

Seminole County Public Schools

CROOMS ACADEMY/INFO TECHNOLOGY



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To build a culture of excellence and success for every student.

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

Brandon Hanshaw

brandon_hanshaw@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Clayton Donnan

clayton_donnan@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Jeralee McIntyre

jeralee_mcintyre@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Sarah Hebel

smithsz12@scps.k12.fl.us

Position Title

Dean/Testing Coordinator

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Shellane Babb

shellane_babb@scps.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

1. NAF Director/NAF Curriculum Leader
2. Literacy Leadership Team
3. Teacher Coaching
4. MTSS Team Member
5. Professional Development

Leadership Team Member #6

Employee's Name

Vincent Geigel

vincent_geigel@scps.k12.fl.us

Position Title

Lead School Counselor

Job Duties and Responsibilities

1. Magnet Night Lead
2. District Lead Counselor
3. Student Recruitment Lead

Leadership Team Member #7

Employee's Name

Lindsay Bundrick

lindsay_bundrick@scps.k12.fl.us

Position Title

Career Specialist

Job Duties and Responsibilities

1. Mentor Program Coordinator
2. Career Education
3. Job Shadowing
4. Business Partners Program
5. Business Advisory Council

2. Stakeholder Involvement

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

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

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

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)).

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

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	42.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	228	188	180	163	759
Absent 10% or more school days	31	11	19	57	118
One or more suspensions	11	1	2	2	16
Course failure in English Language Arts (ELA)	17	12	14	19	62
Course failure in Math	19	38	25	13	95
Level 1 on statewide ELA assessment	18	0	0	0	18
Level 1 on statewide Algebra assessment	5	0	0	0	5

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	21	12	12	12	57

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*	80	65	59	76	62	55	67	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	74	63	58	68	63	57			
ELA Lowest 25th Percentile	75	62	56	64	61	55			
Math Achievement*	66	49	49	61	44	45	51	39	38
Math Learning Gains	62	53	47	52	50	47			
Math Lowest 25th Percentile	58	55	49	64	54	49			
Science Achievement	93	73	72	83	72	68	76	69	64
Social Studies Achievement*	91	79	75	91	74	71	88	70	66
Graduation Rate	100	92	92	100	92	90	99	94	89
Middle School Acceleration									
College and Career Acceleration	83	62	69	90	61	67	95	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	65	52	85	64	49	59	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	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	842
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
77%	76%	79%	75%	71%		74%

* 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	65%	No		
English Language Learners	64%	No		
Asian Students	87%	No		
Black/African American Students	70%	No		
Hispanic Students	74%	No		
Multiracial Students	70%	No		
White Students	82%	No		
Economically Disadvantaged Students	74%	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 PROGR
All Students	80%		74%	75%	66%	62%	58%	93%	91%		100%	83%	60%
Students With Disabilities	56%		70%	74%	43%	40%	45%	85%	75%		100%	60%	
English Language Learners	52%		74%	70%	42%	50%	40%	77%			100%	71%	60%
Asian Students	87%		75%		94%	50%		95%	100%		100%	96%	
Black/African American Students	63%		73%	64%	43%	62%	70%	74%	74%		100%	77%	
Hispanic Students	77%		72%	80%	62%	60%	42%	94%	91%		100%	78%	54%
Multiracial Students	78%		61%		77%	62%							
White Students	86%		77%	75%	73%	66%	69%	96%	96%		100%	85%	
Economically Disadvantaged Students	71%		70%	77%	58%	57%	50%	90%	84%		100%	78%	

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%				51%			76%	88%		99%	95%	59%
Students With Disabilities	40%				30%			56%	93%		100%	86%	
English Language Learners	48%				44%			67%	58%				79%
Asian Students	76%				60%			88%	86%				
Black/African American Students	38%				34%			59%	86%		93%	86%	
Hispanic Students	69%				45%			75%	84%		100%	94%	
Multiracial Students	69%				50%								
White Students	74%				61%			78%	93%		99%	97%	
Economically Disadvantaged Students	61%				42%			73%	85%		96%	96%	

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	81%	65%	16%	58%	23%
ELA	9	78%	63%	15%	56%	22%
Biology		92%	71%	21%	71%	21%
Algebra		48%	61%	-13%	54%	-6%
Geometry		74%	60%	14%	54%	20%
History		91%	76%	15%	71%	20%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		0%	25%	-25%	23%	-23%
Biology		* 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		24%	19%	5%	18%	6%
Geometry		18%	25%	-7%	19%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

ELA Gains of the lowest quartile showed the most improvement. This improvement is due to the focus on last years SIP and increased collaboration with the department of T&L and A&A, in addition to a focus on 9th grade ELA PLC collaboration.

Lowest Performance

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

The data which showed the lowest performance was the lowest quartile of Algebra I and Geometry students. This trend continues to persist each year as many of our students enter high school having already completed Algebra 1.

Greatest Decline

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

The decline we are concerned with most is in the area of College and Career Acceleration. The two factors contributing the most are the effects of the pandemic as well as the elimination of the Microsoft Office Specialist certification.

Greatest Gap

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

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

EWS Areas of Concern

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

1. Performance of the lowest quartile math students.

Highest Priorities

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

1. Retention of freshmen class
2. College and career acceleration through industry certifications.
3. Performance of the lowest quartile math students.

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.

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.

Our area of focus is career and college acceleration through earning industry certifications, advanced placement and dual enrollment classes.

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.

In 2024-2025, 71% percent of students in DIT earned Word Press certification. We will increase industry certifications in Word Press by 10% through a consistent calendar used by DIT teachers.

Monitoring

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

DIT teachers, Clayton Donnan, and Patricia Cason will work to track student progress.

Person responsible for monitoring outcome

Clayton Donnan

Evidence-based Intervention:

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

Description of Intervention #1:

Graduation and acceleration data

Rationale:

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

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

Shared responsibility

Person Monitoring:

Clayton Donnan

By When/Frequency:

Monthly

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

Meet with Technology Curriculum Leaders and DIT teachers to track student progress.

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 of the lowest quartile decreased by 6% last school year to 58%.

Instructional Priority #1: Benchmark-Aligned Instruction

Instructional Priority #2: Student Engagement

Measurable Outcome

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

Increase learning gains for the lowest quartile in math by 5%

Monitoring

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

Algebra I and Geometry teachers will work with the lowest quartile students and implement dedicated Homeroom interventions based on their needs according to formative and quarter assessments.

Person responsible for monitoring outcome

Jeralee McIntyre

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

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

Cooperative Learning

Person Monitoring:

Jeralee McIntyre

By When/Frequency:

Bi-weekly

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

Algebra/Geometry teachers will utilize Kagan Cooperative Learning Strategies to increase student engagement in class. We will also include activities provided and led by our certified math and ESE teachers in our Learning Strategies course to support lowest quartile in math classes.

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.

English Learning Gains

Instructional Priority #1: Benchmark-Aligned Instruction

Instructional Priority #2: Monitoring for Learning

Strategic Plan Connection: System Initiative B, Performance Objective 1, Key Performance Indicator

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 goal is to increase overall student learning gains on ELA FAST from 74% to 80%

Monitoring

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

District/School Leaders will visit Professional Learning Communities on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Assistant Principal Clayton Donnan

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Cross Curricular Learning Community

Person Monitoring:

Clayton Donnan

By When/Frequency:

Quarterly

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

step:

Establish a collaborative learning group between 10/11 ELA and US History teachers to monitor assessment data and make necessary corrections/collaborations/modifications to increase learning gains.

Action Step #2

Grade Level PLC

Person Monitoring:

Clayton Donnan

By When/Frequency:

Weekly

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

9 Grade ELA and Reading Teachers will establish a PLC to build common lessons focusing on learning gains for the lowest quartile of students.

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.

Science Proficiency

Instructional Priority #1: Benchmark-Aligned Instruction

Instructional Priority #2: Monitoring for Learning

Strategic Plan Connection: System Initiative B, Performance Objective 1, Key Performance Indicator 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 goal is to increase student achievement on the Biology EOC from 92% to 95%

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 for each course and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities

Person responsible for monitoring outcome

Jeralee McIntyre

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Subject Specific PLC

Person Monitoring:

Jeralee McIntyre

By When/Frequency:

Weekly

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

Biology teachers will continue to build common lessons and assessments to monitor student progress, utilizing the data to modify instruction as needed.

Action Step #2

Cross Curricular Learning Community

Person Monitoring:

Jeralee McIntyre

By When/Frequency:

Quarterly

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

Physical Science and Math teachers will create a cross-curricular project focusing on critical thinking skills.

Area of Focus #5

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.

Social Studies Proficiency

Instructional Priority #1: Benchmark-Aligned Instruction

Instructional Priority #2: Monitoring for Learning

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 increase student achievement on the US History EOC from 91% to 95%

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 for each course and compared to the Impact Tool data to determine Instructional Effectiveness of the selected Instructional Priorities

Person responsible for monitoring outcome

Clayton Donnan

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Vertical teaming with World History

Person Monitoring:

Clayton Donnan

By When/Frequency:

Weekly

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

In partnership with DTL, World History and United States History teachers will work together to continue to follow SCPS Frameworks and establish common assessment questions to better monitor student progress, to prepare them for United States History EOC formatting and assessment.

Action Step #2

Subject Specific PLC

Person Monitoring:

Clayton Donnan

By When/Frequency:

Weekly

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

US History teachers will continue to build common lessons and assessments to monitor student progress, utilizing the data to modify instruction as needed.

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.

Graduation rate

Strategic Plan Connection: System Initiative B, Performance Objective 1, Key Performance Indicator 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 goal is to maintain a 100% graduation rate.

Monitoring

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

Student services will conduct credit checks with students to ensure they are aware of their progress. And the testing coordinator will work with guidance to track students in need of concordant scores.

Person responsible for monitoring outcome

Vincent Geigle

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Credit Checks

Person Monitoring:

Vincent Geigle

By When/Frequency:

Monthly

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

Counselors will meet individually with all students to ensure they are meeting the required credits for graduation every year during course registration. For seniors, credit checks will happen within the first month of school.

Action Step #2

Concordant Scores

Person Monitoring:

Sarah Hebel

By When/Frequency:

Monthly

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

Testing coordinator will monitor students who need to achieve concordant test scores for graduation requirements and provide multiple opportunities to earn concordant scores throughout the school year.

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.

Our area of focus is improving attendance to impact the retention of our freshmen. Upon review of our 9th to 10th grade student retention data, including GPA, discipline, and summer school completion, we lost 9% of our freshmen class in the 2024-2025 school year due to poor performance. By working with our School Social Worker, we will monitor attendance patterns of our freshmen class to provide necessary interventions to increase retention.

Measurable Outcome

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

We will reduce the percentage of the freshmen class we lose from 9% to 6% in the 2025-2026 school year.

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.

This area of focus will be led by our school social worker, student services team and the Student Government Association and Leadership class.

Person responsible for monitoring outcome

Vincent Geigle and Lindsay Bundrick

Evidence-based Intervention:

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

Description of Intervention #1:

Graduation and acceleration data

Rationale:

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

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

Shared responsibility

Person Monitoring:

Vincent Geigle

By When/Frequency:

Monthly

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

Monitor students with more than 5 absences to provide additional supports that are necessary. School social worker will meet with Student Services team and student leaders to provide more academic support and any interventions for at risk freshmen.

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.

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

Specifics to Address the Need

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

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

VII. Budget to Support Areas of Focus

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

No

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