

Seminole County Public Schools

LYMAN HIGH SCHOOL



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

Empower the youth of today to innovate tomorrow.

Provide the school's vision statement

Lyman High School will focus on: 1. High Expectations 2. Instruction that is engaging and collaborative 3. Protect our school-continuously monitor safety on our campus 4. Develop a culture of pride, spirit and community through building relationships and focusing on intentionality in instruction.

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

Michael Hunter

Michael_Hunter@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Principal of Lyman High School

Leadership Team Member #2

Employee's Name

Carly Marks

Carly_Marks@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

CTE, Academy of Engineering, ROTC, Industry Certifications, Professional Development/PLC Coordinator, Open House Coordinator, Master Scheduler, Student Services

Leadership Team Member #3**Employee's Name**

Courtney Doherty

Courtney_Doherty@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Math, Science, Performing Arts, Fine Arts, Graduation Coordinator, Summer School Coordinator

Leadership Team Member #4**Employee's Name**

Nancy Diaz

Nancy_Diaz@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA, ESOL, Reading, Social Studies, SAC, Curriculum Leaders, Testing, New Teacher/NEST Program

Coordinator, Credit Recovery, 5Essentials/Snapshot Survey

Leadership Team Member #5**Employee's Name**

Johanna Velazquez

Johanna_Velazquez@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ESE, PE, World Languages, Alumni Relations, Transportation

Leadership Team Member #6

Employee's Name

Steve Longarzo

Steve_Longarzo@scps.k12.fl.us

Position Title

School Administrative Manager

Job Duties and Responsibilities

Facilities, Custodial, Emergency Response Plans, Facilitron, Safety & Security

Leadership Team Member #7

Employee's Name

Theresa Rogers

Theresa_Rogers@scps.k12.fl.us

Position Title

School Administrative Manager

Job Duties and Responsibilities

Testing, Media Center, Social Media, Textbooks, Insignia/LibBib

Leadership Team Member #8

Employee's Name

Samuel Davis

Samuel_Davis@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, PBS, Title IX Coordinator, Truancy Liaison, MTSS

Leadership Team Member #9

Employee's Name

Mary Scalione

Mary_Scalione@scps.k12.fl.us

Position Title

Director of Student Services

Job Duties and Responsibilities

Director of Student Services, Accelerated Opportunities, Registration, National Merit

Leadership Team Member #10**Employee's Name**

Wes Below

Wes_Below@scps.k12.fl.us

Position Title

Athletic Director

Job Duties and Responsibilities

Monitor and schedule all athletic events and the entire coaching staff.

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 Curriculum Leaders, SAC and PTSA are provided with the rough draft to discuss and provide specific feedback. The SAC will review the supplied rough draft of the document at the August SAC meeting to provide feedback prior to submitting for an approval vote due in October.

3. SIP Monitoring

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

The Administrative team, Curriculum Leaders, teachers, students, SAC and PTSA continually work to

cultivate a positive, encouraging and respectful environment for our campus. School Board members visit frequently and focus on noticing our teachers, students and how our Administrative team/office personnel interact with everyone on our campus. There is a continual focus in our PLC and Department meetings to review, reflect and implement instructional decisions to address the greatest achievement gaps. Quarterly data review is focused on the progress monitor and formative assessments to track student data combined with data chats in ELA, Reading, Math, Biology and US History classes to promote an understanding and commitment to improvement. Data folders are maintained and reviewed by the Assistant Principal, teachers, students, Literacy Coach and members of the Department of Teaching & Learning. The four Instructional Priorities for 2025-26 include: Benchmark Alignment, Monitoring for Learning, Student Engagement and Conditions for Learning.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 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	55.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
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: B 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	518	497	478	439	1,932
Absent 10% or more school days	111	109	88	96	404
One or more suspensions	58	43	30	18	149
Course failure in English Language Arts (ELA)	93	140	124	93	450
Course failure in Math	104	81	152	67	404
Level 1 on statewide ELA assessment	97	0	0	0	97
Level 1 on statewide Algebra assessment	78	0	0	0	78

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	123	22	13	10	168

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*	60	65	59	58	62	55	51	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	63	58	63	63	57			
ELA Lowest 25th Percentile	59	62	56	54	61	55			
Math Achievement*	39	49	49	35	44	45	33	39	38
Math Learning Gains	52	53	47	46	50	47			
Math Lowest 25th Percentile	58	55	49	59	54	49			
Science Achievement	70	73	72	56	72	68	63	69	64
Social Studies Achievement*	72	79	75	70	74	71	66	70	66
Graduation Rate	93	92	92	97	92	90	94	94	89
Middle School Acceleration									
College and Career Acceleration	60	62	69	60	61	67	62	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	54	65	52	58	64	49	42	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)	CSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	681
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	60%	59%	57%	49%		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	40%	Yes	6	
English Language Learners	48%	No		
Asian Students	76%	No		
Black/African American Students	55%	No		
Hispanic Students	57%	No		
Multiracial Students	70%	No		
White Students	70%	No		
Economically Disadvantaged Students	55%	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	60%		64%	59%	39%	52%	58%	70%	72%		93%	60%	54%
Students With Disabilities	27%		49%	50%	16%	34%	40%	41%	32%		88%	21%	
English Language Learners	34%		58%	60%	11%	44%	58%	45%	41%		87%	40%	54%
Asian Students	75%		71%		54%	50%		88%	89%		100%	78%	
Black/African American Students	41%		59%	60%	30%	53%	64%	53%	61%		88%	41%	
Hispanic Students	59%		63%	59%	27%	45%	54%	65%	66%		91%	50%	51%
Multiracial Students	75%		64%		63%	57%		84%	63%		96%	55%	
White Students	69%		67%	59%	53%	59%	57%	80%	83%		96%	75%	
Economically Disadvantaged Students	49%		60%	58%	30%	47%	54%	61%	61%		91%	48%	51%
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 PROGRE
All Students	58%		63%	54%	35%	46%	59%	56%	70%		97%	60%	58%
Students With Disabilities	17%		45%	48%	11%	38%	61%	20%	33%		97%	21%	25%
English Language Learners	27%		42%	35%	11%	34%	41%	23%	37%		98%	41%	58%
Asian Students	74%		79%		52%	38%		67%	79%		100%	76%	
Black/African American Students	45%		58%	45%	21%	36%	46%	44%	55%		97%	27%	
Hispanic Students	54%		60%	55%	29%	44%	55%	49%	66%		96%	43%	53%
Multiracial Students	58%		66%		40%	73%		60%	77%		100%	50%	
White Students	66%		65%	60%	50%	53%	81%	69%	79%		97%	77%	
Economically Disadvantaged Students	49%		59%	55%	26%	43%	59%	45%	60%		96%	44%	53%

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	51%				33%			63%	66%		94%	62%	42%
Students With Disabilities	18%				15%			41%	34%		93%	24%	
English Language Learners	23%				19%			39%	23%		90%	56%	43%
Asian Students	63%				52%			84%	79%		100%	95%	
Black/African American Students	32%				16%			41%	42%		91%	30%	
Hispanic Students	43%				33%			58%	59%		92%	65%	42%
Multiracial Students	60%				33%			60%	59%		100%	55%	
White Students	63%				45%			76%	81%		95%	69%	
Economically Disadvantaged Students	41%				26%			54%	55%		92%	50%	43%

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	59%	65%	-6%	58%	1%
ELA	9	58%	63%	-5%	56%	2%
Biology		68%	71%	-3%	71%	-3%
Algebra		23%	61%	-38%	54%	-31%
Geometry		45%	60%	-15%	54%	-9%
History		71%	76%	-5%	71%	0%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	18%	-5%	16%	-3%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	18%	3%
Geometry		37%	25%	12%	19%	18%
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?

The Biology EOC achievement (proficiency) increased by 14 points from 2024-54% to 2025-68%. This increase was due to the utilization of formative assessments, reading strategies, graphic organizers and the breakdown of assessment question stems which increased achievement.

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 students showed a 3 point increase in achievement (proficiency) over the past two years: 2024-35%, 2025-38%, the specific goal to improve math achievement (proficiency) will be set at a minimum of 50% achievement. The Algebra and Geometry PLCs will focus on three formative assessments per quarter (9 total), utilize data tracking sheets, analyze their student data to make instructional adjustments and meet monthly with Courtney Doherty, Assistant Principal and the Teacher on Assignment from the Department of Teaching & Learning.

Greatest Decline

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

The Math lower quartile learning gains declined from 2024-59%, 2025-57%. The Geometry standard students showed the greatest decline in lower quartile learning gains from 2024-52%, 2025-48%. Specific analysis of student data from formative/summative assessments combined with a limitation of instructional engagement contributed to this decline.

The Grad Rate declined from 2024-97%, 2025-93%. Specific student and family intervention and poor attendance attributed to this decline.

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 Geometry standard students showed the greatest decline in lower quartile learning gains from 2024-52%, 2025-48%. Specific analysis of student data coupled with limited instructional engagement and benchmark alignment contributed to this decline.

EWS Areas of Concern

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

Based on the data for Algebra and Geometry to improve achievement (proficiency) from 38% to 50%, the focus will include the total SWD subcategory (16% increase to 25%) and ELL subcategory (15% increase to 20%).

Highest Priorities

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

- Improve Math Achievement (proficiency) from 38%-50%.
- Improve US History Achievement 71% to 76% specifically focused on our SWD population 27% to 31% and ELLs 27% to 32%.
- Improve the Grad Rate 94% to 98%.
- Improve ELA Achievement 60% to 70%, ELA 9 achievement (proficiency) 38% to 45% and ELA 10 achievement (proficiency) 37% to 45%.
- College/Career Readiness will improve 2024-62% to 2025-75%.

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 Student Engagement

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.

Increase the US History achievement from 71% to 80% with a specific focus on raising two subgroups achievement (proficiency): ELL from 27% to 32% and SWD from 33% to 38%.

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.

The US History EOC achievement (proficiency) data for 2025-71% to increase in 2026-80% proficiency.

Monitoring

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

Conduct quarterly reviews focused on the data obtained from formative assessments, instructional adjustments, classroom visits by the Assistant Principal, TOA, Instructional Coach and Department of Teaching & Learning team members. Data folders will reflect the Formative and Summative assessment data to implement strategic instructional decisions. Incorporate CAR Data collection document provided by the Department of Teaching & Learning.

Person responsible for monitoring outcome

Nancy Diaz, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Utilize formative and summative assessments. Adherence to the SCPS Curriculum frameworks only, utilization of Higher Order question stems with Spanish-adapted text for ELLs. Data folders will be implemented to denote student growth and achievement. The CAR Data collection (walk through look fors) document provided by the Department of Teaching & Learning will be incorporated to specifically monitor scaffolding of complex text structure.

Rationale:

Implementation of specific data-driven discussion during PLC meetings to answer the following questions: How do we know the lesson went well? (Data supported) How do we know that it's working? (Review instructional outcomes and adjustments)

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

Student Engagement

Person Monitoring:

Nancy Diaz, Assistant Principal

By When/Frequency:

Bi-Monthly

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

Review data with students and conference about summative data, learning goals and target end goals. Monthly visits with DTL, Bi-monthly data chats with US History PLC. Quarterly meetings to discuss summative data and make instructional decisions. Incorporate focused content reading interventions for complex text, utilization of higher order question stems to increase academic engagement and proficiency.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction**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.

Increase the Math overall proficiency rate from 38% to 60% and an overall Learning Gain increase from 48% to 60%.

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.

The Math overall achievement proficiency data for 2025-38% to 2026-60% proficiency and increase from 48% in Learning Gains in 2025 to 60% in 2026.

Monitoring

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

Conduct quarterly reviews focused on the data obtained from formative assessments, instructional adjustments, classroom visits by the Assistant Principal, TOA, Instructional Coach and Department of Teaching & Learning team members. Data folders will reflect the Formative and Summative assessment data to implement strategic instructional decisions.

Person responsible for monitoring outcome

Courtney Doherty-Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Utilize three formative assessments Quarters 1-3 (9 total) and review of each summative assessment. Utilize student data folders to include attention to student growth and achievement. Utilization of Higher Order question stems with Spanish-adapted text for ELLs.

Rationale:

Implementation of specific data-driven discussion during PLC meetings to answer the following questions: How do we know the lesson went well? (Data supported) How do we know that it's working? (Review instructional outcomes and adjustments) What do we do when it didn't work? (Data driven instruction)

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

Benchmark Alignment-Monitoring for Learning

Person Monitoring:

Courtney Doherty-Assistant Principal

By When/Frequency:

Bi-monthly

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

step:

Teachers will review data with students and conference about prior scores and learning and end goals. Bi-monthly PLC data chats with Algebra and Geometry to align with instructional decisions.

Area of Focus #3

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.

Improve the 2026 graduation rate from 93% to 98%. The grad rate was identified as a crucial need due to engagement of students, attendance and community awareness.

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.

The grad rate has decreased from 2024-97% to 2025-93% which was derived from lack of engagement, attendance and limited community awareness. The goal for 2026 is to attain a 98% grad rate.

Monitoring

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

At-Risk monitoring by the administrative staff. At-Risk Seniors will be identified and mentored quarterly by the members of the administrative team to help these students meet their graduation requirements. At-Risk Seniors are identified based on the number of credits earned and if they have earned passing scores on the state math and reading assessments.

Withdrawals of all students will be monitored closely by the FTE clerks.

Person responsible for monitoring outcome

Nancy Diaz, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

At-Risk Seniors will be identified and mentored quarterly by the members of the administrative team to help these students meet their graduation requirements. At-Risk Seniors are identified based on the number of credits earned and if they have earned passing scores on the state math and reading assessments. Withdrawals of all students will be monitored closely. Cohort will be reviewed and researched in the Spring.

Rationale:

To improve the graduation rate from 93% to 98%.

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

At-Risk Senior Identification

Person Monitoring:

Nancy Diaz-Assistant Principal

By When/Frequency:

Quarter 1

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

Run data mining to identify At-Risk Seniors. Assign members of the administrative team as mentors. Use spreadsheet as a 'live' document to maintain and keep notes on Seniors.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction**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.

Overall ELA Achievement will improve from 60% to 70%. Overall ELA Learning Gains will improve from 64% to 70%. ELA Lowest Quartile Learning Gains will improve from 59% to 65%.

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.

Overall ELA Achievement will improve from 60% to 70%. Overall ELA Learning Gains will improve from 64% to 70%. ELA Lowest Quartile Learning Gains will improve from 59% to 65%.

Monitoring

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

Teachers and PLCs will work on the information obtained from formative assessments (cold reads). Quarterly data reviews are scheduled to focus on data from benchmark assessments and progress monitoring and make instructional adjustments. Classroom visits by the Assistant Principal, TOA, Instructional Coach and Department of Teaching & Learning team members. Students will maintain data folders to reflect the formative and summative assessment data. The Reading/ELA plans will be utilized in the Reading and Learning Strategies classes followed with specific conferencing by the teacher and Instructional Coach to monitor lexile growth from time spent on Achieve 3000 and from small group instructional rotations.

Person responsible for monitoring outcome

Nancy Diaz, Assistant Principal and Amanda Kaplowitz, Instructional Coach

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:

Utilize three formative assessments Quarters 1-3 (9 total) and review of each summative assessment. Utilization of data folders with the SCPS High School data sheet, adherence to the SCPS Curriculum frameworks and resources, utilization of Higher Order question stems with Spanish-adapted text for ELLs. Data folders will incorporate student growth and achievement which will also include instructional decisions for student engagement and textual content decisions.

Rationale:

Implementation of specific data-driven discussion during PLC meetings to answer the following questions: How do we know the lesson went well? (Data supported) How do we know that it's working? (Review instructional outcomes and adjustments)

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

Benchmark Alignment-Monitoring for Learning

Person Monitoring:

Nancy Diaz, Assistant Principal

By When/Frequency:

Bi-monthly

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

Bi-monthly PLC meetings to discuss formative data. Quarterly meetings to discuss summative data and instructional direction. Conference with all Learning Strategies and Reading students to review lexile growth. Collaborative learning structures and reading strategies will continue to evolve in all classes using incorporated station rotations.

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.

The College and Career Acceleration plan includes participation and achievement of students in accelerated courses from 62% to 75% for 2025-26.

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.

The College and Career Acceleration plan includes participation and achievement of students in accelerated courses from 62% to 75% for 2025-26.

Monitoring

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

Student schedules will be reviewed by the Student Services counselors prior to the school year to ensure all acceleration opportunities are offered to students. During student credit check meetings, the counselors will review student enrollment in accelerated classes. Informational sessions will be held during both lunches for CTE, Advanced Placement and Dual Enrollment opportunities.

Person responsible for monitoring outcome

Carly Marks - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The College and Career Acceleration participation will increase from 62% to 75%. Student schedules will be reviewed by the Student Services counselors prior to the school year to ensure all acceleration opportunities are offered to students. During student credit check meetings, the counselors will review student enrollment in accelerated classes. Informational sessions will be held during both lunches for CTE, Advanced Placement and Dual Enrollment opportunities.

Rationale:

Students will have access to acceleration courses to include advanced placement, dual enrollment and CTE.

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

Acceleration Recruitment

Person Monitoring:

Carly Marks - Assistant Principal

By When/Frequency:

Bi-annually

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

College and Career Acceleration teachers will be sent into classrooms to promote programs and increase enrollment in those courses. Informational sessions during lunches at registration time will be held. Students will be identified at the start of the school year as candidates for acceleration and given the opportunity to schedule into these courses. Industry certification exams are administered as frequently as allowed in order to provide students with ample opportunity to achieve certification.

Area of Focus #6

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

The Biology EOC achievement will increased 68% to 75%.

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.

The Biology EOC achievement will increased 68% to 75%.

Monitoring

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

PLC will work on the information obtained from formative and summative assessments (unit exams). Quarterly data reviews are scheduled to focus on data from benchmark assessments and make instructional adjustments. Classroom visits by the Assistant Principal, Literacy Coach, TOA and Department of Teaching & Learning team members. Students will maintain data folders to reflect the formative and summative assessment data. The Literacy Coach will help with reading strategies to help students with text complexity.

Person responsible for monitoring outcome

Courtney Doherty - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Formative and summative assessment data will be used to drive instructional decisions and to demonstrate student growth and achievement. Incorporate literacy strategies to help students with complex text.

Rationale:

Implementation of specific data-driven discussion during PLC meetings to answer the following questions: How do we know the lesson went well? (Data supported) How do we know that it's working? (Review instructional outcomes and adjustments)

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

Data Review

Person Monitoring:

Courtney Doherty - Assistant Principal

By When/Frequency:

Monthly and Quarterly

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

Teachers will review data with students and conference about prior scores and learning and end goals. Bi-monthly PLC meetings and quarterly PLC data chats to align instructional decisions.

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.

Student Attendance affects academic performance and the graduation rate. The following data was denoted: students with 10 or more absences: 2022-591, 29%, 2023-610, 30%, 2024-747, 38% and 2025 - 792, 39%.

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.

The following data was denoted: students with 10 or more absences: 2022-591, 29%, 2023-610, 30%, 2024-747, 38% and 2025 - 792, 39%. Students with 10 or more absences will drop from 39% to 35% in 2026.

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.

Attendance is a primary obstacle that must be addressed:

10 or more absences for the entire student population for the following prior years include: 2022-591, 29%, 2023-610, 30%, 2024-747, 38% and 2025-792, 39%. A focused approach to track and eliminate excessive absences will be conducted by the Student Services team which will include tracking reports from Minga. Multiple communication processes will occur: notification by the counselor, educator, Automatic message from Skyward and Parent Square messages sent to remind parents of the importance of attending school for academic success.

Person responsible for monitoring outcome

Carly Marks, Assistant Principal, Carrie Scalione, Director of Student Services

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:

A focused approach to track and eliminate excessive absences will be conducted by the Student Services team which will include tracking reports from Minga. Multiple communication processes will occur: notification by the counselor, educator, Automatic message from Skyward and Parent Square messages sent to remind parents of the importance of attending school for academic success. 5-day absences are tracked and families are notified via email and US postal mail.

Rationale:

Attendance in school provides academic success, participation, awareness and an intentional focus on success toward graduation.

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

Conditions for Learning

Person Monitoring:

Carly Marks, Assistant Principal

By When/Frequency:

Weekly

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

The Assistant Principal receives weekly reports from Edinsight with the students who have recurring absences. 5-day absences are tracked and families are notified via email and US postal mail. Student will receive communication from the counselor and educator to denote the focus on communication to remedy the lack of attendance. 10 and 15-day truancy letters will be mailed.

Action Step #2

Conditions for Learning

Person Monitoring:

Carly Marks, Assitant Principal

By When/Frequency:

Monthly

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

The Attendance Team will meet monthly to review the communication to families, students and obtain feedback from educators. Each student will receive communication from the counselor and educator to denote the focus on communication to remedy the lack of attendance. Students and families that are unresponsive to notice communication will be referred to the school social worker for follow-up and increased intervention(s).

Action Step #3

Conditions for Learning

Person Monitoring:

Carly Marks, Assistant Principal

By When/Frequency:

Once per Semester

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

The Attendance Team runs absence report of 5 or more unexcused absences for targeted events. Students within the acceptable range are granted permission to attend school-sponsored activity or activities.

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