Brevard Public Schools

ASTRONAUT HIGH SCHOOL



2026-27 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

Astronaut High School will provide a safe, supportive learning environment that empowers students to become capable, independent, informed, and contributing citizens who can succeed in an ever changing world.

Provide the school's vision statement

Pride in community; Passion in learning.

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

Krista Miller

miller.krista@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Mrs. Miller leads Astronaut High School with a vision for excellence in ensuring that all students are college and career ready when they graduate. She provides feedback and coaches staff members to provide a positive learning environment where students work to their fullest potential. She leads instructional practices and shifts, monitors data with all stakeholders, provides professional development, and manages the daily operations of the school. Mrs. Miller oversees all disciplines, with a focus on Math.

Leadership Team Member #2

Employee's Name
Loir Cantaloupe

cantaloupe.lori@brevardschools.org

Position Title
Assistant Principal - Curriculum

Job Duties and Responsibilities

Mrs. Cantaloupe creates the Master Schedule based on students' ability to reach their highest potential. She regularly monitors data and communicates with stakeholders in order to promote success and opportunity. Working with the school counselors, she shares information and guidance to students and families regarding the graduation requirements. Mrs. Cantaloupe oversees ELA and Students With Disabilities as well as leads the Collaborative Focus Group for College and Career Readiness.

Leadership Team Member #3

Employee's Name
Jamie Russell

russell.jamie@brevardschools.org

Position Title
Assistant Principal - Operations

Job Duties and Responsibilities

Mr. Russell monitors our college and career acceleration, student attendance, and provides strategies for improvement when necessary. He communicates with stakeholders to promote safety and student success. He monitors student data and evaluates teacher instruction, providing meaningful feedback to increase student achievement. Mr. Russell oversees Science and CTE and leads the Collaborative Focus Group for Student Voice and Celebrations.

Leadership Team Member #4

Employee's Name
Debra "DJ" Abell

abell.debra@brevardschools.org

Position Title
Assistant Principal - Discipline

Job Duties and Responsibilities

Mrs. Abell is proactive in monitoring student behavior. She has purposeful conversations with students and families to increase positive behavior. She evaluates teachers and provides feedback to improve instruction and also to increase opportunities for students to earn industry certifications. Mrs. Abell oversees the Social Studies department and leads the Collaborative Focus Group for College and Career Readiness. Mrs. Abell strives to create a positive and safe environment for both staff and students.

Leadership Team Member #5

Employee's Name
Meaghan Shiffrin

shiffrin.meaghan@brevardschools.org

Position Title
Teacher on Assignment

Job Duties and Responsibilities

Mrs. Shiffrin is proactive in monitoring student behavior. She has purposeful conversations with students and families to increase positive behavior. Mrs. Shiffrin leads the Collaborative Focus Group for Student Voice and Celebrations. Mrs. Shiffrin strives to create a positive and safe environment for both staff and students.

Leadership Team Member #6

Employee's Name
Rebecca Gantenbein

gantenbein.rebecca@brevardschools.org

Position Title
Head School Counselor

Job Duties and Responsibilities

Ms. Gantenbein is the head of the counseling department. She regularly shares information with staff regarding community partnerships, student achievement, strength of programs, and interventions. She leads her team in identifying students who qualify for different programs and courses, and has regular conversations with all stakeholders regarding graduation requirements. She ensures Graduation Rate and College and Career Acceleration are top priorities with consistent monitoring
and tracking.

Leadership Team Member #7

Employee's Name
Sara Murano

murano.sara@brevardschools.org

Position Title
Athletic Director

Job Duties and Responsibilities

Coach Murano contributes significantly to the holistic development of students by supporting their academic goals and fostering a positive social environment. She contributes to our students academic support through monitoring academic performance, acting as a liaison between coaches/ sponsors and teachers, and encourages overall academic success. As a support for our students overall social success, Coach Murano develops systems to promote character development, inclusivity and respect, support emotional well-being, and fosters school spirit and community.

Leadership Team Member #8

Employee's Name
Todd Doucimo

doucimo.todd@brevardschools.org

Position Title
Instructional Coach - Literacy

Job Duties and Responsibilities

Mr. Doucimo monitors progress monitoring data for both English and Reading students, and supports and coaches teachers with resources necessary for student achievement. He plans collaboratively with tested subject areas. He also models instructional strategies related to the standards in all classrooms.

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 SIP was developed to include multiple stakeholders from administration, leadership team, AVID site team, teacher leaders, student surveys, and the School Advisory Council. Quantitative and qualitative data was evaluated to determine areas of strengths and growth to develop the implementation plan. After reviewing the data as well as input from stakeholder groups listed above, both strengths and areas of challenge were identified and steps were developed to improve practice, monitoring, accountability, and feedback.

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)).

Evidence of Implementation
- Classroom walkthroughs with feedback
- Data Team Meetings
- Collaborative Planning
- Professional Development in Tier 1 Instruction - Explicit Instruction, Coherence, Teacher Clarity
- Instructional Agreements
- Connection Reading progress monitoring (Reading)
- Reveal progress monitoring (Algebra 1, Geometry)
- Student Data Chats
- Teacher Data Chats
- Collaborative Focus Groups

Evidence of Impact
- Walkthrough evidence
- Quarterly SIP Progress Monitoring with collaboration from Director
- Data Comm meetings with district leadership and principal peers to discuss and collaborate on systems and interventions
- Student Achievement Data - Formative and Summative
- Exit slips
- FAST PM 1, 2, 3
- Reveal PM 1, 2, 3
- Student Panel Feedback
- Student, Staff, and Parent Survey Data

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**51.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

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 (2026-27)

Using 2025-26 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	292	274	253	187	1,006
Absent 10% or more school days	78	84	86	65	313
One or more suspensions	68	85	51	33	237
Course failure in English Language Arts (ELA)	4	40	8	5	57
Course failure in Math	2	20	29	22	73
Level 1 on statewide ELA assessment	33	50	50	33	166
Level 1 on statewide Algebra assessment	22	41	51	32	146

Current Year (2026-27)

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	66	98	74	49	287

Prior Year (2025-26) 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 (2025-26) 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	87	104	73	33	297

Prior Year (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	63	62	48	59	59	48	56	55
Grade 3 ELA Achievement									
ELA Learning Gains	56	59	59	48	56	58	54	55	57
ELA Lowest 25th Percentile	51	54	55	45	53	56	46	53	55
Math Achievement*	36	47	52	25	42	49	26	36	45
Math Learning Gains	43	42	45	48	46	47	42	46	47
Math Lowest 25th Percentile	46	45	44	66	51	49	51	51	49
Science Achievement	52	72	74	53	68	72	47	64	68
Social Studies Achievement*	56	71	76	57	69	75	56	66	71
Graduation Rate	96	95	94	89	91	92	86	90	90
Middle School Acceleration									
College and Career Acceleration	72	74	74	75	73	69	78	74	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					61	52		61	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	571
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	56%	53%	50%	48%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	41%	No		
English Language Learners	36%	Yes	1	
Black/African American Students	44%	No		
Hispanic Students	44%	No		
Multiracial Students	62%	No		
White Students	62%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	58%		56%	51%	41%	43%	46%	52%	56%		96%	72%	
Students With Disabilities	31%		48%	39%	25%	32%	32%	21%	35%		94%	49%	
English Language Learners	20%		43%	42%		38%							
Black/African American Students	36%		49%	59%	21%	28%	35%	25%	44%		94%	45%	
Hispanic Students	46%		43%	27%	19%	26%		44%	30%		96%	64%	
Multiracial Students	59%		50%		55%	42%		47%	71%		93%	77%	
White Students	63%		60%	54%	47%	50%	53%	57%	59%		96%	77%	
Economically Disadvantaged Students	48%		52%	51%	33%	36%	42%	43%	44%		93%	65%	

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	48%		48%	45%	30%	48%	66%	53%	57%		89%	75%	
Students With Disabilities	22%		34%	30%	13%	43%	68%	19%	39%		85%	63%	
Black/African American Students	22%		33%	42%	12%	56%	81%	38%	37%		91%	57%	
Hispanic Students	43%		61%	50%	18%	40%		52%	52%		79%	91%	
Multiracial Students	49%		42%		12%	38%		63%	47%		87%	62%	
White Students	53%		49%	45%	37%	48%	56%	54%	61%		91%	76%	
Economically Disadvantaged Students	34%		41%	41%	19%	41%	61%	36%	49%		83%	70%	

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	48%		54%	46%	26%	42%	51%	47%	56%		86%	78%	
Students With Disabilities	22%		39%	37%	9%	40%	55%	10%	33%		79%	55%	
Black/African American Students	19%		38%	43%	15%	43%	53%	7%	29%		85%	52%	
Hispanic Students	38%		59%	54%	20%	47%		30%	52%		79%	68%	
Multiracial Students	57%		63%		31%	36%		53%	72%		84%	88%	
White Students	53%		55%	44%	29%	42%	53%	56%	58%		88%	83%	
Economically Disadvantaged Students	41%		50%	44%	22%	38%	49%	38%	45%		81%	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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	60%	64%	-4%	60%	0%
ELA	10	55%	64%	-9%	61%	-6%
Biology	9	53%	78%	-25%	87%	-34%
Biology	10	39%	51%	-12%	60%	-21%
Algebra	9	31%	34%	-3%	41%	-10%
Geometry	9	62%	71%	-9%	75%	-13%
Geometry	10	30%	31%	-1%	40%	-10%
History	10	55%	73%	-18%	76%	-21%
History	11	64%	68%	-4%	75%	-11%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** 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 data component demonstrating the most improvement was ELA Proficiency, with ELA Learning Gains and Lowest 25% Learning Gains also showing significant positive growth. This indicates that not only did overall achievement increase, but targeted support for struggling students was also effective.

Several intentional actions contributed to this success. Our participation in BSI Walkthroughs provided structured, collaborative feedback that strengthened instructional practices schoolwide. Through this process, teachers and leaders worked together to refine instruction by clearly identifying the appropriate standards, developing aligned Learning Intentions and Success Criteria, and ensuring that instructional tasks matched the rigor and complexity of the standards.

A critical component of this success was the establishment of clearly defined roles and expectations for administration, the literacy coach, and teachers related to both planning and instructional delivery. This clarity created consistency across classrooms, strengthened accountability, and ensured that all stakeholders were aligned in supporting high-quality instruction.

Additionally, we implemented consistent data chats both before and after each progress monitoring cycle. These conversations helped teachers analyze student performance, adjust instruction in real time, and maintain a strong focus on student growth.

Support for Students with Disabilities was also a key contributor to improvement. Support Facilitation teachers worked in highly structured, collaborative partnerships with content teachers, engaging in joint planning and modeling cohesive instructional practices. This approach ensured that students received targeted support within the core classroom, increasing access to grade-level standards and strengthening overall outcomes.

Overall, the combination of focused instructional alignment, clearly defined roles and expectations, ongoing collaborative feedback, intentional data analysis, and strong inclusive practices contributed to these gains. While the systems and structures implemented have been highly beneficial, there

remains continued opportunity to deepen implementation and further strengthen outcomes.

Lowest Performance

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

The data component with the lowest performance was Mathematics. While there were some gains in overall proficiency, Math continues to be an area of need, indicating a lack of consistent growth across student groups.

A key contributing factor to this performance was the need for greater consistency and coherence in standards-based planning and instructional alignment across courses, particularly in Algebra and Geometry. While teachers demonstrated strong effort and commitment to this work, the absence of dedicated collaborative planning time and access to aligned resources limited the consistency and overall effectiveness of implementation. The implementation of Tier 2 and Tier 3 supports, including Support Facilitation, lacked consistency, resulting in gaps in targeted intervention for struggling students.

A noticeable trend is the need for greater consistency and coherence in planning and instructional delivery, similar to the structures that have shown success in ELA.

To improve performance in the 2026–2027 school year, the school will:

- Implement structured common planning for Algebra and Geometry teachers, ensuring alignment across courses.
- Utilize the B1G-M framework to drive standards-based planning, with a clear focus on benchmarks, instructional goals, and monitoring student progress.
- Strengthen task alignment to ensure all instructional activities reflect the rigor and complexity of the standards.
- Emphasize explicit instruction to improve clarity and support student understanding of key mathematical concepts.
- Establish coherent instructional practices across classrooms to ensure consistency in student experience.
- Strengthen Tiered supports, including clearly defined expectations for Support Facilitators, to ensure targeted intervention for students who need additional support.
-

By focusing on coherence, strong planning structures, and aligned instruction, the school aims to improve overall Math performance and increase student achievement.

Greatest Decline

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

contributed to this decline.

The data component that showed the greatest decline from the prior year was Math Lowest 25% Learning Gains. While overall Math proficiency increased, the data indicates that our most struggling students did not make the expected level of growth.

A primary contributing factor to this decline was the inconsistent implementation of Tier 2 and Tier 3 supports, particularly in relation to Support Facilitation services. Although structures were in place, they were not executed with fidelity across all classrooms, which limited targeted intervention for our lowest-performing students. As a result, these students did not consistently receive the differentiated instruction and intensive support needed to accelerate their learning.

To address this in the 2026–2027 school year, we will implement several key adjustments:

- Establish structured and purposeful planning for small group instruction, ensuring that teachers consistently identify and address specific skill gaps for students in the Lowest 25%.
- Develop and communicate clear expectations for Support Facilitation, including defined roles, collaborative planning protocols, and accountability measures to ensure fidelity of implementation.
- Strengthen monitoring systems through walkthroughs and data reviews focused specifically on Tier 2 and Tier 3 instruction.
- Continue and expand data chats to ensure that instructional decisions for struggling students are timely, targeted, and responsive to progress monitoring data.

These adjustments will ensure that our most at-risk students receive consistent, high-quality support aimed at improving learning gains and closing achievement gaps in 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.

The data component with the greatest gap compared to the state average was Biology, with U.S. History showing a similar trend as a close second. In both subject areas, proficiency has remained relatively stagnant, with little to no measurable improvement over time. This lack of movement suggests a need for more intentional and aligned instructional practices.

Several factors have contributed to this gap. Unlike ELA and Math, these content areas have not consistently implemented collaborative planning structures that focus deeply on the standard, task alignment, and level of rigor. Additionally, there has been less consistent support in the form of instructional modeling, coaching, and feedback from both administration and district resource teachers. Without these supports, teachers have had fewer opportunities to calibrate instruction and

ensure alignment to state expectations.

To improve performance in the 2026–2027 school year, we will:

- Implement structured collaborative planning in Biology and U.S. History that mirrors the successful practices in ELA and Math, beginning with a deep focus on standards, learning intentions, success criteria, and aligned tasks.
- Increase administrative and district support, including modeling of effective instructional strategies, opportunities for teacher practice, and targeted feedback cycles.
- Integrate regular data analysis and progress monitoring discussions specific to these content areas to track student performance and adjust instruction in a timely manner.
- Utilize instructional walkthroughs to monitor alignment to standards and ensure consistent implementation of agreed-upon practices.

By establishing stronger systems of collaboration, support, and accountability, we expect to increase instructional coherence and improve student proficiency in both Biology and U.S. History.

EWS Areas of Concern

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

An area of significant concern identified through Early Warning System (EWS) data is chronic absenteeism, which has continued to increase. Our chronic absenteeism rate rose from 31.2% to 36.8%, with the number of affected students increasing progressively from 9th through 12th grade. This upward trend indicates a growing concern that is impacting student engagement and academic performance schoolwide.

A contributing factor to this increase is low student engagement and motivation, coupled with student perceptions regarding attendance. Many students believe they can make up missed work at a later time without significant impact, choose to miss school due to outside responsibilities such as employment, or demonstrate limited motivation to attend consistently. These patterns highlight the need to strengthen engagement strategies and reinforce clear expectations around attendance and accountability.

To address this concern in the 2026–2027 school year, the school will:

- Increase the use of intentional engagement strategies within classrooms to make learning more relevant and meaningful for students.
- Strengthen communication with families through proactive outreach and clear messaging about the importance of daily attendance.
- Develop an Attendance committee to review specific students and strategies to increase regular attendance.

- Conduct problem-solving meetings with students and families to identify barriers and develop individualized plans for improvement.
- Establish and communicate a clear and consistent make-up work policy to reinforce accountability for missed instruction.
- Explore the use of participation-based grading practices to encourage daily engagement and attendance.
- Implement incentive and recognition programs to promote and reward improved attendance.

By focusing on student engagement, clear expectations, and consistent communication, the school aims to reduce chronic absenteeism and improve overall student success.

Highest Priorities

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

1. Math Learning Gains (Overall and Lowest 25%)
2. Biology Proficiency
3. US History Proficiency
4. Chronic Absenteeism

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

During the 2025-2026 we saw significant gains in all components of English Language Arts. ELA proficiency increased from 48% to 58%, ELA Learning Gains increased from 48% to 56%, and ELA Lowest 25% Learning Gains increased from 45% to 51%. This validates the incredible work of our ELA teachers implementation of Tier 1 strategies beginning with common planning, standards aligned tasks, and consistent support facilitation in the classroom. We want to amplify that work moving into the 2026-2027 school year with intentional planning for standards aligned tasks and small group instruction.

Measurable Outcome

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

In 2027, 62% of students will be proficient on the ELA FAST assessment (25-26 Baseline = 58%).

Monitoring

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

• Data Analysis: Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
• Quarterly Monitoring: Revisit data each quarter and adjust action steps as needed.
• Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Lori Cantaloupe

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:
Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:
Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers (gen ed, ESE, ELL), and a student-centered environment which will create coherence for learners.

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
1st Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Establish a master schedule that protects weekly common, collaborative planning time for English 1 and English 2 teachers and support facilitators.
*Conduct professional learning on delivering explicit instruction of standards-aligned district-adopted curriculum including: planning lesson plans that include clear modeling, guided practice with feedback, and checks for understanding.
*Develop and implement instructional non-negotiables for teacher clarity on Focus boards.
*Define expectations and create schedule for support facilitators participation in Tier 1 planning, instructional delivery and data review.
*Set expectations for use of standards-aligned curriculum materials across Tier 1 and intervention as the first source for instruction.
*Plan and communicate a system for monitoring to include: calendar for classroom walkthroughs, collaborative planning calendar, coaching cycle calendar, and professional development.
*Calibrate BPS walkthrough tool with leadership team.
Literacy Coach Actions:
*Facilitate professional learning on explicit instruction and clarity when delivering instruction on standards aligned implementation on SAVAAS curriculum.

*Model lessons demonstrating instructional non-negotiables with standards-aligned curriculum.
*Support teachers in planning standards-aligned lessons that include clear modeling, guided practice, and checks for understanding.
*Conduct coaching cycles focused on strengthening standards alignment, lesson structure, gradual release, and checks for understanding.
Teacher Actions:
*Review 25-26 data for instructional strengths and areas for growth, then review 26-27 data for instructional planning.
*Collaboratively plan standards aligned learning intentions and success criteria using SAVAAS and curriculum guides.
*Implement instructional non-negotiables daily. (modeling, guided practice with feedback, independent practice, and checks for understanding)
*Participate in coaching cycles and apply feedback to instruction.

Action Step #2
2nd Quarter: Strengthen Collaborative Planning

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Monitor PLC Implementation weekly to ensure Tier 1 and support facilitator collaboratively plan around grade level standards and pre-requisite skills.
*Conduct bi-monthly walkthroughs using the BPS walkthrough tool, aligned to instructional non-negotiables and provide actionable feedback to teachers, support facilitators, and coaches.
*Run structured data meetings where teachers look at student data together and figure out what students are learning in core instruction (Tier 1) and how it guides intervention.
*Provide PD on how to use state data to move students between Tier 1 and intervention more effectively (checks for understanding).
Literacy Coach Actions:
Lead PLCs in analyzing student work/data to identify standards-based misconceptions and needed scaffolds.
*Continue coaching cycles with targeted feedback on implementation of explicit instruction, clarity, and standards-based lesson delivery.
*Model explicit instruction (clear modeling, think-aloud, guided practice, and gradual release) during small group and whole group lessons.
*Support teachers in aligning intervention support to prerequisite skills needed for Tier 1 success.
*Provide professional learning on AVID academic language scripts to support structured discourse, higher-order questioning, and increased student engagement.
Teacher Actions:
*Plan together in PLCs using explicit instruction routines (I do, we do, you do) for Tier 1 instruction and aligned intervention support.
*Use explicit instruction daily including modeling, guided practice, and independent practice.
*Plan instructional routines and expectations to be consistent across classrooms and support settings.
*Adjust instruction based on student data using checks for understanding to guide next steps.
*Implement AVID academic language scripts to facilitate structured discourse, promote higher-order questioning, and increase student engagement.

Action Step #3

3rd Quarter: Data-driven adjustments

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Identify instructional gaps using walkthrough and PM2 data trends.
*Inspect intervention for connections directly to what students are learning in Tier 1.
*Highlight and level-up high impact instructional practices. Spot strong classrooms using explicit instructional well and share in professional development.
Literacy Coach Actions:
*Continue to model strong explicit instructional in both whole group and small group settings (clear modeling, think-alouds, guided practice).
*Differentiate coaching cycles based on teacher/student performance data. Help teachers improve lesson delivery, especially pacing, modeling, and guided practice.
*Coach teachers on using data during lessons to adjust instruction in the moment (formative assessment).
*Lead PLC conversations on how explicit instruction is impacting student mastery of standards. Identify trends, strengths, weaknesses, and create plan for reteach as needed.
Teacher Actions:
*Conduct data chats with students to identify specific skill gaps and plan for differentiated grouping to address skill gaps.
*Use Formative Assessment (exit tickets, quick checks, and quizzes) to identify specific skill gaps, then adjust next lesson to target those needs.
*Strengthen modeling by breaking skills into clear steps, using think alouds to show the thinking process and guiding students through practice before independent work.
*Follow curriculum closely to ensure Tier 1 and interventions teacher the same skills with consistent academic language, pacing, and routines.
*Collaborate regularly among instructional content teams to ensure consistent routines, expectations, and instructional practices.

Action Step #4
4th Quarter: Monitor and Adjust

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Review achievement data and walkthroughs to see how well Tier 1 and interventions are working together.
*Focus support on bubble students and students close to proficiency to maximize learning gains.
Literacy Coach Actions:
*Help teams analyze data to identify students not yet making progress.
*Support planning for reteach, enrichment, and small group intervention based on student need.
*Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions:
*Sustain strong implementation of explicit instruction, teacher clarity, and collaborative learning through the end of the year.
*Review student data to identify who needs reteach, enrichment, or extra support.

*Adjust instruction quickly when students are not mastering benchmark/standard - reteach whole group, small group, or individual.
*Focus instruction on bubble students and focus on their strengths.
*Implement test-prep Tuesday/FAST Friday's to practice FAST style questions.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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.

During the 2025-2026 school year we saw significant gains Math proficiency increase from 25% to 36%. We saw a decline, however, in our Learning Gains 48% to 43% and Lowest 25% Learning Gains 66% to 46%. A strong need exists for intentional planning for strong Tier 1 instruction to ensure every student is making a Learning Gain, showing at least 1 year growth.

Measurable Outcome

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

In 2027, at least 56% of our Lowest 25% students will show a Learning Gains on the Algebra or Geometry End of Course Exam (25-26 Baseline = 46%).

Monitoring

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

• Data Analysis: Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
• Quarterly Monitoring: Revisit data each quarter and adjust action steps as needed.
• Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Krista Miller

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:
Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:
Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers (gen ed, ESE, ELL), and a student-centered environment which will create coherence for learners.

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
1st Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:
Krista Miller

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Establish a master schedule that protects weekly common, collaborative planning time for Algebra 1 and Geometry teachers and support facilitators.
*Conduct professional learning on delivering explicit instruction of standards-aligned district-adopted curriculum including: planning lesson plans
that include clear modeling, guided practice with feedback, and checks for understanding.
*Develop and implement instructional non-negotiables for teacher clarity on Focus boards.
*Define expectations and create a schedule for support facilitators participation in Tier 1 planning, instructional delivery and data review.
*Set expectations for use of standards-aligned curriculum materials across Tier 1 and intervention as the first source for instruction.
*Plan and communicate a system for monitoring to include: calendar for classroom walkthroughs, collaborative planning calendar, feedback
calendar, and professional development.
*Calibrate BPS walkthrough tool with leadership team.
*Facilitate professional learning on explicit instruction and clarity when
delivering instruction on standards aligned implementation on McGraw Hill curriculum.
Teacher Actions:
*Review 25-26 data for instructional strengths and areas for growth, then review 26-27 data for

instructional planning.
*Collaboratively plan standards aligned learning intentions and success criteria using B1GM, McGraw Hill and curriculum guides.
*Implement instructional non-negotiables daily. (modeling, guided practice with feedback, independent practice, and checks for understanding)
*Participate in walkthroughs and apply feedback to instruction.

Action Step #2
Quarter 2: Strengthen Collaborative Planning

Person Monitoring:
Krista Miller

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Monitor PLC Implementation weekly to ensure Tier 1 and intervention supports plan around Algebra 1 and Geometry standards and pre-requisite skills.
*Conduct bi-monthly walkthroughs using the BPS walkthrough tool, aligned to instructional non-negotiables and provide actionable feedback to teachers and support facilitators with targeted feedback on implementation of explicit instruction, clarity, and standards-based lesson delivery.
*Run structured data meetings where teachers look at student data together and figure out what students are learning in core instruction (Tier 1) and how it guides intervention.
*Support teachers in aligning intervention support to prerequisite skills needed for Tier 1 success.
*Provide professional learning on AVID academic language scripts to support structured discourse, higher-order questioning, and increased student engagement.
Teacher Actions:
*Plan together in PLCs using explicit instruction routines (I do, we do, you do) for Tier 1 instruction and aligned intervention support based on B1G M, McGraw Hill, Curriculum Guides.
*Use explicit instruction daily including modeling, guided practice, independent practice, and checks for understanding.
*Plan for instructional routines and expectations to be consistent across classrooms and support settings.
*Adjust instruction based on student data using checks for understanding to guide next steps.
*Implement AVID academic language scripts to facilitate structured discourse, promote higher-order questioning, and increase student engagement.

Action Step #3
Quarter 3: Data-Driven Adjustments

Person Monitoring:
Krista Miller

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Identify instructional gaps using walkthrough tool and PM2 data trends.
*Inspect intervention for connections directly to what students are learning in Tier 1.
*Highlight and level-up high impact instructional practices. Spot strong classrooms using explicit instruction well and share in professional development.
Teacher Actions:
*Continue PLC conversations on how explicit instruction is impacting student mastery of standards using B1G M, McGraw Hill, and Curriculum Guides. Identify trends, strengths, weaknesses, and create plan for reteach as needed.

*Use Formative Assessment (exit tickets, quick checks, and quizzes) to identify specific skill gaps, then adjust next lesson to target those needs.
*Strengthen modeling by engaging students collaborative problem solving and peer explanation using academic language during guided practice using academic language before independent work.
*Implement targeted small group instruction aligned to classroom instruction and intervention goals.
*Collaborate regularly among instructional content teams to ensure consistent routines, expectations, and instructional practices.

Action Step #4
Quarter 4: Monitor and Adjust

Person Monitoring:
Krista Miller

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Review achievement data and walkthroughs to see how well Tier 1 and interventions are working together.
*When data shows students are not making expected gains, put extra supports in place.
*Focus support on bubble students and students close to proficiency to maximize learning gains.
Teacher Actions:
*Sustain strong implementation of explicit instruction, teacher clarity, and collaborative learning through the end of the year.
*Review student data to identify who needs reteach, enrichment, or extra support.
*Adjust instruction quickly when students are not mastering skills.
*Focus instruction on bubble students and focus on their strengths.
*Implement test-prep Tuesday/EOC Friday's to practice EOC style questions.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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.

During the 2025-2026 school year we saw a decline in proficiency on the US History EOC from 57% to 56%. Overall we rank 11th out of 11th comprehensive high schools in US History proficiency as well as scoring well below the District and State average.

Measurable Outcome

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

In 2027, 69% of students will be proficient on the US History EOC (25-26 Baseline = 56%).

Monitoring

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

• Data Analysis: Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
• Quarterly Monitoring: Revisit data each quarter and adjust action steps as needed.
• Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Jamie Russell

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:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers (gen ed, ESE, ELL), and a student-centered environment which will create coherence for learners.

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

1st Quarter - Establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Jamie Russell	Ongoing

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

step:
Leadership Actions:
*Establish a master schedule that protects weekly common planning time for US History teachers.
*Conduct professional learning on delivery explicit instruction of standards aligned district adopted curriculum including planning lesson plans that include clear modeling, guided practice with feedback, and checks for understanding.
*Develop and implement instructional non-negotiables for teacher clarity on Focus Boards.
*Set expectations for use of standards-aligned, district curriculum/resources (pacing guides, primary sources, DBQ's) are the primary source of instruction.
*Plan and communicate a system for monitoring to calendar for classroom walkthroughs, collaborative planning calendar, coaching cycle calendar, and professional development.
*Calibrate BPS walkthrough tool with leadership team.
Literacy Coach Actions:
*Facilitate professional learning on explicit instruction and clarity to delivering standards-aligned instruction.
*Model lessons demonstrating instructional non-negotiables with standards-aligned curriculum.
*Support teachers in planning clear, standards-aligned lessons with learning intentions and success criteria.
*Share lesson planning collaboration with Reading and Learning Strategies teachers to provide students with frontloading of knowledge and vocabulary.
Teacher Actions:
*Review 25-26 data for instructional strengths and areas for growth, then review 26-27 data for instructional planning.
*Collaboratively plan standards-aligned learning intentions and success criteria using standards-based, district curriculum guides.
*Implement instructional non-negotiables daily (modeling, guided practice with feedback, independent practice, and checks for understanding).

Action Step #2
2nd Quarter - Align Tasks to the Depth of the Standard

Person Monitoring:
Jamie Russell

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Action:
*Monitor PLC implementation weekly to ensure teachers collaboratively plan Tier 1 instruction around US History standards.
*Conduct bi-monthly walkthroughs using the BPS walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers.
*Invite resource teacher to ensure proficiency of curriculum access, implementation, and resources.
Literacy Coach Actions:
*Conduct coaching cycles focused on strengthening standards-alignment, lesson structure, gradual release, and check for understanding.
*Support PLC's in breaking down US History standards and identify required level of thinking.
Teacher Actions:
*Plan together in PLCs using explicit instruction routines for standards-aligned, Tier 1 instruction.
*Use explicit instruction daily including gradual release - modeling, guided practice, and independent practice.
*Keep instructional routines and expectations consistent across US History classrooms.
*Use exit tickets that reflect EOC style questions.

*Adjust instruction based on student data using checks for understanding.

Action Step #3
3rd Quarter - Strengthen Collaborative Planning

Person Monitoring:
Jamie Russell

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Monitor PLCs to ensure meetings are structured and focused on planning, not just pacing including instructional shifts from walkthrough feedback.
*Identify strong practices and spotlight effective teachers in professional development.
*Ensure common planning includes teacher clarity, explicit instruction, and checks for understanding.
Literacy Coach Actions:
*Facilitate PLC's focused on student work and identifying misconceptions.
*Model effective strategies for teacher complex historical concepts and engaging students in discussion
Teacher Actions:
*Actively Engage in PLC's by participating in sharing in strategies and bringing student work.
*Collaboratively regularly among instructional content teams to ensure consistent routines, expectations, and instructional practices.
*Strengthen modeling and guided practice.
*Use formative assessments to identify skill gaps and target needs.

Action Step #4
4th Quarter - Monitor and Adjust

Person Monitoring:
Jamie Russell

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Use walkthrough data to determine fidelity of Tier 1 instruction instruction.
*Provide targeted support for bubble students and students below proficiency.
*Monitor implementation of EOC strategies.
Literacy Coach Actions:
*Help teachers plan, reteach lessons, and spiral review.
*Provide and model EOC style questioning strategies.
Teacher Actions:
*Sustain strong implementation of explicit instruction, teacher clarity, and collaborative learning through the end of the year.
*Review student data to identify who needs reteach and enrichment.
*Focus instruction on bubble students and focus on their strengths.
*Implement test-prep Tuesday/EOC Friday's to practice EOC style questions.

Area of Focus #4

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

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.

During the 2025-2026 school year, our English Language Learner (ELL) subgroup demonstrated areas of growth, particularly in ELA Learning Gains, which reached 43%, and Lowest 25% ELA Learning Gains, which reached 42%. While these gains reflect the positive impact of targeted supports and instructional strategies, ELL proficiency in ELA remained at 20%, indicating a continued need to strengthen language acquisition and academic achievement. Additionally, Math Learning Gains for ELL students were 38%, demonstrating an opportunity to increase access to grade-level content through language-rich instruction and strategic interventions across content areas. The review of state assessment and subgroup performance data identified ELL achievement as a crucial area of focus for the 2026-2027 school year. Moving forward, we will build upon the work of our classroom teachers and ESOL support personnel by implementing intentional planning for standards-aligned tasks, integrating academic vocabulary and language development strategies across all content areas, utilizing small-group instruction, and monitoring student progress to accelerate both English language proficiency and academic growth.

Measurable Outcome

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

In 2027, 41% of our English Language Learners will be proficient on the ELA FAST assessment (25-26 Baseline = 36%).

Monitoring

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

- Data Analysis: Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustements are improving student outcomes.
- Quarterly monitoring: Revisit data each quarter and adjust action steps as needed.
- Walthrough alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Lori Cantaloupe

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:
Explicit Instruction and Teacher Clarity with Embedded Language Supports for English Language Learners: Teachers will implement Explicit Instruction and Teacher Clarity practices to ensure English Language Learners have equitable access to grade-level standards and rigorous content. Instruction will include clearly communicated learning targets and success criteria, explicit modeling and think-alouds, guided practice with frequent checks for understanding, and timely, actionable feedback. To support language acquisition and academic achievement, teachers will intentionally embed academic vocabulary instruction, visual supports, structured student discourse, sentence stems, and opportunities for reading, writing, speaking, and listening within standards-based lessons. Through collaborative planning, teachers will identify language demands within each standard and design scaffolded learning experiences that enable ELL students to engage with grade-level content while developing English proficiency. Small-group instruction and progress monitoring will be used to address individual language and academic needs, ensuring students receive targeted support and opportunities to demonstrate mastery. These evidence-based practices are expected to increase ELA proficiency, ELA learning gains, and math learning gains while accelerating language development for English Language Learners.

Rationale:
Teacher Clarity and Explicit Instruction with intentional language-development strategies will provide ELL students with increased access to grade-level standards, improve comprehension of academic content, and support continued growth in literacy and mathematics achievement..

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
1st Quarter: Identify students who are ELL and analyze their academic and language proficiency data to determine strengths, areas of need, and instructional supports.

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Identify all active English Language Learners and review available data, including ACCESS for ELLs results, FAST/State Assessment performance, learning gains data, classroom performance, course grades, and progress monitoring data.
*Share data with teachers, counselors, school ESOL contact, and instructional coaches to support creation of targeted instructional plans and ensure that explicit instruction, teacher clarity, and language-development strategies are embedded within Tier 1 instruction across all content areas.
*Consult with district ESOL resource teachers to provide training or additional resources.

Literacy Coach Actions:
*Support teachers with planning and share language-development strategies.
*Ensure students are using Imagine Learning platform.
Teacher Actions:
*Collaboratively plan with administrators, support facilitators, and literacy coach, using Teacher Clarity and Explicit Instruction.
*Maintain records of growth and areas that need support.

Action Step #2
2nd Quarter: Monitor and discuss each student's progress and adjust their individual plan as needed. Continue collaborative planning with language-development strategies included.

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Continue collaborative planning with Teacher Clarity and explicit instruction, monitoring the language supports for our ELL students.
*Monitor Imagine Learning usage.
*Consult with ESOL Contact regarding student data.
Literacy Coach Actions:
*Continue monitoring student data in all areas, including Imagine Learning, and use data to adjust interventions and language-development strategies.
Teacher Actions:
*Continue collaboratively planning with Teacher Clarity and explicit instruction with ELL supports specifically related to the ELL student.
*Ensure students are engaged with Imagine Learning weekly.
*Hold data chats with students regularly.

Action Step #3
3rd Quarter: Use data from PM 1 and 2 to determine overall growth or adjust interventions or supports.

Person Monitoring:
Lori Cantaloupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Meet as a team to discuss student progress from PM 1 to PM 2.
*Continue collaboratively planning with the team using the information learned from the data.
Literacy Coach Actions:
*Support teachers with understanding data and implementing more supports or changing supports to match the students' individualized instructional plan.
Teacher Actions
*Collaboratively plan with the team, include needed supports, including small group instruction.

Action Step #4
4th Quarter: Intensify Support and Prepare for Testing

Person Monitoring:
Lori Cantalupe

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Facilitate data review meetings to identify supports for ELL students.
*Monitor implementation of explicit instruction, Teacher Clarity, and language-support strategies through classroom walkthroughs
Literacy Coach Actions:
*Review data identify and areas that students need support.
*Provide guidance on accommodations, language-development strategies, and test-taking strategies.
Teacher Actions
*Through collaborative planning and explicit instruction, address remaining skills gaps.
*Focus on the priority standards, explicitly teach test taking strategies.
*Hold data chats with students prior to testing.

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.

Astronaut High School's average daily attendance for 25-26 was 89.77%. Average daily attendance for 24-25 was 90.89%. 38.4% of students were classified as chronically absent—highlighting a significant concern. Chronic absenteeism and behavior issues disproportionately impact academic outcomes for the school's most at risk students, including SWD and the Lowest 25% subgroups.

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 end of SY2027: Average Daily Attendance for 26-27 will improve from 89.77% to 93%. Chronically absent students will be reduced from 38.4% to 30%.

Monitoring

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

Regular review of attendance and behavior data by leadership, Attendance Team.
• Participation in celebrations and recognition systems.
• Collect and review family engagement data and feedback from school events and attendance nights.

Person responsible for monitoring outcome
Jamie Russell

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:
Average daily attendance will improve and chronic absenteeism reduced through: • Attendance Mentoring Programs:- Pair chronically absent students with a dedicated mentor (teacher, counselor, or community volunteer) who builds relationships, monitors attendance, and addresses barriers. Use early warning data systems to identify students and match them with mentors for weekly goal-setting and progress monitoring. • Family Engagement

Rationale:
• Attendance mentors provide consistent adult connection and accountability, helping students overcome barriers and improve attendance through relationship-building and goal setting. Studies from the Attendance Works initiative and Johns Hopkins University's Everyone Graduates Center show that mentoring improves attendance by fostering accountability and connection • Strong family-school partnerships boost motivation and help reinforce positive attendance, behavior, and learning at home and school.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Quarter 1 Establish & Identify

Person Monitoring:	**By When/Frequency:**
Jamie Russell	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create Attendance Committee (Assistant Principal, Attendance Clerk, Social Worker, Teacher Representatives, ESE Support Specialist
Set attendance goals, establish monitoring procedures, and identify at-risk students.
Focus on reviewing attendance data, communicating expectations, and implementing early interventions such as parent contacts, attendance letters, student conferences, and mentor assignments.
Goal: Maintain at least 95% average daily attendance and develop plans for students with attendance concerns.

Action Step #2
Quarter 2 Intervention & Support

Person Monitoring:
Jamie Russell

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted support for students showing attendance concerns and address attendance barriers. Use parent meetings, attendance contracts, community resources, counseling referrals, and academic support plans.
Goal: Reduce the number of students approaching chronic absenteeism.

Action Step #3
Quarter 3 Monitor & Reengage

Person Monitoring:
Jamie Russell

By When/Frequency:
Weekly/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Re-engage students with ongoing attendance issues while recognizing and supporting improvement. Implement mentoring, attendance recognition programs, focus groups, and individualized attendance plans.
Goal: Increase attendance and improve student engagement among targeted students.

Action Step #4
Quarter 4 Celebrate & Evaluate

Person Monitoring:
Jamie Russell

By When/Frequency:
End of 4th Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recognize attendance successes, evaluate intervention effectiveness, and plan for the next school year.
Conduct awards programs, review annual attendance data, and gather stakeholder feedback.
Goal: Reduce chronic absenteeism and meet or exceed attendance targets.

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, TSI, 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.

Needs Assessment: Administration analyzed data during the summer and created plans based on identified areas of need. The team began by conducting a needs assessment to identify the specific challenges faced by the students, such as academic gaps, and attendance issues.
Resource Evaluation: The leadership team examined the current allocation and utilization of resources, including teaching staff, technology, instructional materials, support services, and funding. The team evaluated whether these resources are effectively addressing the identified needs and if they aligned with the school's goals.
Gap Analysis: The team compared the existing resources and their impact on student outcomes against the identified needs. Next the team identified any gaps or inefficiencies where resources may be lacking or underutilized. Resources included time/schedules, teachers/talent, training/professional learning.
Action Plan Development: Administration identified areas of focus based on multiple sources of data. Once the areas of focus had been determined, the principal identifies appropriate research-based interventions.

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).

Astronaut High School will implement the following plan (in timeline order) to support and improve ELL subgroup academic performance:
1. At start of the year during pre-planning, ESOL contact will identify all students performing below grade-level proficiency (Level 1 and 2) in Math and Reading using 2026 PM 3 data.
2. This list will be shared with teachers, instructional coaches, admin and counselors for specific progress monitoring with instructions on how to identify accommodations and document implementation of the students individual instructional plan as part of weekly PLC team meetings.
3. District ESOL resource teachers will be consulted to provide professional learning to staff in September during professional learning time.
4. The Leadership Team will meet monthly to review student data with a specific focus on subgroup performance indicators. Data analysis will be shared with faculty at monthly faculty meetings.
5. At IPST meetings, any ESOL student who is identified through the EWS report will have an IPST team meeting to discuss interventions and supports.

6. Mid-year PM 2 data will be used to compare to PM 1 and 2026 PM 3 state assessment data to look for student growth or need for intervention and support.
Heading into PM 3, special tutoring and/or skills bootcamps will be planned for during school as well as after school, led by the literacy coach.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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