business Partnership and Corporate Sponsorship program, which drives initiatives related to improving school culture. For example, at the beginning of each

year, several business partners donate tangible items or monetary gifts that go back to programs like student and staff of the month. To increase post-secondary support and opportunities, we organize sessions multiple times each month with TRIO through Seminole State College. SSC and Trio have been instrumental in advising and mentoring those students who need application assistance or assistance with financial aid. Another key stakeholder group for LMHS is Rotary, who supports our "Graduate with Dignity Program" which enables several students to graduate with their classmates by providing financial support. Rotary also supports other initiatives at our school, including the food pantry, which has food for families every Friday for pick up. Lastly, Lake Mary High is proud of the Corporate Sponsorship program that is in place to support athletic programs. Local businesses pay to have their branding endorsed on our athletics fields, raising on average \$90,000 per year. In addition, the Athletics Boosters program raises another \$30,000 per year to help ensure equipment and equitable opportunities for athletic participation. Band, Drama, and JROTC also have Booster programs that support funding for their programs.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our school SIP is based each year upon important student data, as well as honest input gathered by our stakeholders through monthly parent and student organization meetings, and school and community surveys. Once the SIP is reviewed and approved, we push it out to those responsible for implementation. Many of these action items are covered during important PD opportunities offered at the beginning of the school year and/or during pre-plan. We monitor these plans monthly through Department PLC meetings. Our APs attend cadres where they continue to identify achievement gaps and pick up valuable resources for improving student achievement. Our leadership team will meet weekly to review action items on the SIP and amend as necessary to show continuous improvement. We also hold more in depth quarterly reviews where we look at school improvement based off of action item initiatives.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	43.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	698	766	702	637	2,803
Absent 10% or more school days	141	157	174	168	640
One or more suspensions	75	30	30	13	148
Course failure in English Language Arts (ELA)	95	132	90	93	410
Course failure in Math	95	74	104	66	339
Level 1 on statewide ELA assessment	97	0	0	0	97
Level 1 on statewide Algebra assessment	55	0	0	0	55

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	153	102	94	80	429

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

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

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

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

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

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

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

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	65	59	62	62	55	54	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	63	58	65	63	57			
ELA Lowest 25th Percentile	59	62	56	64	61	55			
Math Achievement*	46	49	49	39	44	45	34	39	38
Math Learning Gains	42	53	47	48	50	47			
Math Lowest 25th Percentile	46	55	49	56	54	49			
Science Achievement	75	73	72	74	72	68	67	69	64
Social Studies Achievement*	79	79	75	74	74	71	69	70	66
Graduation Rate	92	92	92	92	92	90	95	94	89
Middle School Acceleration									
College and Career Acceleration	62	62	69	62	61	67	56	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	65	52	66	64	49	40	59	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	700
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	64%	63%	59%	56%		60%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	61%	No		
Asian Students	69%	No		
Black/African American Students	50%	No		
Hispanic Students	61%	No		
Multiracial Students	59%	No		
White Students	68%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		58%	59%	46%	42%	46%	75%	79%		92%	62%	79%
Students With Disabilities	24%		45%	48%	21%	34%	43%	35%	46%		86%	24%	71%
English Language Learners	42%		61%	58%	44%	51%	60%	65%	63%		80%	70%	79%
Asian Students	73%		53%		50%	39%		77%	87%		95%	78%	
Black/African American Students	42%		57%	61%	30%	36%	40%	53%	69%		86%	29%	
Hispanic Students	57%		57%	58%	40%	42%	49%	70%	76%		88%	55%	81%
Multiracial Students	62%		54%	47%	43%	34%		77%	65%		94%	53%	
White Students	71%		60%	61%	56%	45%	54%	84%	83%		95%	72%	
Economically Disadvantaged Students	50%		53%	56%	39%	41%	48%	64%	71%		87%	49%	79%
22/2025													

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	62%		65%	64%	39%	48%	56%	74%	74%		92%	62%	66%
Students With Disabilities	20%		52%	54%	10%	36%	48%	38%	35%		94%	23%	44%
English Language Learners	18%		52%	56%	28%	37%	48%	58%	50%		82%	42%	66%
Asian Students	71%		71%		48%	52%		77%	86%		100%	94%	
Black/African American Students	42%		58%	57%	16%	42%	55%	48%	60%		88%	35%	
Hispanic Students	55%		65%	62%	36%	45%	55%	75%	71%		89%	52%	66%
Multiracial Students	54%		63%	82%	34%	29%		77%	58%		96%	67%	
White Students	71%		67%	69%	49%	52%	56%	79%	80%		94%	70%	
Economically Disadvantaged Students	52%		63%	59%	31%	45%	54%	64%	63%		87%	46%	64%

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	54%				34%			67%	69%		95%	56%	40%
Students With Disabilities	17%				15%			29%	26%		93%	20%	56%
English Language Learners	19%				7%			36%	33%		79%	40%	65%
Asian Students	72%				50%			89%	65%		91%	62%	
Black/African American Students	36%				14%			39%	44%		91%	31%	
Hispanic Students	47%				26%			59%	57%		93%	47%	64%
Multiracial Students	49%				39%			68%	67%				
White Students	60%				44%			76%	81%		97%	65%	
Economically Disadvantaged Students	39%				22%			52%	53%		91%	37%	64%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	63%	65%	-2%	58%	5%
ELA	9	60%	63%	-3%	56%	4%
Biology		74%	71%	3%	71%	3%
Algebra		29%	61%	-32%	54%	-25%
Geometry		51%	60%	-9%	54%	-3%
History		78%	76%	2%	71%	7%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		40%	38%	2%	41%	-1%
Algebra		27%	18%	9%	16%	11%
History		33%	79%	-46%	48%	-15%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	18%	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.				

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?

We achieved a 6-percentage-point increase in Math Achievement, rising from 39% to 45%, successfully meeting our measurable outcome for the 2024–2025 school year. The introduction of Algebra 1 Foundations has provided essential remediation, while Algebra students with disabilities (SWD) have shown notable progress through targeted tracking and support.

Lowest Performance

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

Math learning gains remain our most significant area for improvement, currently at 42%. We believe a key contributing factor is a misalignment between the implemented curriculum and the state standards and assessments, which may result in students not being adequately prepared for what is being measured.

Greatest Decline

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

Our math learning gains among students in the lower quartile have experienced the most significant decline compared to last year, with a 10-percentage-point drop from 56% to 46%. We attribute this decrease primarily to learning loss associated with chronic absenteeism and gaps in foundational skills. These challenges appear to have impacted students' confidence and readiness to perform on standardized End-of-Course (EOC) assessments.

Greatest Gap

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

The most pronounced gap in performance compared to the state average is observed in Algebra 1 EOC assessment results. While the state reports a mean scale score of 404, with 60% of students scoring a Level 3 or above, LMHS recorded a mean scale score of 386, with only 31% of students achieving a Level 3 or higher. This disparity highlights a critical area for targeted instructional support

and curriculum alignment.

EWS Areas of Concern

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

N/A

Highest Priorities

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

Math Learning Gains

ELA Learning Gains

Attendance

PLC Expectations

Monitoring for Learning

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

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

-
- ELA Learning Gains
 - Instructional Priority #1- Benchmark Aligned Instruction
 - Instructional Priority #2- Monitoring for Learning
 - Strategic Plan Connection: System Initiative B, High Standards and Student Achievement, Performance Objective #2, KPI #7.

Measurable Outcome

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

Our student achievement goal is to increase Learning Gains for Lower Quartile students from 59% to 65% and overall Learning Gains from 58% to 65%.

Monitoring

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

-
- Benchmark/Formative Assessment data will be reviewed quarterly.
 - District/School Leaders will visit Professional Learning Communities regularly to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Mickey Reynolds, Melisa Ayala Cruz

Evidence-based Intervention:

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

Description of Intervention #1:

Achieve 3000

Rationale:

A variety of interventions, such as Achieve 3000 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.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

SCPS High School Data Tracking Sheets

Person Monitoring:

Melisa Ayala Cruz

By When/Frequency:

Quarterly

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

The 9th and 10th grade ELA and Reading PLCs will implement structured data tracking sheets to support student self-monitoring and reflection on academic progress. This initiative is designed to promote greater student ownership of learning and to enhance overall academic achievement.

Action Step #2

Professional Learning Communities

Person Monitoring:

Melisa Ayala Cruz

By When/Frequency:

Fall/Quarterly

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

ELA PLCs will identify students scoring High Level 2 on state assessments with support from the Instructional Coach and Assistant Principal. Targeted, benchmark-aligned interventions will be implemented to accelerate these students toward proficiency. Progress will be monitored quarterly through formative assessments and data tracking tools, allowing for timely adjustments to instructional strategies. In addition, students scoring in Levels 3, 4, and 5 will be monitored to ensure continued academic growth and maintenance of proficiency. Instructional teams will: - Track growth trends using quarterly formative assessments and benchmark data. - Provide enrichment opportunities and differentiated instruction to challenge advanced learners. - Identify stagnation or regression early and adjust instructional strategies accordingly. - Collaborate during PLCs to share best practices for maintaining and advancing student performance across all proficiency levels.

Action Step #3

Instructional Priorities/Walkthrough Tool

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Fall/Monthly

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

step:

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

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale**

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

-
- Math Learning Gains
 - Instructional Priority #1- Benchmark-Aligned Instruction
 - Instructional Priority #2- Monitor for Learning
 - Strategic Plan Connection: System Initiative B, High Standards and Student Achievement, Performance Objective #2, KPI #7

Measurable Outcome

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

Our student achievement goal is to increase our Math Learning Gains from 42% to 65%.

Monitoring

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

-
- Benchmark/Formative Assessments will be reviewed quarterly.
 - District/School Leaders will visit Professional Learning Communities regularly to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Mickey Reynolds, Datasha Dukes

Evidence-based Intervention:

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

Description of Intervention #1:

Math Nation and SAVVAS

Rationale:

Both platforms have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Tier 1 Instructional Vocabulary

Person Monitoring:

Datasha Dukes

By When/Frequency:

Ongoing

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

Strengthen Tier 1 Instruction by delivering benchmark-aligned lessons that integrate academic vocabulary and leverage Math Nation and SAVVAS resources to support conceptual understanding and skill mastery.

Action Step #2

Student Engagement and Ownership

Person Monitoring:

Datasha Dukes

By When/Frequency:

Weekly

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

Empower students to take ownership of their learning by setting individual math growth goals, tracking progress using visual data tools, and reflecting weekly through math journals or goal-setting conferences.

Action Step #3

Data Tracking/Monitoring

Person Monitoring:

Datasha Dukes

By When/Frequency:

Monthly

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

Monitor students scoring in Levels 3, 4, and 5 on formative and state math assessments to ensure continued academic growth and maintenance of proficiency. Math team will: - Identify Level 3–5 students using state and district math assessment data. - Track student progress quarterly using formative assessments, benchmark data, and digital data tracking tools. - Provide differentiated instruction and enrichment opportunities to challenge and engage proficient and advanced learners. - Use PLCs to analyze data trends and adjust instructional strategies as needed. - Collaborate with the Instructional Coach and Assistant Principal to support data-driven decision-making.

Action Step #4

Instructional Priorities/Walkthrough Tool

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Fall/Ongoing

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

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

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale**

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

- Biology achievement on EOC assessments.
- Instructional Priority# 1: Benchmark Aligned Instruction
- Instructional Priority #2: Student Engagement
- Strategic Plan Connection: Initiative B, High Standards and Student Achievement, Performance Objective #2, KPI #7

Measurable Outcome

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

Our student achievement goal is to increase Biology EOC achievement from 75% to 80%.

Monitoring

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

- Benchmark/Formative Assessments will be reviewed and analyzed to determine effectiveness of action steps.
- District/School Leaders will visit Professional Learning Communities regularly to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Mickey Reynolds, Melissa Flory

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Vocabulary

Person Monitoring:

Melissa Flory

By When/Frequency:

Ongoing/Weekly

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

Integrate academic vocabulary instruction into lessons at least three times per week through evidence-based strategies such as Frayer models, concept mapping, word walls, academic games, and structured pair/group discussions.

Action Step #2

Formative Assessments

Person Monitoring:

Melissa Flory

By When/Frequency:

Ongoing/Monthly

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

Implement formative assessments that prompt students to apply academic vocabulary in explanatory formats, such as exit slips and short constructed response items, to reinforce understanding and support language development.

Action Step #3

Literacy Coach Support

Person Monitoring:

Melissa Flory

By When/Frequency:

Ongoing/Monthly

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

Utilizing the expertise of the literacy coach to support targeted instruction in reading comprehension, academic vocabulary development, and test-taking strategies.

Action Step #4

Instructional Priorities/Walkthrough Tool

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Fall/Ongoing

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

step:

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

Area of Focus #4

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

Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale**

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

- US History EOC Achievement
- Instructional Priority #1: Benchmark-Aligned Instruction
- Instructional Priority #2: Student Engagement
- Strategic Plan Connection: System Initiative B, High Standards and Student Achievement, Performance Objective #2, KPI #1, #2.

Measurable Outcome

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

Our student achievement goal is to increase US History EOC achievement from 77% to 82%.

Monitoring

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

- Formative and summative assessment data will be reviewed quarterly in PLCs.
- District and school leaders will visit PLCs regularly to monitor implementation of Instructional Priorities.

Person responsible for monitoring outcome

Mickey Reynolds, Matthew Ackley

Evidence-based Intervention:

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

Description of Intervention #1:**Rationale:**

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Vocabulary

Person Monitoring:

Matthew Ackley

By When/Frequency:

Ongoing/Weekly

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

Provide structured opportunities for students to apply academic vocabulary in the context of analyzing informational texts, thereby deepening comprehension and enhancing critical thinking skills.

Action Step #2

Professional Development

Person Monitoring:

Matthew Ackley

By When/Frequency:

Fall/Ongoing

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

Implement ongoing professional development initiatives, including CAR-PD—a specialized program designed to equip educators with effective strategies for integrating reading instruction across content areas. Additionally, dedicated instructional planning days are provided for the U.S. History team in collaboration with DTL to ensure curriculum benchmarks are closely aligned with state standards.

Action Step #3

Literacy Coach Support

Person Monitoring:

Matthew Ackley

By When/Frequency:

Ongoing/Monthly

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

Utilizing the expertise of the literacy coach to support targeted instruction in reading comprehension, academic vocabulary development, and test-taking strategies.

Action Step #4

Instructional Priorities/Walkthrough Tool

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Fall/Ongoing

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

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

Area of Focus #5

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

- College and Career Acceleration for the Class of 2026
- Strategic Plan Connection: System Initiative C, Innovation for College, Careers, and Citizenship, KPI #1.

Measurable Outcome

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

Our goal is 100% of the Class of 2025 graduates earn at least one of the College and Career Acceleration metrics.

Monitoring

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

- Leadership Team and counselors promote and schedule students in AP, dual-enrollment, and CTE courses.
- Teachers and APs monitor formative assessments and certifications.
- Update acceleration spreadsheet once a student has met completion of one of the metrics.

Person responsible for monitoring outcome

Mickey Reynolds, Melisa Ayala-Cruz, Datasha Dukes

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

AICE Cambridge

Person Monitoring:

Melisa Ayala-Cruz

By When/Frequency:

Fall/Ongoing

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

Enroll ELA proficient 11th graders into the AICE Cambridge ELA course. This rigorous, college-level program offers students the opportunity to earn college credit while developing advanced reading, writing, and critical thinking skills aligned with international standards. Progress monitoring will be used to track student advancement towards proficiency on the AICE examination.

Action Step #2

Life and Career Planning

Person Monitoring:

Datasha Dukes, Melisa Ayala-Cruz

By When/Frequency:

Fall/Ongoing

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

Students with a GPA of 2.5 or higher will be enrolled in the on-campus dual enrollment course, Life and Career Planning. This course provides students with the opportunity to earn college credit while developing essential skills for postsecondary success. Student progression will be monitored by the classroom teacher through ongoing formative assessments to ensure instructional alignment and support academic growth.

Action Step #3

Ducks Unlimited

Person Monitoring:

Datasha Dukes, Melissa Flory

By When/Frequency:

Fall/Ongoing

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

Students enrolled in Environmental Science courses will be provided the opportunity to earn the Ducks Unlimited Ecology Conservation and Management certification. This credential aligns with the district's acceleration metric and supports college and career readiness. Formative assessments will be administered and analyzed throughout the course to monitor student progress. Instruction will be differentiated to address the needs of students requiring additional support and to provide enrichment for those demonstrating advanced understanding.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

- Operation Graduation 2026
- Strategic Plan Connection: System Initiative B, High Standards and Student Achievement, Performance Objective #2, KPI #4b

Measurable Outcome

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

Our goal is to ensure that 98% of the Class of 2026 students earn their Graduation Assessment Requirements by May of 2026.

Monitoring

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

- School Leadership Team will hold monthly reviews following assessment dates to review which Seniors have not yet met concordance.
- School leaders and counselors will meet with those students to develop and revisit plans we have in place.
- Data chats will take place amongst teachers in PLCS to monitor student performance and design specific supports and instruction.

Person responsible for monitoring outcome

Mickey Reynolds, Kathy Aslin, Anna Krieger

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development**Person Monitoring:**

Mickey Reynolds

By When/Frequency:

August 2025

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

Participation in multiple professional development sessions. Sessions are designed to equip educators with effective strategies and resources to support student success on the SAT, ACT and CLT. They will incorporate more targeted, less computer-based lessons that will give juniors and seniors a chance to meet scores for graduation.

Action Step #2

Student by Student Monitoring

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Quarterly/Ongoing

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

Mentor teams, consisting of an administrator and a school counselor, will conduct quarterly check-ins (broken up by student alpha) to monitor academic progress, provide encouragement, and offer targeted interventions as needed. FTE will work with school attendance data to target DNE students. Student performance will be systematically monitored following each testing opportunity to identify outstanding concordant score requirements for graduation. Educators/Administrators will analyze assessment data to determine individual student needs and implement targeted supports, including test preparation sessions, tutoring, and small group remediation.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

- Students with 10 or more absences
- Strategic Plan Connection: 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.

Our goal is to decrease the percent of students with 10+ absences from 36% to 30%.

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.

- Leadership Team will meet monthly to analyze trends by grade level, subgroup, and teacher and share data with grade-level teams.
- Daily/Weekly Tracking: generate attendance reports and flag students with 3+ absences in a month for early intervention.

Person responsible for monitoring outcome

Mickey Reynolds, Matthew Ackley

Evidence-based Intervention:

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

Description of Intervention #1:

State statute requires that school teams 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 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Parent Communication

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Weekly/Ongoing

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

Students with 10 or more absences will be identified through regular attendance data reviews. Designated staff members—including administrators, counselors, and support personnel—will be assigned to initiate direct outreach to families of Tier 2 and Tier 3 students as part of a targeted attendance intervention strategy. Monitoring and Communication Protocol: - Weekly attendance reports will be generated to update the list of students meeting the intervention threshold. - Assigned staff will conduct weekly phone calls to families, documenting all outreach efforts in EdInsight communication logs. - Staff (Truancy team) will monitor attendance trends for each student and escalate support as needed (e.g., home visits, attendance contracts, or referrals to community resources). - Monthly data reviews will be conducted during leadership and student services meetings to evaluate the effectiveness of interventions and adjust strategies accordingly.

Action Step #2

Incentivize Attendance

Person Monitoring:

Mickey Reynolds, Melisa Ayala Cruz, Rebecca Southworth

By When/Frequency:

Monthly/Ongoing

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

Promote positive attendance by linking student privileges—such as Homecoming and Prom tickets, parking permits, and senior lunch access—to consistent attendance. Incentives like Positive Behavior Referrals, MINGA Points, and homework passes will also be used to reinforce regular participation.

Area of Focus #2

Other: Conditions for Learning

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.

- Conditions for Learning
- Strategic Plan Connection: System Initiative D, Conditions for Learning, KPI #3 and #4

Measurable Outcome

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

Our goal is to decrease the total number of referrals from 896 to 775.

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.

- BCA team will share walkthrough data with leadership in order to identify teacher needs/ interventions.
- Teacher-student discipline data will be analyzed monthly to determine restorative practice opportunities.

Person responsible for monitoring outcome

Mickey Reynolds, Ron Motley

Evidence-based Intervention:

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

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Behavior Coaching Academy

Person Monitoring:

Ron Motley

By When/Frequency:

Fall/Ongoing

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

Continue the implementation of the teacher-led Behavior Coaching Academy (BCA), with a strategic focus on enhancing student behavior and fostering a positive school climate. The BCA will utilize a structured classroom walkthrough tool to identify specific instructional and behavioral support needs among teachers. Following these observations, BCA members will conduct reflective conferences to share best practices, collaborate on effective strategies, and promote continuous professional growth.

Action Step #2

Instructional Priorities/Walkthrough Tool

Person Monitoring:

Mickey Reynolds

By When/Frequency:

Fall/Ongoing

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

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

Action Step #3

Promote Strong Relationships

Person Monitoring:

Becca Southworth

By When/Frequency:

Fall/Ongoing

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

Encourage teachers to use relationship-building strategies (e.g., morning meetings, check-ins, 2X10 method) and facilitate mentorship programs between staff and students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00