TARPON SPRINGS HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

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

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

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to prepare every student to be a productive citizen and provide them with the skill set necessary to be successful in life.

Provide the school's vision statement

Our vision is 100% student success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Mrs. Leza Fatolitis

Position Title
Principal

Job Duties and Responsibilities

Accreditation
Activity Requests
Appeals
Audits
Budget
Clubs & Organizations
Community Liaison
New Teacher Mentoring
Principal's Multicultural Committee
School Advisory Council
School Based Leadership Team
School Improvement Plan Committee Chair
School Website

Social Media

Staff Recognition

Child Study Team

Elevating Excellence

Extended Learning

Career Education Board

Field Trips

F.I.S.H. Report

Homecoming

Instructional Coaching & Leadership

Outside Organizations (O.S.O./Booster Clubs)

PLC Coordinator

Property Inventory

Purchasing

Restorative Practice

Staff Model

Testing Logistics

Unit Allocation

Yearbook

Leadership Team Member #2

Employee's Name
Mr. Martin Guevara

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Athletics

Magnet Coordinator

Athletic Study Hall

Cohort - 10th Grade

9th Grade Students with last names starting with A - F

NCAA Clearinghouse

Athletic Annual Awards

Athletic Signing Day

5000 Role Models

Testing Retakes

College Board

Business Certification Logistics

Veterinary Academy Testing Logistics

FHSAA Eligibility

AVID Site Team Member

Prom

Progress Monitoring Cycle 1 Testing Logistics

Leadership Team Member #3

Employee's Name

Mrs. Lisa Lennox

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

ESE Department

Curriculum Guide

AICE

Master Schedule

Exams

Common Assessments - Progress Monitoring Logistics

Textbooks

Registration

Out of Field Reports

Substitutes

Cohort - 12th Grade

9th Grade students with last names starting with P - Z

Leadership Team Member #4

Employee's Name

Mr. Michael Mellinger

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for Transportation and Student Experience

ABS

Intervention Center

Plant Operations

Facilities

Site Safety

Testing - Retakes

AVID Site Team

Student and Staff Parking

Cohort - 11th Grade

9th Grade students with last names starting with G - O

Transportation (Buses)

School Picture Day

Student Recognition Program

Progress Monitoring Cycle 2

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

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

Collaboration is a vital part of the systems at Tarpon Springs High School. The focus is involving all stakeholder groups into the curriculum, campus and cultured spirit of TSHS. The efforts begin in the spring of each school year where the School Based Leadership Team convenes and reflects on the year while simultaneously planning ahead for the upcoming school year. Discussions include curriculum decisions, master schedule, campus logistics, student expectations as well as student experience details. Following that, the School Advisory Council discusses budgeting for the new school year and also students are tasked with exit interviews where they can provide feedback for their experience.
In the early part of the new school year, students will have opportunity to provide input and feedback as to what they would like to see in place to help make their school experience a positive and productive one.

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

The implementation of the School Improvement Plan is set on a continuous improvement cycle. It is our working document and driver to help the campus, student, staff and family experience be a positive one, with the best outcomes for student success.

The cycle is captured as follows: summer (School Improvement Plan design and development with stakeholders), August (published plan), monthly thereafter at School Advisory Council meetings - the SIP Plan is reviewed, after each formative assessment, there is a cross reference of the SIP goals to the formative assessment data to determine if student progress is on track. There is also a mid-year SIP reflection and corrections made in order to best fulfil the goals for the 2nd semester of the school year. All efforts are aligned to the school's vision and mission, utilizing input from teachers, students and families.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**38.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**70.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2024-25)

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

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

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53			50	47	50	54	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	48			52					
ELA Learning Gains Lowest 25%	42			40					
Math Achievement *	46			39	36	38	39	38	38
Math Learning Gains	48			39					
Math Learning Gains Lowest 25%	40			34					
Science Achievement *	66			64	61	64	66	42	40
Social Studies Achievement *	62			60	63	66	64	47	48
Graduation Rate	96			98	92	89	98	61	61
Middle School Acceleration								45	44
College and Career Readiness	87			86	69	65	59	70	67
ELP Progress	39			44	47	45	70	70	67

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	635
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	66%	56%	51%		57%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	39%	Yes	1	
Black/African American Students	49%	No		
Hispanic Students	52%	No		
Multiracial Students	60%	No		
White Students	62%	No		
Economically Disadvantaged Students	51%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	44%	No		
Black/African American Students	44%	No		
Hispanic Students	61%	No		
Multiracial Students	63%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	42%	No		
Native American Students				
Asian Students	73%	No		
Black/African American Students	40%	Yes	3	
Hispanic Students	55%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		48%	42%	46%	48%	40%	66%	62%		96%	87%	39%
Students With Disabilities	23%		32%	33%	23%	44%	41%	38%	51%		95%	50%	30%
English Language Learners	25%		29%	29%	31%	21%	13%	38%	20%		88%	87%	47%
Black/African American Students	33%		40%	50%	35%	48%	36%	36%	46%		84%	81%	
Hispanic Students	47%		45%	35%	42%	39%	30%	56%	56%		92%	78%	47%
Multiracial Students	39%		54%		40%	46%		69%	50%		100%	82%	
White Students	59%		49%	43%	49%	51%	48%	75%	68%		97%	90%	50%
Economically Disadvantaged Students	43%		41%	32%	38%	46%	35%	54%	53%		93%	79%	43%

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	50%				39%			64%	60%		98%	86%	44%
Students With Disabilities	25%				22%			40%	35%		100%	53%	
English Language Learners	26%				6%			32%	23%		93%	62%	65%
Black/African American Students	24%				19%			37%	22%		88%	73%	
Hispanic Students	44%				34%			53%	50%		96%	86%	67%
Multiracial Students	54%				27%			39%	67%		100%	91%	
White Students	55%				47%			75%	69%		99%	86%	55%
Economically Disadvantaged Students	40%				27%			46%	54%		96%	80%	66%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		52%	40%	39%	39%	34%	66%	64%		98%	59%	70%
Students With Disabilities	20%		32%	22%	17%	33%		31%	29%		100%	17%	
English Language Learners	19%		38%	41%	23%	35%		33%	35%		100%	25%	70%
Native American Students													
Asian Students	73%												
Black/African American Students	31%		45%	31%	13%	25%	40%	26%	46%		96%	48%	
Hispanic Students	46%		48%	38%	36%	42%	36%	66%	57%		97%	55%	79%
Multiracial Students	65%		66%		40%	33%		76%	75%		100%	69%	
Pacific Islander Students													
White Students	58%		52%	44%	43%	40%	32%	70%	67%		98%	60%	36%
Economically Disadvantaged Students	45%		51%	44%	35%	35%	28%	59%	48%		96%	48%	73%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

Biology
Algebra
ELA Learning Gains

Lowest Performance

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

Geometry
Math Learning Gains

Greatest Decline

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

ELA proficiency
Geometry
Learning Gains - math

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.

Algebra
US History

EWS Areas of Concern

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

Student Behavior - defiance and insubordination
Student Attendance

Highest Priorities

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

Increase student daily attendance rate to 97%
- Increasing supports and strategies with PBIS
- Child Study Team - framework
- Positive School Culture incentives - Perfect School Attendance recognition and celebration and improved School

Increase student participation and autonomy across campus
- involvement in student organizations and clubs
- networking with school-based staff

Increase ELA proficiency rate from 54% to 64%
- Making inferences and comprehension strategies

Increase proficiency on Algebra and Geometry EOC from 42% to 52%
- Increase learning gains for students at a minimum of 52% and 50% for L25

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 Math

Area of Focus Description and Rationale

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

Math teachers will purposefully and intentionally plan and deliver instructions by using the Instructional Focus Guides (IFGs) and the B1G-M as reference: Clarifications and instructional tasks and items.

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 overall Math proficiency will increase by 10%, as measured by Algebra 1 and Geometry EOC exams. The percentage of students of Algebra 1 and Geometry students making learning gains will increase from 42% to 50%, as measured by the combined average of the Algebra and Geometry EOC Scores.

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.

Administrator monitors cycle assessments, formative assessments, and classrooms instructional practice. Develop intervention plans for students who are not meeting expectations. Regularly review students' progress and data to inform instruction and target areas of need. Continuous monitoring and adjustment ensure that instruction remains aligned to students needs and will lead to improvement in student achievement.

Person responsible for monitoring outcome

Lisa Lennox

Evidence-based Intervention:

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

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

Description of Intervention #1:
Strengthen the staff's ability in using McGraw-Hill/ALEKS in conjunction with IXL to engage students to promote understanding and mastery of the course content. Regular quizzes along with formative and summative assessments within ALEKS and IXL will aid in tracking student progress and identify areas of additional support. Also, Algebra 1 and Geometry teachers will attend Professional Development to ensure they are equipped with the latest strategies and tools to ensure a consistent quality of instruction in their subject area.

Rationale:
Strengthen teachers' pedagogies will engage students in rigorous tasks. Frequently assessing students will establish a testing mindset and will prepare them for high stake assessments.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

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

Action Step #1
Effective Instruction

Person Monitoring:	**By When/Frequency:**
Lisa Lennox	2024-2035

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will implement the 5 Essentials of Effective Instruction to increase student engagement and ownership of learning and the use of structures for inquiry-based learning and utilizing higher-level questions to promote class discussion and problem solving.

Action Step #2
Planning

Person Monitoring:	**By When/Frequency:**
Lisa Lennox	2024-2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will continuously use benchmark spiral plan to support students mastering of content: Spiraling through bell work, assignment, and teacher created assessments.

Action Step #3
Data Chats

Person Monitoring:	**By When/Frequency:**
LIsa Lennox	2024-2025

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

Math teachers will conduct frequent data chats with students referencing district assessment scores.

Action Step #4
Tracking Data and Spiraling

Person Monitoring:	**By When/Frequency:**
Lennox	Everyday/All year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students and Instructors will track their data in Algebra and Geometry common assessments and cycle assessments. This will allow them to identify areas of strength and weakness. The mathematics instructors will use the data to inform their instruction to help them identify benchmarks that are in a deficient. The instructors will use spiraling of the benchmarks that are an area of weakness to revisit key concepts, address gaps, ensure continuous improvement and mastery of the benchmark. By combining these strategies, they can set targeted goals, monitor progress, and make data driven adjustments to instructional methods and learning strategies.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Tarpon Springs High School will increase the Federal Index for Students with Disabilities (SWD) by 10 percentage points. Our current level of performance is 46% as evidenced by the 2023 Federal Index for Math. The 2024 data was withheld due to the new F.A.S.T. assessments from Florida Standards Assessment. In classrooms, we are observing teacher led instruction with varied student-centered activities and tasks that support learners. We expect our performance to be at 56% by Spring 2024 FAST assessments. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.

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 overall goal this year is to improve our Federal Index for student disabilities to a minimum of 56% through the use of AVID focus note taking and Universal Design for Learning. We will target our L25 population Math courses. Mathematics Learning gains and Math gains the L25 will increase 10%. Graduation rate will increase to 100% for our ESE seniors.

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 monitored by walkthroughs, attending PLC meetings, and reviewing teacher lesson plans. Data tracking guides and standards-based tracking charts will be developed to guide instruction and discussion in PLC.

Person responsible for monitoring outcome
Lisa Lennox

Evidence-based Intervention:

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

Description of Intervention #1:
MATH: -Students will be able to develop a conceptual understanding of mathematics. -The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students. -Professional Development will continue with General Education teachers and Support Facilities teachers

Rationale:
Developing a relationship with students and investing in their well being is research based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD. MATH Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student. Collaborating will enable teachers to exchange idea on how best to help students understand mathematics conceptually.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

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

Action Step #1
ESE Monitoring of progress

Person Monitoring:	**By When/Frequency:**
Lisa Lennox	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers will monitor and provide Specially Designed Instruction to SWD to target skills deficits

enabling students to master grade level standards. This will be monitored through the written communication by the support facilitator on the student.

Action Step #2
ESE Professional Development

Person Monitoring:	**By When/Frequency:**
Lisa Lennox	ESE teachers and ESE administrator will meet once monthly to analyze data (grades, common assessments) of SWD.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers will attend core content training aligned to the support facilitation they provide through District Wide Training.

Action Step #3
Alignment with Individualized Education Plan

Person Monitoring:	**By When/Frequency:**
Lisa Lennox	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and individualized Education Plan (IEPs)

Action Step #4
Specially Designed Instructions

Person Monitoring:	**By When/Frequency:**
Lennox	Daily/All year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support students with disabilities by having our support facilitators provide Specially Designed Instruction to address students' areas of growth and IEP goals.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Biology teachers will plan and deliver instruction based on CPALM Biology Standards and District Provided Curriculum. Teachers will focus on the Benchmarks identified as "weaknesses" located in the 2024-25 PCSB District Biology Curriculum Guide. Teachers will demonstrate how to monitor student progress in Performance Matters, as well as utilizing Student Standards Trackers.

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 overall Biology EOC level of proficiency based on the EOC assessment data will increase from 66 % to 74 %. In order to achieve this goal, Biology students will be challenged to increase their achievement band by one or more levels from the FCAT Science Exam.

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.

Teachers and Administrators will monitor student performance by completing Formative and Summative Assessments through Biology EOC Cycle testing, Unit Checks for Understanding within Performance Matters, and Classroom Instruction practices.

Develop intervention plans for students who are not meeting expectations. Regularly review students' progress and data to inform instruction and target areas of need. Continuous monitoring and adjustment ensure that instruction remains aligned to students needs and will lead to improvement in student achievement.

Person responsible for monitoring outcome
Michael Mellinger

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will be encouraged to attend PCS Science Team Just in Time Training for Units and Topics that are perennial weaknesses based on Cycle Test data. Students benchmark performance will be assessed and monitored, and teachers will develop individual improvement plans with underperforming students and students not achieving their projected assessment outcome goals developed in the 1st marking period.

Rationale:
The students will be exposed to EOC questions all year long in several different formats. Teachers will implement student response to essential question of the day to increase level of rigor and promote collaboration. Teachers will strategically plan to incorporate real-world examples into instruction to engage student discussion as it pertains to learning content. Teachers will also supplement instruction with the High School Science Center online resources in promotion of Biology EOC test-taking preparation.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

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

Action Step #1
Individual student FCAT Science Review

Person Monitoring:	**By When/Frequency:**
Michael Mellinger	09/03/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will review each individual student's academic level of Science proficiency based on FCAT Science scores. Teachers will set the individual performance goal for each student at one achievement level higher than their current FCAT level of proficiency. Progress will be measured through Cycle testing on through the Biology EOC. Students not meeting their intermittent goals on the Cycle testing will be discussed through teacher data chats. If students do not have FCAT data, we will utilize Cycle 1 testing scores for baseline.

Action Step #2
Applying the five essential strategies of Effective instruction

Person Monitoring:	**By When/Frequency:**
Michael Mellinger	Per Biology Curriculum unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and lead administrator will collaborate to determine how the 5 essential strategies will be implemented within each learning unit. Teachers will implement each of the 5 essential strategies and evaluate their delivery of most effective essential strategies following each learning unit.

Action Step #3
Spiral and Remediation Plan

Person Monitoring:	**By When/Frequency:**
Michael Mellinger	Continuous/Cycle Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher and Administrators will analyze Cycle testing data scores and prioritize re-teaching by Benchmark. Teachers will assess individual progress and frequently misunderstood Benchmarks. Teachers will create a Spiral Instruction plan for all students utilizing the High School Science Center online platforms.

Area of Focus #4

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The present level of performance on the ELA state assessment is 54% as evidenced by the spring 2024 state assessment for ELA. In classrooms, evidence of teacher led instruction and standards aligned instruction are evident. For the 24/25 school year, the focus will be to maintain increasing opportunity and frequency for collaborative structures, monitoring for feedback as well as increasing rigor and academic struggle for students within content.

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 percent of all 9th and 10th grade students achieving ELA proficiency will increase from 54% to 65% as measured by the Spring 2025 Florida Assessment of Student Thinking (F.A.S.T.) assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus for ELA will include the evidence-based strategies listed below to help support efforts to help achieve the goal.

- Students use of anchor charts that scaffold key details and informational content to engage learners.
- Effective use of the Reading Comprehension Protocol that provides a system to help students with inquiry and interaction of complex literary texts.
- Reading selections from the FL adopted Best Text Lists. *30% of the text listed in the BEST Benchmarks are incorporated on the state assessment.

Efforts of monitoring for implementation of these strategies will include a use of a benchmark tracker. The benchmark tracker will help teachers maintain growth, progress as well as differentiate and offer remediation support to help students meet the goal on the state assessment.

Person responsible for monitoring outcome
Leza Fatolitis

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

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

Description of Intervention #1:
Staff will provide differentiated instruction through the Universal Design for Learning model within the learning environment that includes cognitive engagement within critical content, writing to learn, close reading and annotation.

Rationale:
Creating a classroom environment that promotes academic and student engagement, ownership and application for success for all learners, setting high expectations and embracing diversity are key drivers to sustaining high student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Providing structure and guidance with PLC sessions. Data analysis including spring 2024 F.A.S.T. data to prepare for upcoming assessments. Literacy plans designed for students who scored below a 3 on the spring 2024 assessment. Collaborative planning for ELA teachers of courses grades 9 and 10 FL Assessment of Student Thinking test preparation and review integrated into ELA courses for all 9th and 10th grade students.

Rationale:
Designing a curriculum framework that includes standards alignment, support, data review and action steps are key elements to ensure all students in grades 9 and 10 are afforded an equity opportunity to pass this end of the year assessment.

Tier of Evidence-based Intervention:

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

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

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

Action Step #1
Extended Learning Instruction, Remediation and Enrichment

Person Monitoring:	**By When/Frequency:**
Leza Fatolitis	Spring 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Extended learning, small group instruction that includes a differentiated approach for the best learner outcomes, will begin in September and run concurrently through April 2025. These learning groups will be designed using data from spring 2024 assessments, following progress monitoring 1 (PM1) and progress monitoring 2 (PM2) as a means of guiding students to success on the spring 2025 FL FAST assessment.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Student achievement data illustrate disparities and learning gaps with the proficiency rates of the black scholars to that of non-black scholars for core content areas, acceleration data as well as student discipline data.

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 increase proficiency rates across all content areas and categories (English, Math, US History and Biology) by a minimum of 10% through strengthening culturally linguistic practices, equitable grading systems and improving campus cultural connections.

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.

Monitoring efforts will include a measurement of progress through disaggregation of various student achievement data sources - formative assessments, progress monitoring assessments, gradebook, attendance, discipline and early warning system data.

Person responsible for monitoring outcome
Martin Guevara

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

Providing support for the English Language Learners to ensure proficiency and learning gains on state assessments. Reviewing spring 2024 data, ELL proficiency rates were low and the percentage of students making learning gains was below 45%.

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.

By spring 2025, the goal is to ensure 60% of the English Language Learners are proficient as measured by the FL FAST assessment and a minimum of 50% make a learning gain on the spring assessment.

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.

Design a plan for each student to receive appropriate testing accommodations ahead of the first day of testing.
Create a schedule for the Bilingual Associate to directly support standards-based instruction for ELs (setting up time to meet with individual teachers to provide support and PD as well as clear rules for accountability)
Meet with teachers to help support student progress and also support students who earned a D or F in the course.
Implementing grading practices using the EL grading policy.

Person responsible for monitoring outcome
Leza Fatolitis

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #7

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

Tarpon Springs High School will focus on ensuring instruction, student support and teacher collaboration are aligned to the standards to support our efforts of raising student achievement scores.

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 goal is to increase total percentage points within the Florida School Grading formula from 57% to 67% with improved instructional practice, proficiency rates and learning gains percentage points

across indicators.

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.

Professional learning communities will be monitored through the use of meeting minutes, attendance and also a checklist for the implementation of best practices in the classroom.

Person responsible for monitoring outcome

Leza Fatolitis

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers and department members will incorporate the useful formative assessment data into lessons, interventions, extra practice to help facilitate the student-centered environment.

Rationale:

The use of formative assessment data and feedback will serve to support aligned instruction. Student centered learning, small group instruction, collaborative structures open opportunity for students to develop their own thinking, questioning and also network with peers to help offer a deeper understanding into content mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #8

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Teachers will continuously utilize data to develop review and remediation plans for students that increase student achievement. Use PLCs to discuss data and track remediation results. Use of daily assignments such as bell ringers or additional assignments such as those identified as best practices to spiraled instruction for additional practices, remediation assignments and/or follow up assessments will measure student levels until mastery is met. These remediation activities should be done individually or small targeted groups.

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 overall US History EOC level of proficiency based on the EOC assessment data will increase from 62% to 72%. In order to achieve this goal, US History students will be challenged to increase their achievement band by one or more levels from the district assessments. Utilize previously used Doc a Day activities originally with a lower rigor, now with a level 5 rigor and actively compare and contrast questions (the expectation would be 50%+ of the Doc a Days are remediated at the level 5 rigor)

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.

Teachers and Administrators will monitor student performance by completing Formative and Summative Assessments through US History EOC Cycle testing, Unit Checks for Understanding within Performance Matters, and Classroom Instruction practices.
Develop intervention plans for students who are not meeting expectations such as projects based on best practices. Regularly review students' progress and data to inform instruction and target areas of need. Continuous monitoring and adjustment ensure that instruction remains aligned to students needs and will lead to improvement in student achievement.

Person responsible for monitoring outcome
Martin Guevara

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:
Teachers will revisit low performing standards by spiraling content on bell ringer assignments, additional district provided resources, or dedicate projects based on best practices research.

Rationale:
Strengthen teachers' pedagogies will engage students in rigorous tasks.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

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

Action Step #1
Teacher will utilize the five essentials of effective instruction to raise achievement levels and close the achievement gap in Social Studies

Person Monitoring: **By When/Frequency:**
Martin Guevara   Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher models historical thinking and reasoning skills that students must apply to need to know content identified in the course curriculum guide Teacher engages in think-alouds to address misconceptions and skill gaps as they arise Teacher provides students with exposure to a variety of primary and secondary source documents at varying complexities Teacher asks higher order thinking questions

Action Step #2
Teacher will continuously utilize data to develop review and remediation plans for students that increase student acheivement

Person Monitoring: **By When/Frequency:**
Martin Guevara   Weekly or as often as assessed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher will collect data from formative and summative assessments to identify deficiencies Create list of students based on standard Create and implement remediation plan Monitor and end remediation after mastery

Action Step #3
Monitor spiraled daily bell ringer or targeted projects

Person Monitoring: **By When/Frequency:**
Martin Guevara   Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor progress of targeted students Provide additional resources or tutoring of needed to achieve mastery Remove from list once mastered

Area of Focus #9

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

Increasing percentage of students earning a passing score on (1) or more college credit courses and/or (1) industry certification over a 4-year period while providing student learning support while enrolled in the course.

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.

Increasing the percentage of students earning a passing score on (1) or more college level courses and/or an industry certification from 86% to 90% over a 4-year period.

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.

Cohort tracking teams
Monitoring systems
Credit checks and personalized counseling, registration meetings
Parent conferences
Student credit check meetings and 4 year plan sessions.

Person responsible for monitoring outcome

Lisa Lennox

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #10

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

Increase graduation rate of students in 12th grade to ensure our school's vision is met with 100% student success.

Measurable Outcome

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

Increase overall graduation rate of students from 97% to 100%.

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.

Senior Cohort Tracking
Personalized course counseling
Researched based credit recovery program systems
Socio-emotional supports in place for students experiencing struggle and challenges that impede their success on campus.
Work with Educational Alternative School Services to ensure academic, behavioral and emotional supports are available

Person responsible for monitoring outcome

Evidence-based Intervention:

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

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

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

Action Step #1

Person Monitoring: **By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

PBIS program - identifying goals, target groups and timeline (quarter, semester and end of the year)
PBIS Sponger Dollars - nominations, drawings and posting of Sponger Dollar Hollers
PBIS activities - pizza party (tardies, gains and/or meeting/exceeding proficiencies made on cycle assessments and attendance), quality time with favorite teacher as a reward
PBIS posters celebrating student academic, athletic and extra-curricular achievements on going throughout the year.
Spirit Weeks
College and Career Wednesday *wear favorite college gear
School Spirit Friday - wear maroon and white
Quarterly Pep Rallies
Educational Assemblies

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Mr. Michael Mellinger - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #2

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.

Increase student attendance and follow up for students with excessive attendance or missed attendance (over 5 days)

Increase Tier 2 and Tier 3 supports for students and families experiencing absenteeism prior to

referral to Child Study Team.

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Mrs. Leza Fatolitis - Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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