Brevard Public Schools

SPACE COAST JR/SR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

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

Ensure that every student graduates with a post-secondary plan to thrive in college, career, military, and life.
(Revised 2026)

Provide the school's vision statement

At Space Coast Jr. Sr. High School, we foster a welcoming school community grounded in VIPER PRIDE — being Prepared to Learn, Respectful, Demonstrating Integrity, Dedicated to Safety, and Engaged in Learning — where students grow through meaningful experiences, strong relationships, high quality instruction, real world learning, and opportunities that prepare them for success. (Revised 2026)

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Jannette Connor

Connor.Jannette@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

For implementation of a **School Improvement Plan (SIP)**, the School Principal serves as the instructional leader responsible for ensuring the plan is developed, implemented with fidelity, monitored, and adjusted based on student outcomes. Duties and responsibilities include:

School Improvement Planning and Leadership

- Lead the development, implementation, and annual evaluation of the School Improvement Plan.
- Establish a shared vision focused on continuous improvement and increased student achievement.
- Engage teachers, staff, families, students, and community stakeholders in the school improvement process.
- Ensure SIP goals align with district priorities, state accountability requirements, and school data.

Data Analysis and Goal Monitoring

- Analyze student achievement, attendance, behavior, graduation, and other performance data to identify priorities.
- Establish measurable goals and monitor progress toward benchmarks throughout the year.
- Lead regular data review meetings with instructional leadership teams and faculty.
- Adjust strategies and allocate resources based on ongoing data analysis.

Instructional Leadership

- Monitor implementation of evidence-based instructional strategies identified in the SIP.
- Conduct classroom observations and walkthroughs to ensure high-quality Tier 1 instruction.
- Provide timely feedback and coaching to instructional staff.
- Ensure curriculum, instruction, assessment, and intervention systems are aligned with school improvement goals.
- Promote effective instructional practices, teacher clarity, differentiation, and standards-aligned instruction.

Professional Learning

- Develop and implement a professional learning plan aligned with SIP priorities.
- Ensure professional development is job-embedded, data-driven, and focused on improving instructional practice.
- Support collaborative planning, Professional Learning Communities (PLCs), and teacher leadership.

MTSS and Student Support

- Ensure effective implementation of the Multi-Tiered System of Supports (MTSS).
- Monitor intervention effectiveness for academic, behavioral, and social-emotional needs.
- Lead or oversee Early Warning System (EWS) reviews and intervention planning.
- Ensure equitable access to supports for all student subgroups.

Resource Management

- Align staffing, scheduling, budgeting, and instructional resources with SIP priorities.
- Allocate federal, state, and local funds to support school improvement initiatives.
- Ensure efficient use of personnel and instructional materials to maximize student outcomes.

School Culture and Climate

- Foster a safe, positive, and inclusive school culture that supports teaching and learning.
- Implement schoolwide expectations for behavior, attendance, and student engagement.
- Monitor school climate data and implement strategies to improve stakeholder satisfaction and student connectedness.

Communication and Collaboration

- Communicate SIP goals, progress, and outcomes regularly to staff, families, district leaders, and the School Advisory Council (SAC).
- Facilitate collaboration among departments, grade levels, and support staff.
- Build partnerships with community organizations to support school improvement efforts.

Accountability and Compliance

- Ensure implementation of SIP strategies with fidelity and maintain required documentation.
- Monitor compliance with district, state, and federal accountability requirements.
- Prepare and present progress reports to district leadership and the School Advisory Council.
- Evaluate the effectiveness of improvement initiatives and revise the SIP as needed.

Continuous Improvement

- Establish systems for ongoing monitoring of implementation through classroom walkthroughs, data reviews, PLCs, MTSS meetings, and stakeholder feedback.
- Celebrate successes while identifying barriers to improvement.
- Lead a cycle of continuous improvement by using evidence to refine instructional and operational practices.

Leadership Team Member #2

Employee's Name
Jenifer Whited

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Position Title
Assistant Principal - Curriculum & Instruction

Job Duties and Responsibilities

The **Assistant Principal of Curriculum (APC)** plays a critical role in leading the implementation and monitoring of the School Improvement Plan by supporting instructional excellence, data-driven decision making, and teacher development.

- Coordinate implementation of the School Improvement Plan (SIP) and monitor progress toward established goals.
- Collaborate with the principal, instructional leadership team, and department leaders to ensure fidelity of SIP initiatives.

- Analyze student achievement, formative assessment, attendance, and discipline data to identify instructional priorities and monitor progress.
- Develop and maintain a master schedule that supports School Improvement Plan priorities by maximizing instructional time, providing intervention and enrichment opportunities, ensuring equitable access to rigorous coursework, and embedding collaborative planning for teachers.
- Facilitate data meetings and support teachers in using data to inform instructional decisions and intervention planning.
- Monitor implementation of evidence-based instructional practices, including teacher clarity, explicit instruction, differentiation, and standards-aligned instruction.
- Conduct regular classroom walkthroughs and formal observations to provide actionable feedback focused on improving instructional effectiveness.
- Support Professional Learning Communities (PLCs) by facilitating collaborative planning, data analysis, and instructional problem-solving.
- Design, coordinate, and deliver professional learning aligned with SIP goals, district initiatives, and identified teacher needs.
- Ensure curriculum implementation aligns with state standards, district pacing guides, and assessment expectations.
- Monitor Tier 1 instructional practices and support implementation of the Multi-Tiered System of Supports (MTSS).
- Coordinate intervention programs and monitor the effectiveness of academic supports for identified student groups.
- Collaborate with instructional coaches, department chairs, and teacher leaders to strengthen instructional capacity.
- Monitor implementation of schoolwide instructional initiatives and provide coaching and follow-up to ensure continuous improvement.
- Assist in developing the master schedule to maximize instructional effectiveness, intervention opportunities, and equitable access to rigorous coursework.
- Monitor progress of school performance indicators, including achievement, learning gains, graduation requirements, attendance, and Early Warning System (EWS) data.
- Ensure instructional resources, assessments, and professional development are aligned with school improvement priorities.
- Communicate expectations, progress, and instructional priorities to faculty, district leaders, and other stakeholders.
- Prepare reports, presentations, and documentation demonstrating implementation and effectiveness of SIP strategies.
- Support the principal in evaluating the impact of school improvement initiatives and recommending adjustments based on data.
- Foster a culture of continuous improvement by promoting collaboration, accountability,

innovation, and high expectations for teaching and learning.

Leadership Team Member #3

Employee's Name
Jasmine Jackson

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Position Title
Assistant Principal - Operations

Job Duties and Responsibilities

The **Assistant Principal of Operations (APO)**, while overseeing operational systems, also serves as an instructional leader by supporting the conditions necessary for effective teaching, learning, and School Improvement Plan implementation.

- Support implementation and monitoring of the School Improvement Plan in collaboration with the principal and instructional leadership team.
- Assist in developing and maintaining a master schedule aligned to School Improvement Plan priorities, ensuring effective instructional delivery, intervention opportunities, collaborative planning, and equitable student access to coursework.
- Monitor attendance, discipline, and school climate data to identify trends and support school improvement efforts.
- Lead or support Early Warning System (EWS) reviews and coordinate interventions for students with attendance, behavior, or academic concerns.
- Conduct classroom walkthroughs and observations to monitor instructional practices, student engagement, and learning environments.
- Provide feedback to teachers on classroom management, instructional routines, student engagement, and implementation of schoolwide expectations.
- Support implementation of evidence-based instructional practices identified in the School Improvement Plan.
- Collaborate with counselors, deans, MTSS teams, and teachers to address barriers to student success.
- Coordinate schoolwide systems that promote a safe, orderly, and positive learning environment.
- Oversee implementation of schoolwide behavior expectations, attendance initiatives, and student recognition programs.
- Monitor and support compliance with district, state, and federal policies related to student supervision, safety, and operations.
- Coordinate operational logistics for testing, interventions, tutoring, boot camps, and other instructional support programs.

- Ensure facilities, technology, and operational resources support effective teaching and learning.
- Assist in planning and delivering professional learning related to school climate, classroom management, student engagement, and operational procedures.
- Communicate school improvement priorities, expectations, and progress to staff, students, families, and stakeholders.
- Support data collection, documentation, and reporting related to School Improvement Plan implementation.
- Collaborate with department leaders and teacher teams to ensure operational decisions support instructional goals.
- Promote a culture of accountability, collaboration, safety, and continuous improvement across the school.
- Assist the principal in evaluating the effectiveness of school improvement initiatives and recommending adjustments based on data and stakeholder feedback.

Leadership Team Member #4

Employee's Name
Candace Harlan

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Position Title
Assistant Principal - Discipline

Job Duties and Responsibilities

Assistant Principal of Discipline/Student Services Responsibilities for School Improvement Plan Implementation

- Support implementation and monitoring of the School Improvement Plan in collaboration with the principal and instructional leadership team.
- Serve as an instructional leader by conducting classroom walkthroughs and observations to monitor student engagement, instructional routines, classroom management, and implementation of schoolwide instructional expectations.
- Provide timely feedback and coaching to teachers to strengthen classroom management, student engagement, and learning environments that support academic success.
- Analyze discipline, attendance, behavior, and Early Warning System (EWS) data to identify trends and implement targeted interventions.
- Lead schoolwide behavior initiatives that promote a safe, orderly, and positive learning environment aligned with School Improvement Plan goals.
- Coordinate and monitor implementation of schoolwide expectations, positive behavior

supports, attendance improvement strategies, and student recognition programs.
- Collaborate with MTSS teams, counselors, administrators, teachers, families, and community partners to address barriers to student success.
- Ensure equitable implementation of student discipline policies and restorative practices while maintaining a positive school climate.
- Monitor the effectiveness of interventions for students with behavioral, attendance, and social-emotional needs and adjust supports based on data.
- Coordinate crisis response, student safety procedures, and emergency preparedness to ensure an environment conducive to teaching and learning.
- Serve as the school's **College and Career Readiness Point of Contact**, coordinating initiatives that increase student awareness of postsecondary education, career pathways, industry certifications, military options, apprenticeships, and workforce opportunities.
- Collaborate with counselors, Career and Technical Education (CTE) staff, business partners, colleges, universities, and community organizations to expand college and career readiness opportunities for students.
- Support implementation of activities that promote college and career exploration, including college fairs, career fairs, dual enrollment, industry certification awareness, financial aid information, and postsecondary planning.
- Monitor student participation and outcomes related to college and career readiness initiatives and use data to improve programming.
- Communicate college and career readiness opportunities and expectations to students, families, and staff.
- Support operational planning for schoolwide events, testing, interventions, and programs that advance School Improvement Plan goals.
- Maintain compliance with district, state, and federal policies related to student discipline, safety, and college and career readiness initiatives.
- Foster a culture of high expectations, student responsibility, academic success, and postsecondary readiness for every student.
- Assist the principal in evaluating the effectiveness of School Improvement Plan strategies and recommending improvements based on data and stakeholder feedback.

Leadership Team Member #5

Employee's Name
Holly Mauga

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Position Title
Assistant Principal - Discipline

Job Duties and Responsibilities

Assistant Principal of Discipline/MTSS Coordinator Responsibilities for School Improvement Plan Implementation

- Support the development, implementation, and monitoring of the School Improvement Plan in collaboration with the principal and instructional leadership team.
- Serve as an instructional leader by conducting classroom walkthroughs and observations to monitor student engagement, instructional practices, classroom environment, and implementation of schoolwide expectations.
- Provide feedback and support to teachers to strengthen classroom management, student engagement, and instructional practices that promote student success.
- Analyze discipline, attendance, academic, and Early Warning System (EWS) data to identify trends, determine areas of need, and develop targeted improvement strategies.
- Monitor daily attendance data and implement systems to improve student attendance, reduce chronic absenteeism, and increase student engagement.
- Lead attendance interventions, collaborate with staff and families, and monitor the effectiveness of supports for students with attendance concerns.
- Serve as the school's **MTSS Coordinator**, ensuring effective implementation of the Multi-Tiered System of Supports framework for academic, behavioral, and social-emotional needs.
- Facilitate MTSS meetings, coordinate problem-solving processes, and monitor the implementation and effectiveness of Tier 1, Tier 2, and Tier 3 interventions.
- Collaborate with teachers, counselors, administrators, and support staff to identify students needing additional support and ensure timely interventions are provided.
- Monitor student progress through data reviews, intervention documentation, and progress-monitoring systems to ensure supports are adjusted based on student needs.
- Ensure equitable access to interventions and supports for all student groups and monitor outcomes to reduce achievement gaps.
- Lead implementation of schoolwide behavior systems that promote a safe, respectful, and positive learning environment aligned with SIP goals.
- Analyze discipline data to identify patterns, implement proactive strategies, and reduce disciplinary incidents that impact student learning.
- Support consistent implementation of schoolwide expectations, classroom procedures, and student accountability systems.
- Coordinate restorative practices, behavioral interventions, and support plans to address student needs while maintaining a focus on student growth.
- Collaborate with families and community partners to address barriers impacting attendance, behavior, and academic achievement.
- Support professional learning related to MTSS, attendance improvement, classroom management, student engagement, and intervention practices.

- Assist in coordinating schoolwide initiatives, programs, and resources that support SIP goals and improve student outcomes.
- Maintain accurate documentation and ensure compliance with district, state, and federal requirements related to attendance, discipline, and MTSS implementation.
- Communicate SIP priorities, attendance trends, MTSS processes, and student support outcomes with staff, families, and stakeholders.
- Assist the principal in evaluating the effectiveness of school improvement strategies and recommending adjustments based on data and continuous improvement efforts.

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.

As part of the development of our School Improvement Plan, the school improvement planning team sought input from a range of stakeholders, including the School Advisory Council, teachers, staff, students, families, and community members. Their perspectives were gathered through surveys, meetings, and collaborative discussions to ensure the plan reflects the needs and priorities of our school community. This inclusive approach allows us to make informed decisions, set meaningful goals, and implement strategies that support student achievement and overall school growth.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be monitored regularly through data reviews, classroom observations, intentional feedback, and progress toward identified goals, with a focus on student's individual growth. Formative and summative assessment results and intervention data will guide instructional practices. Stakeholder feedback will be gathered throughout the year, along with performance data, to revise the SIP as needed — ensuring ongoing improvement and increased student achievement aligned to state standards.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **7-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**43.2%**
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)*** **ASIAN STUDENTS (ASN)** **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: B** **2024-25: A** **2023-24: B** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
School Enrollment								267	246	513
Absent 10% or more school days								52	47	99
One or more suspensions								11	59	70
Course failure in English Language Arts (ELA)								18	24	42
Course failure in Math								14	22	36
Level 1 on statewide ELA assessment								31	45	76
Level 1 on statewide Math assessment								23	35	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								53	39	92
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								33	59	92

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								26	20	46
Students retained two or more times								18	12	30

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
	K	1	2	3	4	5	6	7	8	
School Enrollment								290	253	543
Absent 10% or more school days								71	38	109
One or more suspensions								49	40	89
Course failure in English Language Arts (ELA)								37	34	71
Course failure in Math								46	40	86
Level 1 on statewide ELA assessment								44	43	87
Level 1 on statewide Math assessment								27	35	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								63	52	115

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								58	31	89
Students retained two or more times								27	19	46

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	227	272	247	164	910
Absent 10% or more school days	34	55	42	34	165
One or more suspensions	39	35	25	11	110
Course failure in English Language Arts (ELA)	9	13	9	0	31
Course failure in Math	11	10	21	8	50
Level 1 on statewide ELA assessment	57	44	33	15	149
Level 1 on statewide Algebra assessment	18	22	19	9	68

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	36	36	35	16	123

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	41	47	35	11	134

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*	57	63	62	60	59	59	57	56	55
Grade 3 ELA Achievement									
ELA Learning Gains	50	59	59	58	56	58	53	55	57
ELA Lowest 25th Percentile	44	54	55	54	53	56	50	53	55
Math Achievement*	50	47	52	61	42	49	56	36	45
Math Learning Gains	43	42	45	53	46	47	50	46	47
Math Lowest 25th Percentile	46	45	44	56	51	49	52	51	49
Science Achievement	65	72	74	67	68	72	59	64	68
Social Studies Achievement*	76	71	76	77	69	75	74	66	71
Graduation Rate	97	95	94	96	91	92	92	90	90
Middle School Acceleration	59			75			64		
College and Career Acceleration	82	74	74	79	73	69	71	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	670
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	69%	62%	64%	55%	50%	

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	46%	No		
English Language Learners	32%	Yes	1	
Asian Students	68%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
Multiracial Students	68%	No		
White Students	61%	No		
Economically Disadvantaged Students	57%	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	57%		50%	44%	51%	43%	46%	65%	76%	59%	97%	82%	
Students With Disabilities	28%		42%	42%	27%	37%	39%	36%	53%	58%	92%	57%	
English Language Learners	22%		38%	36%	28%	38%							
Asian Students	93%		71%		67%	42%							
Black/African American Students	45%		47%	53%	27%	37%	48%	35%	63%	64%	89%	63%	
Hispanic Students	54%		40%	40%	51%	43%	36%	70%	86%	50%	100%	89%	
Multiracial Students	71%		63%	50%	56%	58%	54%	71%	85%	47%	94%	94%	
White Students	56%		50%	43%	52%	42%	46%	65%	74%	60%	97%	83%	
Economically Disadvantaged Students	50%		46%	40%	42%	42%	48%	58%	68%	53%	96%	83%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%		58%	54%	62%	53%	56%	67%	77%	75%	96%	79%	87%
Students With Disabilities	28%		45%	42%	31%	41%	45%	24%	51%	41%	95%	54%	
English Language Learners	38%		72%		63%	61%			55%				87%
Asian Students	75%		67%		77%	64%							
Black/African American Students	31%		48%	48%	41%	44%	36%	45%	56%	38%	100%	82%	
Hispanic Students	59%		63%	64%	55%	46%	48%	59%	70%	73%	90%	61%	90%
Multiracial Students	69%		63%	64%	68%	52%	67%	62%	82%	71%	90%		
White Students	61%		57%	54%	64%	55%	59%	70%	80%	78%	96%	81%	
Economically Disadvantaged Students	55%		56%	51%	52%	48%	46%	59%	73%	65%	95%	69%	

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	57%		53%	50%	56%	50%	52%	59%	74%	64%	92%	71%	64%
Students With Disabilities	20%		41%	44%	23%	42%	41%	29%	43%	29%	86%	52%	
English Language Learners	50%		41%		57%	63%							64%
Asian Students	54%		45%		50%								
Black/African American Students	45%		45%	50%	57%	53%	50%	36%	85%	58%	100%	47%	
Hispanic Students	62%		54%	40%	55%	55%	36%	60%	76%	57%	79%	52%	
Multiracial Students	59%		58%	58%	56%	58%	53%	58%	71%	78%	94%	71%	
White Students	57%		53%	51%	56%	49%	55%	61%	73%	64%	93%	76%	
Economically Disadvantaged Students	49%		50%	51%	52%	49%	51%	49%	72%	61%	87%	65%	

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	7	60%	66%	-6%	62%	-2%
ELA	8	47%	63%	-16%	60%	-13%
ELA	9	63%	64%	-1%	60%	3%
ELA	10	56%	64%	-8%	61%	-5%
Math	7	29%	49%	-20%	53%	-24%
Math	8	56%	62%	-6%	61%	-5%
Science	8	50%	57%	-7%	52%	-2%
Civics	7	76%	78%	-2%	77%	-1%
Biology	9	89%	78%	11%	87%	2%
Biology	10	49%	51%	-2%	60%	-11%
Algebra	7	86%	92%	-6%	96%	-10%
Algebra	8	63%	78%	-15%	84%	-21%
Algebra	9	22%	34%	-12%	41%	-19%
Geometry	8	81%	88%	-7%	95%	-14%
Geometry	9	71%	71%	0%	75%	-4%
Geometry	10	22%	31%	-9%	40%	-18%
History	10	77%	73%	4%	76%	1%
History	11	94%	68%	26%	75%	19%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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.				
Geometry	11	* 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 **College and Career Acceleration Prior Year** indicator showed the greatest improvement, increasing from **79% in the prior year to 82%**. This growth was attributed to intentional systems focused on expanding and monitoring student access to acceleration opportunities. The school implemented closer monitoring of student course scheduling to ensure students were appropriately placed in rigorous coursework, provided additional support to increase student success in Advanced Placement (AP) courses, and strengthened efforts to promote and monitor completion of industry certifications and dual enrollment opportunities. These actions increased student participation and success in college and career readiness pathways.

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 **Math Proficiency** component demonstrated the greatest area of need, with proficiency decreasing from **61% to 50%** and math learning gains decreasing from **53% to 43%**. This decline occurred during a period of significant transition within the mathematics department, including the addition of multiple new teachers and staff members teaching courses for the first time. As new instructional teams developed familiarity with course expectations, curriculum resources, assessment practices, and standards-aligned instructional strategies, additional time was needed to build consistency across classrooms.

In response, the school has implemented targeted supports to strengthen mathematics instruction, including increased collaborative planning, instructional coaching, data analysis cycles, monitoring of standards-based instruction, and support with evidence-based instructional practices. The school is also using student performance data to identify areas of need, provide targeted interventions, and ensure students receive the support necessary to improve achievement and learning gains in mathematics.

Greatest Decline

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

The **Middle School Acceleration** indicator showed the greatest decrease from 75 to 59, a decline of 16 points. This decrease was due to a decline in student performance on eligible acceleration opportunities, including industry certifications. Analysis of the data indicated that the decrease was impacted by an increase in the number of students attempting industry certification assessments before demonstrating sufficient readiness for success. While expanding access to acceleration opportunities remains a priority, administering assessments to students who had not yet reached mastery increased the number of unsuccessful attempts and impacted the overall performance percentage.

In response, the school is implementing a more intentional acceleration pathway that includes increased monitoring of student readiness, targeted preparation prior to assessment, and data-based decision-making regarding when students are prepared to demonstrate mastery. The school will continue to expand access to advanced coursework and industry certifications while ensuring students receive the instructional support and preparation needed to successfully complete acceleration opportunities.

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 greatest gaps between state and school performance data were identified in **7th Grade FAST Math** and **8th Grade FAST ELA**. In 7th Grade FAST Math, the school demonstrated **30% proficiency compared to the state proficiency level of 53%**, representing a significant achievement gap. In 8th Grade FAST ELA, the school demonstrated **47% proficiency compared to the state proficiency level of 60%**.

The greatest achievement gap was identified in **7th Grade FAST Math**, where the school demonstrated **30% proficiency compared to the state proficiency level of 53%**. Analysis of course-level data showed that the performance gap impacted students across seven math course sections, including two sections taught by an experienced veteran teacher and five sections taught by a first-year teacher. The consistency of performance challenges across classrooms indicates the need for a department-wide focus on strengthening instructional practices, increasing student engagement, and ensuring all students receive rigorous, standards-aligned instruction.
In response, the school has implemented targeted supports to strengthen mathematics instruction, including increased collaborative planning, instructional coaching, data analysis cycles, and monitoring of standards-based instruction. The school is also focusing on high-impact instructional strategies, student engagement, and alignment to grade-level standards to ensure students are actively participating in meaningful learning experiences. Through the MTSS framework, student performance data will continue to be used to identify learning gaps, provide targeted interventions,

and adjust supports to improve mathematics achievement and student outcomes.

The **8th Grade FAST ELA** performance gap of 23 percentage points **(47% proficiency at the school level compared to the state proficiency level of 60%)** occurred during a period of transition within the instructional program, including changes in teacher assignments due to a transfer and resignation. These transitions impacted instructional continuity and required additional time to establish consistency in curriculum implementation, instructional routines, and student support systems. Leadership will continue to monitor student data, provide instructional support, and ensure students receive consistent, high-quality instruction to address achievement gaps and increase proficiency. In response, the school is strengthening instructional consistency through collaborative planning, standards-aligned instruction, progress monitoring, and targeted interventions. Leadership will continue to monitor student performance data, provide instructional support, and implement MTSS strategies to address identified learning gaps and ensure students receive the support needed to achieve proficiency.

EWS Areas of Concern

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

Analysis of the **Early Warning System (EWS)** data identified students with multiple retentions as a significant area of concern. Currently, approximately 30 middle school students have experienced multiple retentions, placing them at increased risk for continued academic challenges and decreased likelihood of on-time high school graduation. Research indicates that students with one or more retentions require intentional, targeted support to successfully navigate the path toward graduation.

As a 7–12 combo school community, the school recognizes the importance of providing early and coordinated intervention for these students. Through the Multi-Tiered System of Supports (MTSS) framework, the school will implement targeted academic, behavioral, and engagement interventions, monitor student progress, and adjust supports based on individual student needs. Collaboration among teachers, counselors, administrators, families, and support staff will ensure students receive the resources and guidance needed to accelerate learning, increase engagement, and develop a clear pathway toward becoming graduating seniors.

Highest Priorities

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

Increase Mathematics Achievement Through Standards-Aligned, High-Impact Instruction

- Improve student proficiency and learning gains in mathematics by strengthening standards-aligned instruction, increasing student engagement, and implementing evidence-based instructional practices across all math classrooms. Focus areas will include collaborative planning, instructional coaching, data analysis, and targeted support through the MTSS framework.

Increase ELA Achievement and Instructional Consistency Through Standards-Aligned, High-Impact Instruction

- Address the 8th Grade FAST ELA achievement gap by strengthening instructional consistency, standards-aligned instruction, progress monitoring, and targeted interventions. The school will focus on collaborative planning, instructional support, and MTSS strategies to improve student proficiency.

Provide Targeted MTSS Support for Students Identified Through Early Warning System Data

- Develop and monitor individualized support plans for students with multiple retentions and other EWS indicators. Through a coordinated MTSS approach, the school will provide academic, behavioral, and engagement interventions designed to accelerate learning, increase student success, and support progress toward graduation.

Expand College and Career Readiness Opportunities and Student Success

- Continue strengthening systems that support student access and success in Advanced Placement courses, dual enrollment, industry certifications, and other acceleration opportunities. The school will monitor student participation, provide targeted supports, and ensure equitable access to pathways that prepare students for postsecondary success.

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

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

Math Proficiency in the 2025-2026 school year was 50% (-11), learning gains for Math was 43% (-10), and learning gains for the lowest 25% was 43% (-10).

Proficiency in 25-26 on the 7th Grade FAST Math Assessment was 30% with district average 48% and state average 53%.
Proficiency in 25-26 on the 8th Grade FAST Math Assessment was 56% with district average 62% and state average 62%.
Proficiency in 25-26 on the FAST Algebra 1 EOC was 48% with district average 54% and state average 57%.
Proficiency in 25-26 on the FAST Geometry EOC was 53% with district average 56% and state average 56%.

The data above indicate a need to strengthen math instruction, to improve overall math achievement and close gaps with district and state performance.

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, the percent of students proficient (3+) on the FAST 7th Grade Math Assessment will increase from 30% to 34%.
In 2027, the percent of students proficient (3+) on the FAST 8th Grade Math Assessment will increase from 56% to 60%.
In 2027, the percent of students proficient (3+) on the FAST Algebra 1 EOC will increase from 48% to 52%.
In 2027, the percent of students proficient (3+) on the FAST Geometry EOC will increase from 53% to 57%.

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: Progress monitor student's through data chats each quarter and adjust action steps as needed.

Walkthrough Alignment: Conduct classroom walkthroughs to look for evidence of high quality explicit instruction. Based on collaborative planning, instructional practices from B1G-M, and teacher clarity.

Person responsible for monitoring outcome

Dr. Jannette Connor, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity are evidence-based instructional practices in which teachers clearly communicate learning expectations, model skills and concepts, provide guided practice, and gradually release responsibility to students through the “I Do, We Do, You Do” framework. Instruction includes clear learning goals aligned to B1G-M instructional practices and Mathematical Thinking and Reasoning Standards, sequenced learning experiences, frequent checks for understanding, differentiated scaffolds, and opportunities for real-world application.

Rationale:

Explicit Instruction and Teacher Clarity improve student comprehension, mastery, and retention of mathematical concepts by providing clear learning expectations, systematic modeling, guided practice, and gradual release of responsibility. Instruction aligned to B1G-M instructional practices and Mathematical Thinking and Reasoning Standards ensures students engage with rigorous, standards-based content through sequenced learning experiences, frequent checks for understanding, differentiated scaffolds, and real-world application. Collaborative planning and aligned learner outcomes across general education, SWD, and ELL teachers promote instructional coherence and consistency in expectations, delivery, and support, helping to address learning gaps and increase achievement for all students.

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: Enhance Explicit Instruction and Teacher Clarity by launching collaborative planning and walkthroughs

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

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 provides collaborative planning for teachers, support facilitators, administrators, and other key stakeholders.
• Communicate the biweekly Deliberative Practice Plan (DPP) schedule and expectations during pre-planning.
• Schedule support facilitator participation in collaborative planning, instructional delivery, and data analysis with general education teachers.
• Provide professional learning on explicit, standards-aligned instruction emphasizing teacher clarity, modeling, scaffolding, guided practice, checks for understanding, and effective implementation of the district curriculum.
• Establish and monitor instructional non-negotiables, including benchmark-aligned standards, learning intentions, success criteria, and consistent formative assessment practices.
• Facilitate September Data Chat professional learning using prior-year FAST PM3, current FAST PM1, ALEKS data, formative, and summative assessment data to identify instructional priorities, monitor pacing, and develop action plans.
• Develop and communicate a walkthrough calendar using the district walkthrough tool to monitor instructional implementation and provide timely feedback.
• Analyze schoolwide FAST PM3 and PM1 data to identify achievement trends, subgroup needs, and students approaching proficiency.
• Develop a schoolwide "bubble student" monitoring process that identifies students within reach of proficiency and establishes targeted instructional plans, progress-monitoring checkpoints, and leadership oversight.
Teacher Actions (General Education, SWD, ELL)
• Collaboratively design standards-aligned Tier 1 instruction and intervention supports during DPP meetings.
Implement explicit instruction using modeling, guided practice, independent practice, and frequent checks for understanding.
• Collaborate with support facilitators to provide differentiated instruction and small-group support within Tier 1.
• Analyze FAST PM3, PM1, classroom, and formative assessment data to identify learning gaps and students approaching proficiency.
• Establish flexible instructional groups based on student needs and adjust them as new data become available.
• Conduct individual student data chats to establish academic goals and increase student ownership of learning.
• Provide targeted scaffolds, prerequisite skill instruction, and frequent progress monitoring for students nearing proficiency.
• Identify students approaching proficiency using FAST PM3, PM1, classroom assessment data, and

teacher observations; develop individualized instructional goals and targeted support plans.
• Provide targeted small-group instruction focused on prerequisite skills, ALEKS, and priority benchmarks needed to move bubble students toward proficiency.
• Monitor bubble student progress through frequent formative assessments and adjust instructional groups, scaffolds, and supports based on evidence of learning.

Action Step #2
2nd Quarter: Strengthen Explicit Instruction and Teacher Clarity through coaching and feedback

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
•Conduct ongoing classroom walkthroughs to monitor implementation of instructional priorities and provide actionable feedback to strengthen instruction.
•Facilitate quarterly Data Chat meetings to analyze ALEKS, formative and summative assessment data, review pacing guides, and evaluate benchmark-aligned instruction to determine instructional next steps. Quarter 2 Data Chat professional learning will be held in November during an Early Release Friday.
•Review student achievement data, FAST PM2 results, ALEKS progress monitoring, and walkthrough evidence to evaluate the effectiveness of Tier 1 instruction and intervention supports.
•Review progress monitoring data to evaluate the effectiveness of Tier 1 instruction and interventions, with a focus on "bubble students."
•Provide targeted professional learning, coaching, and resources to support teachers in addressing identified learning gaps.
•Adjust academic supports and interventions based on student progress data to ensure students are on track for FAST PM3 success.
Teacher Actions (Gen Ed, SWD, ELL)
•Review FAST PM2 data, ALEKS progress monitoring, and classroom assessments to determine student progress and areas requiring additional support.
•Monitor bubble students through regular progress checks and provide targeted instruction to increase movement toward proficiency.
•Adjust instructional strategies through reteaching, intervention groups, enrichment, and differentiated instruction based on student needs.
•Collaborate with teams to refine flexible grouping and intervention supports.
Provide ongoing opportunities for students to practice benchmark-aligned tasks and test-taking strategies to build confidence and readiness for FAST PM3.
• Conduct targeted student conferences with bubble students to review performance data, set goals, and increase ownership of progress toward proficiency.

Action Step #3
3rd Quarter: Refine explicit instruction through data analysis, differentiation, and student ownership

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Conduct walkthroughs focused on instructional rigor, standards alignment, intervention effectiveness, and student engagement.
•Facilitate quarterly Data Chat meetings to analyze formative and summative assessment data,

review pacing guides, and evaluate benchmark-aligned instruction to determine instructional next steps. Quarter 3 Data Chat professional learning will be held in January during an Early Release Friday.
•Continue to monitor the progress of bubble students and students approaching proficiency to ensure targeted supports are resulting in measurable growth.
•Support teachers through instructional coaching, professional learning, and collaborative planning focused on closing achievement gaps.
•Monitor the implementation of intervention plans, assessment preparation strategies, and academic supports to ensure students are prepared for FAST PM3 success.
Teacher Actions (Gen Ed, SWD, ELL)
•Use ongoing progress monitoring, ALEKS data, and classroom assessment results to identify remaining skill gaps and adjust instruction.
•Continue monitoring bubble students and provide targeted interventions, small-group instruction, and additional practice opportunities to increase proficiency.
•Deliver standards-aligned instruction focused on priority benchmarks and areas identified through data analysis.
•Implement test-taking strategies and provide practice with FAST-aligned assessment tasks.
•Collaborate with instructional teams to ensure students receive the appropriate level of support and are prepared for success on the FAST PM3 assessment.

Action Step #4
4th Quarter: Evaluate Impact, sustain explicit instruction, and plan for continuous improvement

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
•Conduct regular classroom walkthroughs using the district walkthrough tool aligned to instructional non-negotiables and provide timely, actionable feedback to teachers and instructional support staff.
•Facilitate quarterly Data Chat meetings to analyze formative and summative assessment data, review pacing guides, and evaluate benchmark-aligned instruction to determine instructional next steps. Quarter 4 Data Chat professional learning will be held in March during an Early Release Friday.
•Review student achievement data, FAST PM2 results, ALEKS progress monitoring, and walkthrough evidence to evaluate the effectiveness of Tier 1 instruction and intervention supports.
•Implement additional instructional supports and interventions when data indicates students are not making expected academic gains.
•Prioritize instructional support and progress monitoring for bubble students and students approaching proficiency to maximize learning gains and FAST PM3 performance.
•Implement the school's academic support plan by facilitating collaborative data reviews, providing targeted professional learning and instructional coaching, and monitoring the use of data-driven instruction, ALEKS progress monitoring, intervention strategies, and test-taking practices to ensure students are prepared for success on the FAST PM3 assessment.
•Collaborate with teachers to develop and implement a preparation bootcamp to provide additional targeted support, reinforce priority benchmarks, strengthen test-taking strategies, and ensure all students have opportunities to maximize achievement.
Teacher Actions (Gen Ed, SWD, ELL)
•Analyze student data to identify needs for reteaching, enrichment, and additional support.
Use FAST PM2 data, ALEKS progress monitoring, formative assessments, and classroom performance data to identify learning gaps and monitor students approaching proficiency.

•Adjust instruction based on student performance by providing targeted Tier 1 reteaching, intervention support, and differentiated, standards-aligned instruction.
•Prioritize support for bubble students and students nearing proficiency to increase learning gains and support movement toward proficiency.
•Use flexible grouping and collaborate with instructional teams to provide targeted support as needed. Implement the academic support plan, including targeted interventions and progress monitoring.
•Provide explicit instruction in test-taking strategies and opportunities to practice assessment-aligned tasks to prepare students for success on the FAST PM3 assessment.

Area of Focus #2

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.

ELA Proficiency in the 2025-2026 school year was 57% (-3), learning gains for ELA was 50% (-8), and learning gains for the lowest 25% was 44% (-10).

Proficiency in 25-26 on the 7th Grade FAST ELA Assessment was 60% with district average 66% and state average 62%.
Proficiency in 25-26 on the 8th Grade FAST ELA Assessment was 47% with district average 63% and state average 60%.
Proficiency in 25-26 on the 9th Grade FAST ELA Assessment was 63% with district average 63% and state average 60%.
Proficiency in 25-26 on the 10th Grade FAST ELA Assessment was 56% with district average 64% and state average 61%.

These data indicate a need to strengthen ELA instruction, to improve overall ELA achievement and close gaps with district and state performance.

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, the percent of students proficient (3+) on the 7th Grade FAST ELA Assessment will increase from 60% to 63%.
In 2027, the percent of students proficient (3+) on the 8th Grade FAST ELA Assessment will increase from 47% to 50%.
In 2027, the percent of students proficient (3+) on the 9th Grade FAST ELA Assessment will increase

from 63% to 66%.
In 2027, the percent of students proficient (3+) on the 10th Grade FAST ELA Assessment will increase from 56% to 59%.

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: Progress monitor student's through data chats each quarter and adjust action steps as needed.

Walkthrough Alignment: Conduct classroom walkthroughs to monitor implementation of collaboratively planned content, district pacing guides, teacher clarity practices, and ensuring alignment between planning and instruction.

Person responsible for monitoring outcome

Dr. Jannette Connor, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity is an evidence-based approach where teachers model skills, guide practice, and gradually release responsibility (“I Do, We Do, You Do”). Instruction includes clear learning goals aligned with the standards and district pacing guides, sequenced learning progression, frequent checks for understanding, scaffolding for differentiated instruction, and opportunities for connecting students to real world application.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned learner outcomes across general education, SWD, and ELL teachers, and a student-centered learning environment. These practices will create instructional coherence, ensuring consistency in expectations, delivery, and support for all 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: Enhance effective instruction and teacher clarity by launching collaborative planning and walkthroughs

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

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 provides collaborative planning for teachers, support facilitators, administrators, and other key stakeholders.
• Communicate the biweekly Deliberative Practice Plan (DPP) schedule and expectations during pre-planning.
• Schedule support facilitator participation in collaborative planning, instructional delivery, and data analysis with general education teachers.
• Provide professional learning on explicit, standards-aligned instruction emphasizing teacher clarity, modeling, scaffolding, guided practice, checks for understanding, and effective implementation of the district curriculum.
• Establish and monitor instructional non-negotiables, including benchmark-aligned standards, learning intentions, success criteria, and consistent formative assessment practices.
• Facilitate September Data Chat professional learning using prior-year FAST PM3, current FAST PM1, formative, and summative assessment data to identify instructional priorities, monitor pacing, and develop action plans.
• Develop and communicate a walkthrough calendar using the district walkthrough tool to monitor instructional implementation and provide timely feedback.
• Analyze schoolwide FAST PM3 and PM1 data to identify achievement trends, subgroup needs, and students approaching proficiency.
• Develop a schoolwide "bubble student" monitoring process that identifies students within reach of proficiency and establishes targeted instructional plans, progress-monitoring checkpoints, and leadership oversight.
Teacher Actions (General Education, SWD, ELL)
• Collaboratively design standards-aligned Tier 1 instruction and intervention supports during DPP meetings.
Implement explicit instruction using modeling, guided practice, independent practice, and frequent checks for understanding.
• Collaborate with support facilitators to provide differentiated instruction and small-group support within Tier 1.
• Analyze FAST PM3, PM1, classroom, and formative assessment data to identify learning gaps and students approaching proficiency.
• Establish flexible instructional groups based on student needs and adjust them as new data become available.
• Conduct individual student data chats to establish academic goals and increase student ownership of learning.
• Provide targeted scaffolds, prerequisite skill instruction, and frequent progress monitoring for students nearing proficiency.
• Identify students approaching proficiency using FAST PM3, PM1, classroom assessment data, and

teacher observations; develop individualized instructional goals and targeted support plans.
• Provide targeted small-group instruction focused on prerequisite skills and priority benchmarks needed to move bubble students toward proficiency.
• Monitor bubble student progress through frequent formative assessments and adjust instructional groups, scaffolds, and supports based on evidence of learning.

Action Step #2
2nd Quarter: Strengthen high quality instruction and teacher clarity through coaching and feedback

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Monitor DPP meetings to ensure collaborative planning includes standards alignment, student work analysis, misconception identification, and instructional planning.
• Conduct walkthroughs using the district walkthrough tool and provide actionable feedback focused on instructional non-negotiables.
• Identify instructional gaps using walkthrough and data trends from progress monitoring for ELA common assessments.
• Facilitate November Data Chats to review FAST PM1, classroom assessments, pacing, intervention effectiveness, and instructional adjustments.
• Continue coaching cycles focused on teacher clarity, explicit instruction, and effective differentiation.
• Monitor Tier 2 interventions to ensure they address prerequisite skills while strengthening Tier 1 instruction.
• Coordinate FAST PM2 administration and ensure timely analysis of assessment results.
• Review bubble student progress every three to four weeks and adjust intervention plans based on formative and benchmark assessment data.
• Allocate intervention personnel and instructional resources to classrooms demonstrating the greatest need.
Teacher Actions (General Education, SWD, ELL)
• Refine instructional plans using FAST PM1 and classroom assessment data.
• Collaborate with support facilitators to deliver targeted small-group instruction.
• Differentiate instruction through flexible grouping, scaffolded tasks, and strategic questioning.
• Monitor the progress of students approaching proficiency through frequent formative assessments.
• Conduct student data conferences to review progress toward proficiency goals.
• Provide timely reteaching and enrichment based on assessment results.
• Document intervention effectiveness and adjust instructional supports as needed.
• Monitor DPP meetings to ensure all teachers are planning collaboratively for explicit instruction aligned with grade level standards.
• Use progress-monitoring data to evaluate bubble student growth and adjust intervention strategies to address specific skill gaps.
• Provide intentional opportunities for bubble students to engage in grade-level tasks with appropriate scaffolds, modeling, and feedback to increase confidence and academic readiness.
• Collaborate with support facilitators and PLC teams to review bubble student progress and determine instructional next steps.
• Conduct targeted student conferences with bubble students to review performance data, set goals, and increase ownership of progress toward proficiency.

Action Step #3
3rd Quarter: Refine high quality instruction through data analysis, differentiation, and student

ownership

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Analyze walkthrough data, PM1, PM2, SAVVAS, and common assessment results to identify instructional strengths and remaining gaps.
• Continue instructional walkthroughs and provide timely feedback aligned to instructional expectations.
• Highlight effective instructional practices through peer observations and collaborative learning opportunities.
• Facilitate January Data Chat professional learning focused on assessment results, pacing, intervention effectiveness, and next instructional steps.
• Develop targeted academic support plans for students below benchmark and those approaching proficiency.
• Monitor implementation of intervention plans and evaluate student response to instruction.
• Ensure bubble students receive increased instructional time, targeted small-group instruction, and frequent progress monitoring prior to end-of-year testing.
Teacher Actions (General Education, SWD, ELL)
• Use formative and summative assessments to identify standards requiring additional instruction.
• Strengthen Tier 1 instruction through chunking, scaffolding, guided practice, and purposeful questioning.
• Collaborate with support facilitators to implement targeted interventions within the classroom.
• Conduct student data chats focused on PM2 results, learning goals, and progress toward proficiency.
• Adjust pacing and flexible groups based on current assessment data.
• Intensify instruction for students approaching proficiency using standards-specific remediation, frequent feedback, and spiral review of previously taught skills.
• Continue monitoring student growth through PLC discussions and common assessments.
• Teachers and administration will continue to collaborate together to ensure proper supports are in place for bubble students working toward proficiency. Teachers will offer office hours for additional time with all students.
• Increase instructional intensity for bubble students through targeted small-group instruction, standards-based remediation, and additional practice opportunities aligned to identified learning gaps.
• Provide focused review of high-priority benchmarks through spiral instruction, retrieval practice, and application of skills in grade-level contexts.
• Use PM2 and classroom assessment data to regroup students and adjust supports to maximize growth before end-of-year assessments.
• Provide timely, specific feedback to bubble students regarding progress toward proficiency goals and next steps for improvement.

Action Step #4
4th Quarter: Evaluate impact, sustain high quality practices, and planning for continues improvement

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

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

• Continue walkthroughs and provide feedback focused on instructional consistency and effective implementation of interventions.
• Facilitate March Data Chat professional learning to evaluate progress, review pacing, and finalize instructional priorities before PM3.
• Evaluate the effectiveness of Tier 1 instruction and intervention systems using walkthrough and assessment data.
Ensure academic support plans are fully implemented and monitored.
• Coordinate schoolwide efforts to provide additional instructional time and targeted support for bubble students to maximize proficiency and learning gains.
• Analyze FAST PM3 results to evaluate achievement, subgroup performance, instructional effectiveness, and priorities for the upcoming school year.
• Develop, coordinate, and monitor targeted academic boot camps for bubble students approaching proficiency by using assessment data to identify priority standards, allocate instructional resources, support teacher planning, and review student progress through ongoing formative assessment data to ensure accelerated growth toward proficiency.
Teacher Actions (General Education, SWD, ELL)
• Use assessment data to determine reteaching, intervention, and enrichment priorities.
• Provide immediate instructional adjustments when students demonstrate unfinished learning.
• Conduct final student data conferences to review growth and establish performance goals for PM3.
• Prioritize standards-based small-group instruction for bubble students while continuing enrichment opportunities for students already proficient.
• Collaborate across grade levels, support facilitators, and intervention staff to maximize instructional opportunities.
• Monitor intervention effectiveness through ongoing formative assessments and adjust supports until the end of the school year.
• Reflect on student outcomes, identify successful instructional practices, and contribute recommendations for continuous school improvement.
• Plan and deliver targeted boot camp lessons focused on bubble students approaching proficiency by using assessment data to prioritize high-impact standards, address individual skill gaps, provide immediate feedback, and monitor student mastery through frequent formative assessments.

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

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

Science Proficiency in the 2025-2026 school year was 65% (-2).

Proficiency in 25-26 on the 8th Grade FAST Science Assessment was 50% with district average 57% and state average 53%.
Proficiency in 25-26 on the FAST Biology EOC was 77% with district average 75% and state average 74%.

These data indicate a need to strengthen science instruction, to improve overall science achievement and close gaps with district and state performance.

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, the percent of students proficient (3+) on the 8th Grade FAST Science Assessment will increase from 50% to 54%.
In 2027, the percent of students proficient (3+) on the FAST Biology EOC will increase from 77% to 81%.

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: Progress monitor student's through data chats each quarter and adjust action steps as needed.

Walkthrough Alignment: Conduct classroom walkthroughs to ensure evidence of high quality explicit instruction. Based on district pacing guides, Discovery Ed., and teacher clarity.

Person responsible for monitoring outcome

Dr. Jannette Connor, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

High Quality Instruction and Teacher Clarity are evidence-based approaches where teachers model skills, guide practice, and utilize the 5E model of instruction. Instruction includes clear learning goals aligned with the standards and district pacing guides, sequenced learning progression, frequent checks for understanding, scaffolding for differentiated instruction, and opportunities for connecting students to real world application.

Rationale:

High Quality Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning,

aligned learner outcomes across general education, SWD, and ELL teachers, and a student-centered learning environment. These practices will create instructional coherence, ensuring consistency in expectations, delivery, and support for all 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: Enhance High Quality Instruction and Teacher Clarity by launching collaborative planning and walkthroughs

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

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 builds a collaborative planning structure for teachers with common assessments that includes teachers, support facilitators, administration, and integral stakeholders.
• Conduct professional learning on delivering high quality instruction of standards-aligned district-adopted curriculum including: planning lessons that align with the 5E model of instruction, scaffolding, guided practice with corrective feedback, and checks for understanding.
• Develop and implement instructional non-negotiables for teacher clarity (e.g., posted learning intentions, benchmark-aligned standards, and success criteria).
• At pre-planning, administration will provide a Deliberative Practice Plan (DPP) meeting schedule for general education teachers with common assessments, support facilitators, and administration. The expectation will be that DPP department meetings will take place biweekly.
• Conduct quarterly structured data chat meetings. In the middle of each quarter, Data Chat PD will be held on an early release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark aligned instruction to determine next steps to strengthen instruction. For quarter 1 this PD will take place in September.
• Plan and communicate a system for monitoring to include: Administration will communicate to teachers the calendar for district classroom walkthroughs and monthly school-based walkthroughs.
• At pre-planning, introduce and review the district walkthrough tool with teachers to support consistent implementation.
• Support teachers in planning standards-aligned lessons and formative assessments that align with the 5E model of instruction.
• The expectation from administration will be that teachers review Grades 6 & 7 science standards throughout the school year to ensure students receive foundational supports to best prepare them for the Grade 8 science state assessment.
Teacher Actions (Gen Ed, SWD, ELL):
• Collaboratively plan standards-aligned learning intentions and success criteria using district-approved curriculum and district pacing guides.
• Implement instructional non-negotiables daily (posted learning intentions, benchmark-aligned standards, and success criteria).

• Establish common bellwork using Grade 6 and Grade 7 benchmarks from the Grade 8 test item specifications.
• Establish use of PENDA to support high quality instruction.
• Teachers use walkthrough feedback to reflect on practice and make targeted instructional adjustments to improve student learning outcomes.
• For Grade 8 Science, teachers will review Grade 6 & 7 standards to ensure students are prepared for the Grade 8 science state assessment.

Action Step #2
2nd Quarter: Strengthen High Quality Instruction and Teacher Clarity through coaching and feedback

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Monitor DPP meetings to ensure all teachers are planning collaboratively for high quality instruction aligned with grade level standards.
• Conduct walkthroughs using district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers, support facilitators and coaches.
• Conduct quarterly structured data chat meetings. In the middle of each quarter, Data Chat PD will be held on an early release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark aligned instruction to determine next steps to strengthen instruction. For quarter 2 this PD will take place in November.
• Monitor DPP Meetings to analyze student work/data to identify standards-based misconceptions and needed
scaffolds.
• Continue coaching cycles with targeted feedback on implementation of high quality instruction, clarity and standards-based lesson delivery.
• Support teachers in aligning intervention support to prerequisite skills needed for Tier 1 success.
• The expectation from administration will be that teachers review Grades 6 & 7 science standards throughout the school year to ensure students receive foundational supports to best prepare them for the Grade 8 science state assessment.
Teacher Actions (Gen Ed, SWD, ELL):
• Plan together in DPP meeting high quality instruction for Tier 1 instruction and aligned intervention support.
• Use high quality instruction that aligns to the 5E Model of instruction.
• Refine instructional routines and expectations consistent across classrooms and support settings.
• Adjust instruction based on student data to guide next steps.
• For Grade 8 Science, teachers will review Grade 6 & 7 standards to ensure students are prepared for the Grade 8 science state assessment.

Action Step #3
3rd Quarter: Refine High Quality instruction through data analysis, differentiation, and student ownership

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Identify instructional gaps using walkthroughs and data trends from common assessments.

• Continue walkthroughs using district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers.
• Highlight high-impact instructional practices. Identify strong classrooms using high quality instruction and share those practices via peer observations.
• Conduct quarterly structured data chat meetings. In the middle of each quarter, Data Chat PD will be held on an early release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark aligned instruction to determine next steps to strengthen instruction. For quarter 3 this PD will take place in January.
• Collaborate with teachers to establish academic support plan focusing on review of Grade 6 and Grade 7 benchmarks from the Grade 8 test item specifications.
• The expectation from administration will be that teachers review Grades 6 & 7 science standards throughout the school year to ensure students receive foundational supports to best prepare them for the Grade 8 science state assessment.
Teacher Actions (Gen Ed, SWD, ELL):
• Use formative and summative assessments to identify specific skill gaps, to adjust Tier 1 instruction.
• Strengthen high quality instruction by grade level benchmarks utilizing the 5E model of instruction.
• Refine instructional routines and expectations consistent across classrooms and support settings.
• Adjust instruction based on student data to guide next steps.
• Collaborate with leadership to establish academic support plan focusing on review of Grade 6 and Grade 7 benchmarks from the Grade 8 test item specifications.
• For Grade 8 Science, teachers will review Grade 6 & 7 standards to ensure students are prepared for the Grade 8 science state assessment.

Action Step #4
4th Quarter: Evaluate Impact, sustain high quality instruction, and plan for continuous improvement

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Continue walkthroughs using district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers and support facilitators.
•Continue quarterly structured data chat meetings. Data Chat PD will be held on an early release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark aligned instruction to determine next steps to strengthen instruction. For quarter 4 this PD will take place in March.
• Review achievement data and walkthroughs to see how well Tier 1 and intervention are working together.
• When data shows students are not making expected gains, put extra supports in place (reteach blocks,
added intervention time, “all hands on deck” scheduling, focused small groups).
• Place dedicated support on bubble students and students close to proficiency to maximize learning gains.
• Implementation of the academic support plan.
• Administration will organize science boot camps for all tested areas. The leadership team will personally reach out to parents of bubble students and notify them of this opportunity as they prepare for state assessments. Dedicated focus will be placed on bubble students to ensure they are receiving appropriate supports to earn a L3 or higher.
Teacher Actions (Gen Ed, SWD ELL):
• Review student data to identify who needs reteach, enrichment, or extra support.

• Adjust instruction quickly when students are not mastering skills (reteach in Tier 1 or intervention groups).
• Focus instruction on bubble students to help move them to proficiency and increase learning gains.
• Use flexible grouping and collaborate across teams to provide extra support when needed.
• Implement the academic support plan focusing on review of Grade 6 and Grade 7 benchmarks from the Grade 8 test item specifications.
• Teachers will provide boot camp for tested courses after school to ensure proper supports are in place for all students. The teachers will also call parents to explain the importance of their child attending. This time after school will provide one to one tutoring for those that need remediation leading up state assessments.

Area of Focus #4

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

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

The Students with Disabilities (SWD) subgroup has been a critical area of need for the last two years and is currently at the Federal Index score of 45%.

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, the percent of students proficient (3+) on the 7th Grade FAST ELA Assessment for SWDs will increase from 44% to 47%.
In 2027, the percent of students proficient (3+) on the 8th Grade FAST ELA Assessment for SWDs will increase from 27% to 30%.
In 2027, the percent of students proficient (3+) on the 9th Grade FAST ELA Assessment for SWDs will increase from 30% to 33%.
In 2027, the percent of students proficient (3+) on the 10th Grade FAST ELA Assessment for SWDs will increase from 26% to 29%.

In 2027, the percent of students proficient (3+) on the FAST 7th Grade Math Assessment for SWDs will increase from 23% to 27%.
In 2027, the percent of students proficient (3+) on the FAST 8th Grade Math Assessment for SWDs will increase from 29% to 33%.
In 2027, the percent of students proficient (3+) on the BEST Algebra 1 EOC for SWDs will increase from 30% to 34%.

In 2027, the percent of students proficient (3+) on the BEST Geometry EOC for SWDs will increase from 10% to 14%.

Monitoring

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

Data Analysis: Analyze student data to identify trends for SWDs.

Quarterly Monitoring: Progress monitor students through data chats each quarter with teachers and adjust action steps as needed.

Walkthrough Alignment: Conduct walkthroughs of inclusion classrooms to ensure evidence of effective collaborative instructional practices, high-quality instruction, and effective small group intervention.

Person responsible for monitoring outcome

Dr. Jannette Connor, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

SCHS has incorporated a support facilitation model for SWD disabilities for the 2025 -2026 and 2026-2027 school year. The SWD facilitation model pairs an assigned SWD facilitator with general education teachers for Mathematics and English Language Arts. Learning Strategies teachers will push in to inclusion classrooms to support ELA and Math teachers with their assigned caseload of students with disabilities. This model will promote collaborative planning between SWD support facilitators and general education teachers in addition to supporting planning for small group intervention within the classrooms. This subgroup has been a critical area of need for the last two years and proficiency is currently at the Federal Index score of 46%.

Rationale:

The Support Facilitation Model is designed to improve academic outcomes for students with disabilities by providing targeted support within the general education classroom while ensuring access to grade-level standards. Through collaborative planning between ESE facilitators and general education teachers, instruction can be more effectively differentiated to address individual student needs while maintaining grade-level expectations. The push-in support model allows for immediate intervention, increased opportunities for small-group instruction, and more consistent implementation of accommodations and specially designed instruction. Given that students with disabilities have remained a critical area of need over the past two years, with current proficiency at a Federal Index score of 46%, this model is intended to strengthen inclusive practices, close achievement gaps, and increase student achievement in English Language Arts and Mathematics.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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: Implement a Support Facilitation Model that provides push-in SWD support and collaborative planning in ELA and Mathematics inclusion classrooms.

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Develop the master schedule to support the facilitation model through coordinated student placement and dedicated collaborative planning opportunities for Learning Strategies/push-in and general education teachers.
• Strengthen teacher collaboration in small-group instruction through in-depth training for both general education and push-in teachers.
• Implement and monitor the Support Facilitation Model in ELA and Mathematics inclusion classrooms.
• Schedule and support collaborative planning between Learning Strategies teachers and general education teachers.
• Conduct classroom walkthroughs to monitor the implementation of push-in support, accommodations, and inclusive instructional practices.
• Review achievement and progress-monitoring data to evaluate effectiveness and adjust supports for students with disabilities.
• When data shows students are not making expected gains, put extra supports in place.
• Place dedicated support on bubble students and students close to proficiency to maximize learning gains.
Teacher Actions
• Serve as case managers and push-in facilitators to build relationships and support students with disabilities.
• Collaboratively plan with ELA and Mathematics teachers to align instruction, accommodations, and interventions.
• Conduct data chats with students to increase their understanding of academic performance and growth. Students will analyze their PM1 assessment results, identify strengths and areas for improvement, and set measurable goals for PM2 and PM3 in both Mathematics and ELA.
• Provide targeted small-group and individualized support within the general education classroom.
• Monitor student progress and implement accommodations and specially designed instruction to address individual learning needs.

Action Step #2
2nd Quarter: Strengthen the Co-Teaching Model Through Explicit Instruction, Teacher Clarity, Coaching, and Feedback

Person Monitoring:

By When/Frequency:

Dr. Jannette Connor — Quarterly

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

Leadership Actions:
• Monitor DPP meetings to ensure all teachers are planning collaboratively for high-quality instruction aligned with grade-level standards.
• Conduct walkthroughs using the district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers and support facilitators.
• Use the KEEYs Observation Tool to conduct ongoing structured walkthroughs that support and monitor effective co-teaching practices between support facilitators and general education teachers.
• Conduct quarterly structured data chat meetings. In the middle of each quarter, Data Chat PD will be held on an early-release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark-aligned instruction to determine next steps to strengthen instruction. For quarter 2, this PD will take place in November.
• Monitor DPP Meetings to analyze student work/data to identify standards-based misconceptions and needed
scaffolds.
• Continue coaching cycles with targeted feedback on implementation of high quality instruction, clarity, and standards-based lesson delivery.
• Support teachers in aligning intervention support to prerequisite skills needed for Tier 1 success.
• When data shows students are not making expected gains, put extra supports in place.
• Place dedicated support on bubble students and students close to proficiency to maximize learning gains.
Teacher Actions (Gen Ed, SWD):
• Plan together in DPP meeting high quality instruction for Tier 1 and aligned intervention support.
• Use high quality instruction daily, including modeling, guided practice, and independent practice.
• Support facilitation teachers collaborate with general education teachers to support small intervention groups.
• Conduct data chats with students to enhance clarity on student performance.
• Refine instructional routines and expectations consistent across classrooms and support settings.
• Adjust instruction based on student data to guide next steps.

Action Step #3

3rd Quarter: 3rd Quarter: Refine Co-Teaching Model through data analysis, differentiation, and student ownership

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

Dr. Jannette Connor — Quarterly

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 data trends from progress monitoring for math and ELA common assessments.
• Continue walkthroughs using KEEYs observational tool and the district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers and support facilitators.
• Highlight effective instructional practices. Identify strong classrooms that use high-quality instruction and share those practices through peer observations.
• Conduct quarterly structured data chat meetings. In the middle of each quarter, Data Chat PD will be held on an early-release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark-aligned instruction to determine next steps to

strengthen instruction. For quarter 3, this PD will take place in January.
• Collaborate to establish an academic support plan.
• When data shows students are not making expected gains, put extra supports in place.
• Place dedicated support on bubble students and students close to proficiency to maximize learning gains.
Teacher Actions (Gen Ed, SWD):
• Use formative and summative assessments to identify specific skill gaps and to adjust Tier 1 instruction.
• Support facilitation teachers will collaborate with general education teachers to support small intervention groups.
• Strengthen high quality instruction by utilizing small groups, differentiation, and scaffolding to support SWD.
• Continue to conduct data chats with students to enhance clarity on student performance.
• Refine instructional routines and expectations consistent across classrooms and support settings.
• Adjust instruction based on student data to guide next steps.

Action Step #4
4th Quarter: Evaluate impact, sustain Co-teaching practices, and planning for continued improvement

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Continue walkthroughs using KEEYs observational tool and district walkthrough tool aligned to instructional non-negotiables and provide actionable feedback to teachers and support facilitators.
•Continue quarterly structured data chat meetings. Data Chat PD will be held on an early release Friday to analyze student performance on formative and summative assessments, revisit pacing guides, and benchmark aligned instruction to determine next steps to strengthen instruction. For quarter 4, this PD will take place in March.
• Review achievement data and walkthroughs to see how well Tier 1 and intervention are working together.
• When data shows students are not making expected gains, put extra supports in place.
• Place dedicated support on bubble students and students close to proficiency to maximize learning gains.
• Implementation of the academic support plan.
Teacher Actions (Gen Ed, SWD):
• Review student data to identify who needs reteach, enrichment, or extra support in a small group setting.
• Adjust instruction quickly when students are not mastering skills (reteach in Tier 1 or intervention groups).
• Continue data chats with students to enhance clarity on student performance.
• Focus instruction on bubble students to help move them to proficiency and increase learning gains.
• Use flexible grouping and collaborate across teams to provide extra support when needed.
• Implement the academic support plan.

Area of Focus #5

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.

The English Language Learners (ELL) subgroup has been identified as a critical area of focus based on this year's accountability data. The school's Federal Index score for the ELL subgroup declined from **63% to 32%**, indicating a significant decrease in student performance and highlighting the need for targeted instructional improvements to increase both English language proficiency and academic achievement.

FLDOE Know Your School

ELA Achievement 25-26: 22% school, 40% district, 44% state
ELA Achievement 24-25: 38% school, 37% district, 41% state
ELA Achievement 23-24: 50% school, 35% district, 38% state

Overall Proficiency in 25-26 on the 7th Grade FAST ELA Assessment was 60% with district average 66% and state average 62%. **ELL proficiency (3 students) was 0%.**

Overall Proficiency in 25-26 on the 8th Grade FAST ELA Assessment was 47% with district average 63% and state average 60%. **ELL proficiency (2 students) was 0%.**

Overal Proficiency in 25-26 on the 9th Grade FAST ELA Assessment was 63% with district average 63% and state average 60%. **ELL proficiency (6 students) was 17%, 1 of 6.**

Overall Proficiency in 25-26 on the 10th Grade FAST ELA Assessment was 56% with district average 64% and state average 61%. **ELL proficiency (5 students) was 20%, 1 of 5.**

These data indicate a need to strengthen ELA instruction, to improve overall ELL achievement and close gaps with district and state performance.

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, the percent of ELL students proficiency (3+) on the 7th Grade FAST ELA Assessment will increase from 0% to 41%.
In 2027, the percent of ELL students proficiency (3+) on the 8th Grade FAST ELA Assessment will increase from 0% to 41%.
In 2027, the percent of ELL students proficiency (3+) on the 9th Grade FAST ELA Assessment will increase from 17% to 41%.

In 2027, the percent of ELL students proficiency (3+) on the 10th Grade FAST ELA Assessment will increase from 20% to 41%.

Monitoring

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

Data Analysis:

Analyze English Language Learner (ELL) student work, language proficiency data, and formative/ summative assessment results following collaborative planning cycles to determine the effectiveness of instructional strategies, language supports, Imagine Learning instruction, and accommodations. Use findings to adjust instruction to improve both language acquisition and academic achievement.

Quarterly Monitoring:

Conduct quarterly data chats to monitor ELL students' progress in English language proficiency and content area achievement. Review WIDA/ACCESS data, Imagine Learning reports, classroom performance, and intervention effectiveness to identify trends, address learning gaps, and refine instructional action steps to ensure continued growth.

Walkthrough Alignment:

Conduct classroom walkthroughs to monitor the implementation of collaboratively planned lessons that incorporate district pacing guides, teacher clarity practices, and evidence based instructional strategies for English Language Learners. Look for intentional language objectives, scaffolded instruction, academic vocabulary development, opportunities for student discourse, appropriate accommodations, and alignment between collaborative planning and classroom instruction to ensure equitable access to grade level content.

Person responsible for monitoring outcome

Dr. Jannette Connor

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:

Space Coast Jr./Sr. High School will implement Explicit Instruction and Teacher Clarity as schoolwide evidence-based instructional practices to improve academic outcomes for English Learners (ELLs). Teachers will intentionally plan and deliver standards-aligned lessons that incorporate clearly defined content and language objectives, student-friendly learning intentions and success criteria, explicit academic vocabulary instruction, and a logical progression of learning aligned to district pacing guides. Instruction will follow the gradual release of responsibility model ("I Do, We Do, You Do"), providing explicit modeling, guided practice with corrective feedback, frequent checks for understanding, structured student discourse, and independent application. Teachers will intentionally scaffold instruction through visual supports, graphic organizers, sentence stems, collaborative

learning structures, differentiated tasks, Imagine Learning instruction, and other language supports based on students' English proficiency levels to ensure equitable access to grade-level content while promoting language development. Implementation will be monitored through monthly classroom walkthroughs using district instructional and ELL instructional look-fors, collaborative planning reviews, instructional coaching, and ongoing analysis of ELL student performance data during PLCs. Student progress will be monitored using FAST and EOC assessment results, ACCESS for ELLs scores, Imagine Learning reports, classroom formative assessments, grades, attendance, and other progress-monitoring data to evaluate the effectiveness of instructional practices and make timely instructional adjustments. The Imagine Learning program will also help our English Language Learners (ELLs) strengthen their listening, speaking, reading, and writing skills through personalized lessons that match each student's English language level. The program will provide students with additional practice at their own pace, helping them build confidence and improve their English proficiency. Finally, our ESOL Paraprofessional will further support students by providing small-group and one-on-one assistance, reinforcing vocabulary, clarifying assignments, and offering additional language support during instruction. Together, Imagine Learning and our ESOL Paraprofessional will help students develop the skills and confidence needed to be successful in the classroom.

Rationale:
Explicit Instruction and Teacher Clarity improve English Language Learners' comprehension, language acquisition, academic achievement, and retention of grade-level content by making learning expectations clear and accessible. Effective implementation requires collaborative planning among general education, ELL, and Exceptional Student Education (ESE) teachers to align content objectives, language objectives, instructional supports, and accommodations based on students' English language proficiency levels.

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 a Schoolwide ELL Instructional Framework Through Collaborative Planning and Teacher Clarity

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Collaborate with the district ELL Resource Teacher to establish schoolwide ELL instructional expectations that support language development within Tier I instruction.
• Provide professional learning on evidence-based instructional strategies for English Learners, including explicit vocabulary instruction, language objectives, structured student discourse, scaffolds, visual supports, and formative assessment practices.
• Integrate ELL instructional expectations into collaborative planning and Deliberate Practice Plan (DPP) meetings.
• Develop and communicate ELL instructional non-negotiables, including language objectives,

student-friendly learning intentions and success criteria, academic vocabulary instruction, and structured opportunities for student discourse.
• Introduce ELL instructional look-fors during pre-planning and incorporate them into monthly classroom walkthroughs.
• Develop an ELL data dashboard that includes FAST/EOC results, ACCESS for ELLs scores, attendance, grades, and classroom assessment data.
• Conduct an initial review of prior-year ELL achievement data to identify instructional priorities and students requiring additional support.
• Support a structured implementation of Imagine Learning instruction by establishing consistent expectations for student participation, scheduling dedicated instructional time for individualized language acquisition, monitoring student usage and performance data monthly, and using progress monitoring results to adjust instruction and provide targeted interventions that accelerate English language development and improve academic achievement.
• Administration will work with the ESOL Paraprofessional to determine a schedule for ELL students to be pulled on Friday's from their electives to ensure they receive time on the Imagine Learning program. Teachers will be expected to incorporate the use of Imagine Learning in their weekly lesson plans for ELL students.
Teacher Actions
• Collaboratively plan lessons that intentionally integrate content and language objectives.
• Implement ELL instructional non-negotiables daily, including explicit academic vocabulary instruction, language objectives, visual supports, sentence stems, graphic organizers, and collaborative learning structures.
• Utilize Think-Pair-Share, Turn-and-Talk, and structured academic discourse to increase opportunities for language development.
• Participate in collaborative planning to identify ELL students requiring additional instructional supports.
• Review beginning-of-year student data to establish instructional goals and monitor language development.
• Implement a structured plan for Imagine Learning instruction by providing students with consistent opportunities to engage in individualized language acquisition activities, monitoring student instructional time and academic progress monthly, and using program data to differentiate instruction and provide targeted support based on student needs.
• Teachers will incorporate Imagine Learning into their lesson plans to ensure their ELL students are receiving additional instructional support. Imagine Learning will help our English Language Learners (ELLs) strengthen their listening, speaking, reading, and writing skills through personalized lessons that match each student's English language level. The program will provide students with additional practice at their own pace, helping them build confidence and improve their English proficiency.

Action Step #2
2nd Quarter: Strengthen Tier I Instruction Through Coaching, Progress Monitoring, and Targeted Support

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor collaborative planning to ensure language development is intentionally embedded within standards-based instruction.
• Conduct classroom walkthroughs using ELL instructional look-fors and provide timely coaching and feedback.

• Facilitate PLC data reviews every three to four weeks using the ELL data dashboard to identify instructional trends and intervention needs.
• Collaborate with the district ELL Resource Teacher to provide targeted coaching based on walkthrough and student performance data.
• Ensure Tier II intervention groups are aligned to identified language and literacy needs.
• Support a structured implementation of Imagine Learning instruction by establishing consistent expectations for student participation, scheduling dedicated instructional time for individualized language acquisition, monitoring student usage and performance data monthly, and using progress monitoring results to adjust instruction and provide targeted interventions that accelerate English language development and improve academic achievement.
Teacher Actions
• Plan collaboratively for differentiated instruction that integrates language acquisition with grade-level content.
• Analyze formative and summative assessment data during PLCs to identify ELL students requiring additional support.
• Implement scaffolded instructional strategies that promote academic language development across all content areas.
• Provide targeted small-group instruction focused on vocabulary, reading comprehension, academic language, and prerequisite skills.
• Adjust instruction based on student progress and walkthrough feedback.
• Implement a structured plan for Imagine Learning instruction by providing students with consistent opportunities to engage in individualized language acquisition activities, monitoring student instructional time and academic progress monthly, and using program data to differentiate instruction and provide targeted support based on student needs.
• Teachers will incorporate Imagine Learning into their lesson plans to ensure their ELL students are receiving additional instructional support. Imagine Learning will help our English Language Learners (ELLs) strengthen their listening, speaking, reading, and writing skills through personalized lessons that match each student's English language level. The program will provide students with additional practice at their own pace, helping them build confidence and improve their English proficiency.

Action Step #3
3rd Quarter: Refine Instruction Through Data Analysis, Differentiation, and Student Language Development

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Analyze ELL subgroup performance using ACCESS, FAST, classroom assessments, and walkthrough trends to identify instructional strengths and areas for improvement.
• Continue classroom walkthroughs to monitor implementation of ELL instructional practices and provide actionable feedback.
• Highlight effective classrooms demonstrating strong language acquisition practices and facilitate peer observations.
• Monitor PLC discussions to ensure instructional decisions are driven by ELL student data and evidence of learning.
• Evaluate the effectiveness of Tier II interventions and adjust supports based on student progress.
• Support a structured implementation of Imagine Learning instruction by establishing consistent expectations for student participation, scheduling dedicated instructional time for individualized language acquisition, monitoring student usage and performance data monthly, and using progress

monitoring results to adjust instruction and provide targeted interventions that accelerate English language development and improve academic achievement.
Teacher Actions
• Use formative assessment data to identify language and academic skill gaps and adjust Tier I instruction accordingly.
• Continue implementing structured academic discourse, scaffolded instruction, and explicit vocabulary instruction.
• Differentiate instruction through flexible grouping, language supports, and targeted interventions.
• Engage students in data chats to review academic progress and language growth and establish goals for continued improvement.
• Collaborate to refine instructional practices based on student outcomes and PLC discussions.
• Implement a structured plan for Imagine Learning instruction by providing students with consistent opportunities to engage in individualized language acquisition activities, monitoring student instructional time and academic progress monthly, and using program data to differentiate instruction and provide targeted support based on student needs.
• Teachers will incorporate Imagine Learning into their lesson plans to ensure their ELL students are receiving additional instructional support. Imagine Learning will help our English Language Learners (ELLs) strengthen their listening, speaking, reading, and writing skills through personalized lessons that match each student's English language level. The program will provide students with additional practice at their own pace, helping them build confidence and improve their English proficiency.

Action Step #4
4th Quarter: Evaluate Impact, Sustain Effective Practices, and Plan for Continuous Improvement

Person Monitoring:
Dr. Jannette Connor

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Continue monitoring implementation of the schoolwide ELL instructional framework through classroom walkthroughs and coaching cycles.
• Review ELL subgroup performance data, ACCESS results, progress monitoring, and classroom evidence to evaluate the effectiveness of instructional practices and interventions.
• Collaborate with the district ELL Resource Teacher to identify successful practices to sustain and areas requiring continued support.
• Ensure additional instructional supports are provided for students demonstrating limited progress and those approaching proficiency.
• Evaluate implementation fidelity and use findings to inform professional learning and planning for the following school year.
• Support a structured implementation of Imagine Learning instruction by establishing consistent expectations for student participation, scheduling dedicated instructional time for individualized language acquisition, monitoring student usage and performance data monthly, and using progress monitoring results to adjust instruction and provide targeted interventions that accelerate English language development and improve academic achievement.
Teacher Actions
• Review student performance data to determine instructional next steps, including reteaching, enrichment, and intervention.
• Continue implementing evidence-based language acquisition strategies within Tier I instruction.
• Use flexible grouping and targeted interventions to accelerate language development and content mastery.
• Conduct student data chats to promote ownership of learning goals and monitor progress toward

proficiency.
• Reflect on instructional practices, collaborate with colleagues, and contribute to planning for continuous improvement of ELL supports.
• Implement a structured plan for Imagine Learning instruction by providing students with consistent opportunities to engage in individualized language acquisition activities, monitoring student instructional time and academic progress monthly, and using program data to differentiate instruction and provide targeted support based on student needs.
• Teachers will incorporate Imagine Learning into their lesson plans to ensure their ELL students are receiving additional instructional support. Imagine Learning will help our English Language Learners (ELLs) strengthen their listening, speaking, reading, and writing skills through personalized lessons that match each student's English language level. The program will provide students with additional practice at their own pace, helping them build confidence and improve their English proficiency.

IV. Positive Learning Environment

Area of Focus #1

Other: Improving School Culture - Viper PRIDE

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.

Space Coast Jr./Sr. High School's area of focus is strengthening school culture through the consistent implementation of schoolwide VIPER NORMS and VIPER PRIDE expectations. VIPER NORMS include checking the board daily, using student planners, storing backpacks appropriately, following the wireless communication/telecommunication device policy, correctly heading papers, using only allotted bathroom passes, utilizing FOCUS to monitor and take responsibility for grades, adhering to the dress code, staying off the No-Go List, and attending school and class daily.

These expectations support VIPER PRIDE, which emphasizes that all students are Prepared to Learn, Respectful, Demonstrate Integrity, Dedicated to Safety, and Engaged Learners. Through the consistent implementation of these norms and expectations, the school seeks to establish a positive, safe, and supportive learning environment that promotes student engagement, accountability, and academic success across all grade levels.

This area of focus directly impacts student learning by reducing disruptions to instruction, increasing student attendance and engagement, fostering positive relationships among students and staff, and creating a stronger sense of belonging within the school community. When students consistently demonstrate VIPER PRIDE behaviors and follow established school norms, instructional time is maximized, classroom environments become more conducive to learning, and students are better positioned to achieve academic success.

The need for this focus area was identified through a review of prior-year data, including discipline referrals, out-of-school suspension rates, attendance trends, and behavioral observations. Analysis of the data revealed opportunities to strengthen student engagement, improve attendance, reduce behavioral incidents, and increase students' perceptions of safety, connectedness, and respect. Additionally, discipline and attendance data indicated a need for greater consistency in student adherence to schoolwide expectations and increased reinforcement of positive behaviors.

In response to these findings, the school will implement VIPER NORMS and VIPER PRIDE expectations, recognize positive student behaviors, strengthen student-staff relationships, increase student engagement, and promote a culture of respect, integrity, safety, and academic excellence. Success will be measured through reductions in discipline referrals and suspensions, increased attendance rates, and increased participation in VIPER PRIDE recognition programs across Grades 7–12.

VIPER PRIDE recognition will consist of the following: Monthly grade level competitions for ice cream attendance celebrations through our partnership with Starling Ford, Pep Rallies, Powder Puff game, faculty pie in the face, Viper Family of the Month through our partnership with PSJ Launch Credit Union, and Student of the Month through our partnership with City of Titusville Chamber of Commerce, SGA student section at athletic events, VIPer of the Month, Athlete of the Month, and Dean Student of the Month.

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.

Based on an analysis of prior year discipline, attendance, the school identified a need to strengthen student engagement, reinforce positive behaviors, improve attendance, and increase students’ sense of belonging. During the 2026–2027 school year, the school will implement schoolwide VIPER PRIDE NORMS AND VIPER PRIDE EXPECTATIONS to create a positive, safe, and engaging learning environment for all students in Grades 7–12.

The school will measure success through the following outcomes:

- **Discipline Referrals:** Reduce total discipline referrals by 10–15% schoolwide compared to the 2025–2026 baseline, with reductions evident across all grades and a particular focus on decreasing repeat behavioral infractions.
- **Out-of-School Suspensions:** Decrease the number of out-of-school suspensions by 10% schoolwide compared to the previous year, demonstrating improved student behavior and adherence to VIPER PRIDE expectations and schoolwide norms. Risk ratio reports will be

reviewed in weekly administration meetings to monitor and ensure ESSA subgroups are below 2.5%.

- **Attendance:** Increase Average Daily Attendance (ADA) from 92% to 95% or higher for Grades 7–12, as measured through district attendance reports and ongoing collaboration with Starling Ford to address attendance barriers and improve student engagement.
- **Positive Behavior Recognition:** Increase the percentage of students receiving VIPER PRIDE acknowledgements compared to the prior year, reflecting consistent recognition and reinforcement of expected behaviors across all grade levels.
- **Repeat Behavioral Incidents:** Reduce repeat discipline referrals by 10% compared to the 2025–2026 baseline, indicating improved effectiveness of behavioral interventions and increased student accountability.

Progress toward these outcomes will be monitored throughout the year using discipline referral data, suspension records, attendance reports, climate survey results, and VIPER PRIDE recognition data. Results will be reviewed regularly by school leadership and staff to ensure implementation fidelity and to make adjustments as needed to support continuous improvement.

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 School Culture area of focus will be monitored through the ongoing collection and analysis of discipline, attendance, and behavior recognition data for all students. School leadership will review discipline referrals, out-of-school suspension data, attendance reports, and VIPER PRIDE recognition data on a monthly basis to evaluate progress toward established goals and identify trends requiring additional support or intervention.

Attendance data will be monitored weekly through district reports and using collaboration with Starling Ford to continue implementing attendance interventions. Discipline referral and suspension data will be reviewed by grade level, student subgroup, teacher, location, incident type to address repeat behavioral concerns, adjust supervision plan, and ensure consistent implementation of schoolwide expectations of safety and respect, while VIPER PRIDE recognition data will be used to assess the effectiveness of positive behavior reinforcement efforts.

Data points will be shared with faculty and staff during leadership, faculty, and professional learning community meetings to guide decision-making and support continuous improvement. When data indicates that progress toward established targets is not being achieved, the school will implement targeted interventions, increase student and family supports, adjust behavior and attendance strategies, and provide additional reinforcement of VIPER NORMS and VIPER PRIDE expectations.

The early warning sign indicator report will be run bi-weekly to help monitor and support all stakeholders in student interventions through the MTSS process.

Ongoing monitoring of this area of focus will directly impact student achievement by ensuring that barriers to learning are identified and addressed in a timely manner. As attendance improves, behavioral disruptions decrease, and students experience a stronger sense of belonging and connection to school, instructional time will increase and student engagement in learning will improve. Consistent monitoring and responsive interventions will help create a positive learning environment that supports academic growth, increases student success, and promotes post-secondary planning for all students.

School leadership will monitor implementation and effectiveness through:

- Weekly attendance reviews.
- Bi-weekly Early Warning System reports.
- Monthly discipline referral and suspension reviews.
- Monthly VIPER PRIDE recognition reports.
- MTSS meetings and intervention monitoring.
- School climate and stakeholder feedback data.
- Quarterly reviews of progress toward measurable outcomes.

This intervention will create a consistent and positive school culture that increases student engagement, improves attendance, strengthens relationships, reduces behavioral incidents, and promotes a safe and supportive learning environment where all students can succeed.

Person responsible for monitoring outcome
Dr. Jannette Connor, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Space Coast Jr./Sr. High School will implement a comprehensive schoolwide system centered on VIPER NORMS and VIPER PRIDE expectations to establish a positive, safe, and engaging learning environment. This evidence-based approach focuses on the explicit teaching of behavioral expectations, consistent reinforcement of positive behaviors, relationship-building, student engagement, and data-driven decision-making to improve school climate and student outcomes. Through this intervention, students will receive consistent instruction and reinforcement of VIPER NORMS and VIPER PRIDE expectations across all school settings. Positive behaviors will be recognized through schoolwide incentive programs, attendance celebrations, student recognition programs, athletic and extracurricular engagement opportunities, and community partnerships. The

intervention will be supported by ongoing monitoring of attendance, discipline, climate, and recognition data to ensure timely responses to emerging student needs and barriers to success.

Rationale:
Analysis of discipline referrals, out-of-school suspensions, attendance data, early warning indicators, and school climate measures identified a need to strengthen student engagement, increase attendance, improve school connectedness, and reinforce positive student behaviors. Research supports that schools with clearly defined expectations, consistent implementation of behavioral practices, strong student-staff relationships, and positive recognition systems experience reductions in discipline incidents and suspensions, improved attendance, increased student engagement, and stronger perceptions of school safety and belonging. The implementation of VIPER NORMS and VIPER PRIDE expectations will provide a consistent framework for student behavior and accountability while fostering positive relationships among students, staff, families, and community partners. By creating predictable expectations and recognizing positive behaviors, the school will maximize instructional time, reduce barriers to learning, and create conditions that support academic achievement and postsecondary readiness for all students.

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 Expectations and Baseline Data

Person Monitoring:	**By When/Frequency:**
Dr. Jannette Connor, Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Provide professional learning on relationship-building practices and the consistent implementation of VIPER NORMS and VIPER PRIDE expectations.
• Communicate schoolwide expectations to students, staff, and families through orientations, assemblies, classroom presentations, and school communications.
• Conduct weekly walkthroughs to monitor visibility and implementation of VIPER NORMS and VIPER PRIDE expectations.
• Establish data-monitoring systems for attendance, discipline referrals, early warning indicators, and student recognition.
• Launch schoolwide recognition programs and attendance incentives in partnership with community stakeholders.
Teacher Actions
• Explicitly teach and review VIPER NORMS and VIPER PRIDE expectations during the first weeks of school and throughout the quarter.
• Display and reference schoolwide expectations consistently in classrooms.
• Build positive relationships with students through proactive communication and engagement strategies.
• Recognize and reinforce positive student behaviors regularly.

• Monitor student attendance, behavior, and academic performance and communicate concerns with families.

Action Step #2
2nd Quarter: Monitor Implementation and Strengthen Engagement

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Review discipline, attendance, and recognition data monthly to identify trends and intervention needs.
• Facilitate grade-level and MTSS meetings to address students demonstrating early warning indicators.
• Monitor consistency of expectation implementation through classroom and campus walkthroughs.
• Expand opportunities for student voice, leadership, and participation in school activities and recognition programs.
• Celebrate progress toward attendance and behavior goals with students and staff.
Teacher Actions
• Continue explicit reinforcement of VIPER NORMS and VIPER PRIDE expectations.
• Utilize classroom recognition systems aligned with schoolwide incentives.
• Implement restorative conversations and problem-solving strategies when behavioral concerns occur.
• Participate in MTSS discussions and interventions for students requiring additional support.
• Encourage student involvement in extracurricular activities, clubs, and school events.

Action Step #3
3rd Quarter: Analyze Data and Target Student Supports

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Analyze subgroup attendance, discipline, and risk-ratio data to ensure equitable outcomes.
• Conduct student focus groups and climate checks to assess perceptions of safety, belonging, and engagement.
• Provide targeted attendance and behavioral interventions for identified students.
• Continue monitoring implementation fidelity through walkthroughs and data reviews.
• Recognize students and staff demonstrating exemplary VIPER PRIDE behaviors.
Teacher Actions
• Promote student self-monitoring of grades, attendance, and behavior through FOCUS and student planners.
• Reinforce student accountability and reflection through goal-setting activities.
• Maintain consistent classroom routines and expectations.
• Collaborate with counselors, deans, and administration to support students with attendance or behavior concerns.
• Continue recognizing students who model VIPER PRIDE expectations.

Action Step #4
4th Quarter: Evaluate Outcomes and Sustain Success

Person Monitoring:
Dr. Jannette Connor, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Conduct comprehensive analysis of attendance, discipline, climate, and recognition data.
• Evaluate implementation fidelity and effectiveness of VIPER NORMS and VIPER PRIDE initiatives.
• Share outcomes with faculty, students, families, and community stakeholders.
• Identify successful practices and develop plans for sustainability and continuous improvement for the following school year.
• Celebrate student and staff accomplishments through recognition events and end-of-year acknowledgments.
Teacher Actions
• Continue implementing and reinforcing VIPER NORMS and VIPER PRIDE expectations with fidelity.
• Participate in reflection and evaluation activities related to school culture initiatives.
• Review student growth in attendance, behavior, and engagement.
• Recognize student accomplishments and contributions to a positive school culture.
• Provide feedback on successful practices and recommendations for future implementation.

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.

Space Coast Jr./Sr. High School reviews the use of resources through ongoing consultation with district leadership and the district ELL Resource Teacher to ensure resources are aligned to the identified needs of English Learners. Student performance data, classroom observations, and progress monitoring results are used to identify areas of need and evaluate the effectiveness of current instructional supports.

Based on these collaborative discussions, adjustments are made to instructional resources, professional learning, intervention supports, and instructional practices to better meet the academic and language development needs of English Learners. This continuous review process ensures resources remain intentionally aligned to school improvement priorities and support improved outcomes for identified student groups.

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).

Based on the decline in English Learner (ELL) proficiency from **63% to 32%**, Space Coast Jr./Sr. High School will utilize district-supported instructional resources and personnel with intention to strengthen Tier I instruction and targeted interventions for ELL students.

Resources include collaboration with the district ELL Resource Teacher to provide instructional coaching, professional learning, and support in implementing evidence-based language acquisition strategies across content areas. Teachers will utilize district-approved instructional resources, explicit academic vocabulary instruction, visual supports, language objectives, structured student discourse, and scaffolded instructional practices to increase student access to grade-level standards.

Implementation will begin at the start of the 2026–2027 school year and continue throughout the year. Administrators and the district ELL Resource Teacher will review student performance data, classroom walkthrough evidence, and progress monitoring results each quarter to evaluate the effectiveness of instructional supports and make adjustments as needed. Professional learning and instructional coaching will be provided throughout the year based on identified teacher and student needs to ensure continuous improvement in outcomes for English Learners.

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