

Brevard Public Schools

# SATELLITE SENIOR HIGH SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 6

    D. Early Warning Systems ..... 7

II. Needs Assessment/Data Review ..... 10

    A. ESSA School, District, State Comparison ..... 11

    B. ESSA School-Level Data Review ..... 12

    C. ESSA Subgroup Data Review ..... 13

    D. Accountability Components by Subgroup..... 14

    E. Grade Level Data Review ..... 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment ..... 28

V. Title I Requirements (optional)..... 32

VI. ATSI, TSI and CSI Resource Review ..... 35

VII. Budget to Support Areas of Focus ..... 36

## School Board Approval

This plan was approved by the Brevard County School Board on Brevard School Board approved Sept. 9, 2025.

## 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

---

Ascend to Excellence.

### Provide the school's vision statement

---

Where a community of excellence is the standard, success is our legacy, and driven innovation is the future.

## 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

Courtney Lundy

lundy.courtney@brevardschools.org

##### Position Title

Principal

##### Job Duties and Responsibilities

---

Serves as the instructional leader, guiding the implementation of the School Improvement Plan through data-driven decision-making, staff development, and a focus on student achievement. Other responsibilities include fostering a positive school culture, managing daily operations, and engaging families and the community in support of school goals.

#### Leadership Team Member #2

##### Employee's Name

Kelly Bombriant

bombriant.kelly@brevardschools.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Leads the development, implementation, and evaluation of instructional programs to ensure alignment with academic standards, support teacher effectiveness, and drive continuous school improvement.

**Leadership Team Member #3**

**Employee's Name**

Mileah Briley

briley.mileah@brevardschools.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Oversees the daily logistical functions of the school, including facilities management, safety procedures, scheduling, and resource allocation to ensure a safe, efficient, and supportive learning environment.

**Leadership Team Member #4**

**Employee's Name**

Candice DellaRocco

dellarocco.candice@brevardschools.org

**Position Title**

Dean

**Job Duties and Responsibilities**

---

Serves as an instructional leader that supports a positive school climate by implementing behavior interventions, promoting student accountability, and collaborating with staff and families to ensure a safe and productive learning environment.

**Leadership Team Member #5**

**Employee's Name**

Rebecca Kamlet

kamlet.rebecca@brevardschools.org

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

---

Supports instructional staff by modeling effective literacy strategies, analyzing student data to inform instruction, and leading professional development to improve reading and writing outcomes across all content areas.

**Leadership Team Member #6****Employee's Name**

Krista Karg

karg.krista@brevardschools.org

**Position Title**

Math department chair

**Job Duties and Responsibilities**

---

Leads curriculum planning, support instructional best practices, and analyze student achievement data to drive continuous improvement in mathematics instruction and outcomes.

**2. Stakeholder Involvement**

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

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

---

The development of our School Improvement Plan (SIP) is a collaborative process that actively involves a wide range of stakeholders, including the school leadership team, teachers, support staff, parents, students, and community members. Input is gathered through regular meetings with our School Advisory Committee (SAC), which includes representatives from each stakeholder group. During these meetings, we review school performance data, identify areas for growth, and discuss proposed strategies for improvement. Teachers and staff contribute through department meetings and professional learning communities, while student perspectives are gathered through surveys and student leadership forums. Parent and family feedback is collected via surveys and SAC participation, and local business and community leaders are invited to provide insights on workforce readiness and community needs. This collective input is carefully reviewed and used to shape the goals, strategies,

and action steps outlined in the SIP, ensuring that our plan reflects the shared priorities and values of our school community.

### **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 regularly monitored through ongoing data analysis and collaborative reflection during faculty meetings, department meetings, planning days, and School Advisory Council (SAC) meetings. Student achievement data, particularly for those with the greatest achievement gaps, will be reviewed to assess the effectiveness of implemented strategies. Adjustments to the SIP will be made as needed based on stakeholder feedback and evidence of impact, ensuring a continuous cycle of improvement that aligns with state academic standards and supports all learners.

## C. Demographic Data

|                                                                                                                                                                 |                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2025-26 STATUS</b><br>(PER MSID FILE)                                                                                                                        | <b>ACTIVE</b>                                                                                                                                                                                              |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                         | <b>SENIOR HIGH<br/>PK, 9-12</b>                                                                                                                                                                            |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                                  | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                              |
| <b>2024-25 TITLE I SCHOOL STATUS</b>                                                                                                                            | <b>NO</b>                                                                                                                                                                                                  |
| <b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                            | <b>18.9%</b>                                                                                                                                                                                               |
| <b>CHARTER SCHOOL</b>                                                                                                                                           | <b>NO</b>                                                                                                                                                                                                  |
| <b>RAISE SCHOOL</b>                                                                                                                                             | <b>NO</b>                                                                                                                                                                                                  |
| <b>2024-25 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 1                                                                                                          | <b>N/A</b>                                                                                                                                                                                                 |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT<br/>(UNISIG)</b>                                                                                               |                                                                                                                                                                                                            |
| <b>2024-25 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE<br>IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES<br/>(SWD)<br/>ASIAN STUDENTS (ASN)<br/>HISPANIC STUDENTS (HSP)<br/>MULTIRACIAL STUDENTS (MUL)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED<br/>STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN<br/>INFORMATIONAL BASELINE.</i>                                                      | <b>2024-25: A<br/>2023-24: A<br/>2022-23: A<br/>2021-22: A<br/>2020-21:</b>                                                                                                                                |

## D. Early Warning Systems

### 1. Grades K-8

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

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

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

| INDICATOR                                     | GRADE LEVEL |     |     |     | TOTAL |
|-----------------------------------------------|-------------|-----|-----|-----|-------|
|                                               | 9           | 10  | 11  | 12  |       |
| School Enrollment                             | 392         | 322 | 391 | 340 | 1,445 |
| Absent 10% or more school days                | 61          | 28  | 64  | 48  | 201   |
| One or more suspensions                       | 29          | 11  | 17  | 14  | 71    |
| Course failure in English Language Arts (ELA) | 6           | 6   | 6   | 6   | 24    |
| Course failure in Math                        | 15          | 9   | 11  | 18  | 53    |
| Level 1 on statewide ELA assessment           | 26          | 20  | 22  | 16  | 84    |
| Level 1 on statewide Algebra assessment       | 15          | 9   | 11  | 18  | 53    |

### Current Year (2025-26)

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

| INDICATOR                            | GRADE LEVEL |    |    |    | TOTAL |
|--------------------------------------|-------------|----|----|----|-------|
|                                      | 9           | 10 | 11 | 12 |       |
| Students with two or more indicators | 29          | 13 | 44 | 12 | 98    |

### Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| INDICATOR                                     | GRADE LEVEL |    |    |    | TOTAL |
|-----------------------------------------------|-------------|----|----|----|-------|
|                                               | 9           | 10 | 11 | 12 |       |
| Absent 10% or more school days                | 14          | 23 | 23 | 26 | 86    |
| One or more suspensions                       | 2           | 3  | 3  | 2  | 10    |
| Course failure in English Language Arts (ELA) | 7           | 15 | 9  | 4  | 35    |
| Course failure in Math                        | 3           | 6  | 11 | 15 | 35    |
| Level 1 on statewide ELA assessment           | 20          | 39 | 24 | 33 | 116   |
| Level 1 on statewide Algebra assessment       |             |    |    |    | 0     |

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| INDICATOR                            | GRADE LEVEL |    |    |    | TOTAL |
|--------------------------------------|-------------|----|----|----|-------|
|                                      | 9           | 10 | 11 | 12 |       |
| Students with two or more indicators | 8           | 17 | 15 | 14 | 54    |

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| INDICATOR                           | GRADE LEVEL |    |    |    | TOTAL |
|-------------------------------------|-------------|----|----|----|-------|
|                                     | 9           | 10 | 11 | 12 |       |
| Retained students: current year     | 1           | 20 | 8  | 1  | 30    |
| Students retained two or more times | 2           | 11 | 14 | 8  | 35    |

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

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2025   |           |        | 2024   |           |        | 2023** |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 77     | 59        | 59     | 73     | 56        | 55     | 59     | 43        | 50     |
| Grade 3 ELA Achievement                                          |        |           |        |        |           |        |        |           |        |
| ELA Learning Gains                                               | 67     | 56        | 58     | 59     | 55        | 57     |        |           |        |
| ELA Lowest 25th Percentile                                       | 62     | 53        | 56     | 56     | 53        | 55     |        |           |        |
| Math Achievement*                                                | 77     | 42        | 49     | 71     | 36        | 45     | 69     | 34        | 38     |
| Math Learning Gains                                              | 75     | 46        | 47     | 70     | 46        | 47     |        |           |        |
| Math Lowest 25th Percentile                                      | 76     | 51        | 49     | 58     | 51        | 49     |        |           |        |
| Science Achievement                                              | 89     | 68        | 72     | 82     | 64        | 68     | 82     | 59        | 64     |
| Social Studies Achievement*                                      | 80     | 69        | 75     | 80     | 66        | 71     | 82     | 63        | 66     |
| Graduation Rate                                                  | 99     | 91        | 92     | 97     | 90        | 90     | 95     | 87        | 89     |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  | 80     | 73        | 69     | 81     | 74        | 67     | 78     | 72        | 65     |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        | 61        | 52     | 50     | 61        | 49     |        | 57        | 45     |

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

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

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

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

| 2024-25 ESSA FPPI                            |     |
|----------------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI)             | N/A |
| OVERALL FPPI – All Students                  | 78% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 782 |
| Total Components for the FPPI                | 10  |
| Percent Tested                               | 98% |
| Graduation Rate                              | 99% |

| ESSA OVERALL FPPI HISTORY |         |         |         |           |          |         |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25                   | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 78%                       | 71%     | 78%     | 72%     | 63%       |          | 68%     |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 60%                             | No                 |                                                       |                                                       |
| Asian Students                      | 100%                            | No                 |                                                       |                                                       |
| Hispanic Students                   | 77%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 85%                             | No                 |                                                       |                                                       |
| White Students                      | 78%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 71%                             | No                 |                                                       |                                                       |

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   | F |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|---|
|                                                | 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 |   |
| All Students                                   | 77%      |                  | 67%    | 62%         | 77%       | 75%     | 76%          | 89%      | 80%     |           | 99%               | 80%               |   |
| Students With Disabilities                     | 49%      |                  | 65%    | 53%         | 47%       | 51%     | 58%          | 70%      | 62%     |           | 98%               | 44%               |   |
| Asian Students                                 |          |                  |        |             |           |         |              |          |         |           | 100%              | 100%              |   |
| Hispanic Students                              | 74%      |                  | 69%    | 63%         | 79%       | 73%     | 75%          | 96%      | 82%     |           | 96%               | 67%               |   |
| Multiracial Students                           | 79%      |                  | 66%    |             | 81%       | 85%     |              | 89%      | 94%     |           | 100%              | 87%               |   |
| White Students                                 | 77%      |                  | 67%    | 62%         | 78%       | 75%     | 75%          | 89%      | 79%     |           | 99%               | 80%               |   |
| Economically Disadvantaged Students            | 65%      |                  | 63%    | 57%         | 65%       | 72%     | 77%          | 80%      | 66%     |           | 97%               | 68%               |   |

| 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                                   | 73%      |                  | 59%    | 56%         | 71%       | 70%     | 58%          | 82%      | 80%     |           | 97%               | 81%               | 50%          |
| Students With Disabilities                     | 44%      |                  | 44%    | 34%         | 33%       | 47%     | 44%          | 66%      | 60%     |           | 95%               | 49%               |              |
| English Language Learners                      |          |                  |        |             |           |         |              |          |         |           | 92%               | 73%               | 50%          |
| Black/African American Students                |          |                  |        |             |           |         |              |          |         |           | 90%               |                   |              |
| Hispanic Students                              | 68%      |                  | 56%    | 40%         | 57%       | 68%     | 50%          | 78%      | 69%     |           | 95%               | 83%               |              |
| Multiracial Students                           | 82%      |                  | 76%    | 83%         | 68%       | 70%     |              | 83%      | 70%     |           | 95%               | 70%               |              |
| White Students                                 | 73%      |                  | 57%    | 57%         | 73%       | 71%     | 61%          | 83%      | 83%     |           | 98%               | 83%               |              |
| Economically Disadvantaged Students            | 70%      |                  | 56%    | 56%         | 59%       | 66%     | 60%          | 81%      | 71%     |           | 95%               | 74%               |              |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students                                   | 59%      |                  |        |             | 69%       |         |              | 82%      | 82%     |           | 95%               | 78%               |              |
| Students With Disabilities                     | 25%      |                  |        |             | 32%       |         |              | 43%      | 49%     |           | 93%               | 41%               |              |
| Black/African American Students                | 20%      |                  |        |             | 45%       |         |              |          |         |           |                   |                   |              |
| Hispanic Students                              | 61%      |                  |        |             | 62%       |         |              | 75%      | 83%     |           | 94%               | 76%               |              |
| Multiracial Students                           | 50%      |                  |        |             | 58%       |         |              | 71%      | 86%     |           | 94%               | 82%               |              |
| White Students                                 | 61%      |                  |        |             | 72%       |         |              | 83%      | 81%     |           | 95%               | 78%               |              |
| Economically Disadvantaged Students            | 49%      |                  |        |             | 60%       |         |              | 73%      | 73%     |           | 92%               | 68%               |              |

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| 2024-25 SPRING |       |                                                                                          |          |                   |       |                |
|----------------|-------|------------------------------------------------------------------------------------------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL                                                                                   | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 10    | 76%                                                                                      | 61%      | 15%               | 58%   | 18%            |
| ELA            | 9     | 77%                                                                                      | 58%      | 19%               | 56%   | 21%            |
| Biology        |       | 89%                                                                                      | 71%      | 18%               | 71%   | 18%            |
| Algebra        |       | 44%                                                                                      | 49%      | -5%               | 54%   | -10%           |
| Geometry       |       | 84%                                                                                      | 54%      | 30%               | 54%   | 30%            |
| History        |       | 80%                                                                                      | 68%      | 12%               | 71%   | 9%             |
| 2024-25 WINTER |       |                                                                                          |          |                   |       |                |
| SUBJECT        | GRADE | SCHOOL                                                                                   | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra        |       | 13%                                                                                      | 15%      | -2%               | 16%   | -3%            |
| Biology        |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| Geometry       |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| 2024-25 FALL   |       |                                                                                          |          |                   |       |                |
| SUBJECT        | GRADE | SCHOOL                                                                                   | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra        |       | 21%                                                                                      | 16%      | 5%                | 18%   | 3%             |
| Biology        |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| Geometry       |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| History        |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |

### III. Planning for Improvement

---

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

---

The data component that showed the most improvement was the Math Lowest 25% Learning Gains (L25 LG), which increased significantly from 58% to 76%. This growth can be attributed to several strategic actions implemented during the school year. Notably, Algebra 1 instruction was expanded to include more than one teacher, allowing for smaller class sizes and more targeted instruction. Additionally, all three Algebra 1 teachers engaged in regular collaboration to align instruction, share best practices, and analyze student data. Another impactful strategy was the implementation of student data chats, which empowered students to take ownership of their progress and set academic goals. These combined efforts created a more supportive and data-driven learning environment, contributing to the substantial gains in student achievement.

##### **Lowest Performance**

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

---

The data component that showed the lowest performance was the ELA Lowest 25% Learning Gains (L25 LG), which, while still our lowest area, improved from 56% to 62%. Several contributing factors impacted student performance in this area, including chronic absenteeism, discipline issues—particularly among out-of-area students—low student engagement, and challenges related to scheduling. These factors limited instructional time and consistency, which are critical for literacy development. Despite these obstacles, the gains made indicate that some of our interventions are beginning to take effect, and we will continue to address these barriers to support further growth.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the prior year was acceleration, which decreased slightly from 81% to 80%. While this is not a significant drop, it remains an area of focus due to its importance in preparing students for college and career readiness. One of the primary contributing factors to this decline was scheduling, which limited student access to acceleration opportunities such as advanced coursework, dual enrollment, and industry certifications. Additionally,

the school is working to develop more structured processes to ensure that all students have access to at least one form of acceleration during their high school career.

### **Greatest Gap**

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

---

The data component with the greatest gap when compared to the state average is the ELA Lowest 25% (L25) learning gains group; however, this gap is a positive one. Our school achieved a 62% learning gain in this subgroup, which is 7.3 percentage points above the state average of 54.7%. While this reflects meaningful progress—up from 56% the previous year—we continue to prioritize this group due to persistent challenges that impact student growth. Key barriers include inconsistent attendance, student engagement, and discipline issues, particularly among out-of-area students. These factors can disrupt instructional continuity and limit the effectiveness of interventions. Despite these challenges, the upward trend in performance is encouraging, and we remain committed to closing achievement gaps through targeted supports, data-driven instruction, and a focus on equity for our most academically vulnerable learners.

### **EWS Areas of Concern**

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

---

One potential area of concern identified through our Early Warning System (EWS) data is the continued low proficiency in ELA among our ESE student population, with only 49% demonstrating proficiency. This aligns with our Level 1 ELA assessment data, which highlights a significant number of ESE students performing below grade level. These results indicate a need for more targeted interventions, differentiated instruction, and support structures to address the unique learning needs of these students. Improving outcomes in this area remains a top priority as we work to close achievement gaps and ensure equitable academic progress for all learners.

### **Highest Priorities**

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

---

Our highest priorities for school improvement are increasing student attendance, improving ESE ELA proficiency, and strengthening overall math proficiency with a focus on lowest 25% learning gains in both ELA and math. These areas have been identified through a careful review of performance and early warning data, and they represent key opportunities to enhance student outcomes. Addressing attendance is critical, as consistent student presence is foundational to academic success. Improving ESE ELA proficiency remains a central focus, as only 49% of our ESE students are currently meeting grade-level expectations. Additionally, we are committed to raising math proficiency through targeted instruction, collaborative planning, and data-driven interventions. These priorities guide our strategic planning and resource allocation to ensure meaningful, measurable progress for all students.

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

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

### Area of Focus #1

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

### 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.

---

Our area of focus for the 2025–2026 school year is English Language Arts (ELA), with a specific emphasis on our Lowest 25% (L25) and Exceptional Student Education (ESE) subgroups across all tested grade levels. While we are proud of the progress made—our L25 subgroup increased from 56% to 62% in learning gains, and our ESE subgroup improved from 44% to 49%—these populations continue to require targeted support to ensure equitable academic outcomes. This focus was identified through a review of prior year data, which highlighted persistent achievement gaps and the need for continued growth, particularly among students facing barriers such as chronic absenteeism, behavioral challenges (especially among out-of-area students), and low academic engagement. These factors can significantly impact instructional time and student performance. By prioritizing ELA for these subgroups, we aim to build on our momentum and implement strategic interventions that address both academic and non-academic needs to support sustained improvement.

#### 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.

---

Based on prior year data, our measurable outcomes for the 2025–2026 school year focus on increasing English Language Arts (ELA) learning gains among our Lowest 25% (L25) and Exceptional Student Education (ESE) subgroups. Last year, 62% of students in the L25 subgroup demonstrated learning gains, up from 56% the previous year. Our goal is to increase this to **65%**. For our ESE subgroup, we improved from 44% to 49%, and our target for this year is **51%**. These outcomes are data-driven and reflect our commitment to continuous improvement and equity. Progress will be monitored using state-provided Progress Monitoring (PM) data throughout the school year to ensure timely adjustments and support.

#### Monitoring

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

the desired outcome.

---

This Area of Focus will be monitored through a combination of data analysis, instructional observation, and student engagement strategies to ensure effective implementation and measurable impact. We will utilize Progress Monitoring (PM) data from PM1 and PM2 to track student performance in real time, with results disaggregated and shared with all stakeholders, including teachers, leadership, and support staff. Frequent classroom walkthroughs will be conducted with timely, actionable feedback provided to teachers to support instructional alignment with our goals. Additionally, student data chats will be held regularly to help students take ownership of their learning, reflect on their progress, and set personal goals. These combined efforts will allow us to make informed instructional adjustments and maintain a strong focus on improving outcomes for our Lowest 25% and ESE subgroups.

#### **Person responsible for monitoring outcome**

Kelly Bombriant

#### **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:**

To achieve our measurable outcomes in ELA for both the Lowest 25% and ESE subgroups, we are implementing a set of evidence-based interventions grounded in research. One key strategy is collaborative planning time, built into the master schedule, which allows teachers to engage in data-driven discussions, align instruction to standards, and plan targeted supports for students based on their individual needs. We are also utilizing progress monitoring through the state's PM1 and PM2 assessments, with follow-up interventions guided by our Multi-Tiered System of Supports (MTSS) framework. This ensures that students not making adequate progress receive timely, tiered interventions based on data. Additionally, we are committed to inclusive scheduling, ensuring that ESE students are placed in general education settings with access to high-quality, standards-based instruction and support from certified ESE staff. These interventions will be monitored through regular data reviews, administrative walkthroughs, and student and teacher data chats to ensure fidelity of implementation and to make instructional adjustments as needed. Finally, based on data we will implement additional small group instruction focused on scaffolding FAST items and standards.

#### **Rationale:**

The rationale for selecting these evidence-based interventions is grounded in both our school's performance data and research-based best practices for supporting at-risk learners. Our focus on collaborative planning, progress monitoring through MTSS, and inclusive scheduling with high-quality instruction directly addresses the needs of our Lowest 25% and ESE subgroups—two populations that continue to show growth but require sustained, targeted support. Collaborative planning ensures that teachers have dedicated time to analyze data, align instruction, and design interventions that are responsive to student needs. Progress monitoring, particularly through PM1 and PM2, allows us to make timely instructional adjustments and provide tiered interventions through the MTSS framework, which is proven to improve outcomes for struggling students. Inclusive scheduling ensures that ESE students have access to rigorous, grade-level content alongside their peers, supported by certified

staff and accommodations that promote success. These strategies are not only evidence-based but also tailored to address the barriers we've identified, such as inconsistent attendance, discipline issues, and engagement challenges, making them essential to achieving our school improvement goals.

**Tier of Evidence-based Intervention:**

**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**

Collaborative planning days

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

1 per semester

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

Schedule dedicated collaborative planning days each semester for teachers to analyze PM1 and PM2 data, identify students in the Lowest 25% and ESE subgroups, align instruction to standards, and design targeted interventions. These sessions will ensure instructional decisions are data-driven and responsive to student needs.

**Action Step #2**

Professional development: Teacher Clarity

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

3 times each semester

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

After participating in district-led training and completing a summer book study on Teacher Clarity, our instructional leadership team will develop and deliver professional development sessions during pre-planning and early release days. These sessions will focus on helping educators refine their use of learning intentions, success criteria, and instructional delivery. A key emphasis will be on how Teacher Clarity supports intentional planning for learning, enabling teachers to design lessons that are focused, goal-oriented, and aligned to standards. By clearly defining what students need to learn and how success will be measured, teachers can better scaffold instruction and differentiate for diverse learners, including those in the Lowest 25% and ESE subgroups. The strategies introduced will be reinforced through frequent classroom walkthroughs, where feedback will be aligned to the Teacher Clarity framework to ensure consistent implementation and impact on student learning. The teacher clarity focus will strive a strong focus in breaking down standards, creating learning progression and utilizing learning intentions and success criteria with instruction and lesson planning.

**Action Step #3**

Literacy across all curriculum

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

continuous throughout the school year

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

Implement a schoolwide initiative to embed reading strategies in all content areas, reinforcing that literacy is a shared responsibility beyond the ELA classroom. This approach will be supported through professional development and monitored during classroom walkthroughs to ensure consistent implementation and alignment with our schoolwide literacy goals. Ideally, we should observe reading, writing, speaking and text in the majority of our observations and walkthroughs.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Math**

#### **Area of Focus Description and Rationale**

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

---

This area of focus for the 2025–2026 school year is mathematics, with a continued focus on our Lowest 25% and ESE subgroups. While we are encouraged by our growth in overall math proficiency—from 71% last year to 76% this year—we recognize the importance of maintaining this upward trajectory while addressing persistent gaps among our most vulnerable learners. Our ESE subgroup, for example, currently stands at 47% proficiency, indicating a need for continued targeted support, especially in algebra. This area of focus was identified through a review of prior year data, which showed that while overall performance is strong, disparities remain for students who require differentiated instruction and additional scaffolding. Strengthening math instruction for all students, while ensuring that interventions are in place for those in the Lowest 25% and ESE populations, is essential to achieving equitable outcomes and sustaining schoolwide academic growth.

#### **Measurable Outcome**

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

---

Based on prior year data, our measurable outcomes for mathematics focus on increasing overall proficiency and closing achievement gaps for our ESE subgroup. Last year, our overall math proficiency rose from 71% to 76%, and our goal for the 2025–2026 school year is to increase this to 78%. For our ESE subgroup, proficiency improved to 47%, and our target is to reach 49%. These goals are grounded in our commitment to continuous improvement and equity, and progress will be monitored using classroom data throughout the year to ensure we remain on track and can adjust instruction and supports as needed.

#### **Monitoring**

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

---

This area of focus will be monitored through a combination of collaborative planning, data analysis, and instructional observation to ensure effective implementation and progress toward our math proficiency goals. Teachers will engage in collaborative planning sessions where they will develop common assessments, analyze student performance data, and adjust instruction to meet the needs of all learners, particularly those in the Lowest 25% and ESE subgroups. Student data chats will be conducted regularly to help students reflect on their progress, set goals, and take ownership of their learning. Additionally, frequent classroom walkthroughs will be conducted by school leaders, with feedback provided to support instructional alignment, the use of effective math strategies, and the integration of literacy skills across content areas. These monitoring practices will ensure that interventions are implemented with fidelity and that instructional decisions remain data-driven throughout the year.

**Person responsible for monitoring outcome**

Kelly Bombriant

**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:**

To achieve our measurable outcomes in Math for both the Lowest 25% and ESE subgroups, we are implementing a set of evidence-based interventions grounded in research. One key strategy is collaborative planning time, built into the master schedule, which allows teachers to engage in data-driven discussions, align instruction to standards, and plan targeted supports for students based on their individual needs. We are also utilizing progress monitoring through common assessments, with follow-up interventions guided by our Multi-Tiered System of Supports (MTSS) framework. This ensures that students not making adequate progress receive timely, tiered interventions based on data. Additionally, we are committed to inclusive scheduling, ensuring that ESE students are placed in general education settings with access to high-quality, standards-based instruction and support from certified ESE staff. These interventions will be monitored through regular data reviews, administrative walkthroughs (with a focus on teacher clarity components of standards, learning intentions and success criteria), and student and teacher data chats to ensure fidelity of implementation and to make instructional adjustments as needed.

**Rationale:**

The rationale for selecting these evidence-based interventions is grounded in both our school's performance data and research-based best practices for supporting at-risk learners. Our focus on collaborative planning, progress monitoring through MTSS, and inclusive scheduling with high-quality instruction directly addresses the needs of our Lowest 25% and ESE subgroups—two populations that continue to show growth but require sustained, targeted support. Collaborative planning ensures that teachers have dedicated time to analyze data, align instruction, and design interventions that are responsive to student needs. Progress monitoring through common assessments, allows us to make timely instructional adjustments and provide tiered interventions through the MTSS framework, which is proven to improve outcomes for struggling students. Inclusive scheduling ensures that ESE students have access to rigorous, grade-level content alongside their peers, supported by certified

staff and accommodations that promote success. These strategies are not only evidence-based but also tailored to address the barriers we've identified, such as inconsistent attendance, discipline issues, and engagement challenges, making them essential to achieving our school improvement goals.

**Tier of Evidence-based Intervention:****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**

Collaborative planning days

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

One per semester

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

Schedule dedicated collaborative planning days each semester for teachers to analyze previous math data and common assessment data, and identify students in the Lowest 25% and ESE subgroups, align instruction to standards, and design targeted interventions. These sessions will ensure instructional decisions are data-driven and responsive to student needs.

**Action Step #2**

Professional development: Teacher Clarity

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

3 times per semester

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

After participating in district-led training and completing a summer book study on Teacher Clarity, our instructional leadership team will develop and deliver professional development sessions during pre-planning and early release days. These sessions will focus on helping educators refine their use of learning intentions, success criteria, and instructional delivery. A key emphasis will be on how Teacher Clarity supports intentional planning for learning, enabling teachers to design lessons that are focused, goal-oriented, and aligned to standards. By clearly defining what students need to learn and how success will be measured, teachers can better scaffold instruction and differentiate for diverse learners, including those in the Lowest 25% and ESE subgroups. The strategies introduced will be reinforced through frequent classroom walkthroughs, where feedback will be aligned to the Teacher Clarity framework to ensure consistent implementation and impact on student learning.

**Area of Focus #3**

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

**Graduation/Acceleration specifically relating to Acceleration****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our area of focus for College and Career Readiness (CCR) spans all grade levels, with particular emphasis on ensuring students are prepared for postsecondary success through academic achievement, career exploration, and access to acceleration opportunities. While our CCR rate remains strong, we experienced a slight decline from 81% to 80% over the past year. Although this decrease is minimal, it signals the need to closely examine the systems and supports in place to maintain and improve readiness outcomes for all students. This area was identified as a continued focus through our review of prior year data, which highlighted the importance of sustaining high levels of student engagement in rigorous coursework, industry certifications, and dual enrollment. Strengthening CCR efforts ensures that students graduate not only with a diploma but also with the skills, credentials, and experiences needed to thrive in college, career, or the military.

### **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.

---

Based on prior year data, our measurable outcome for College and Career Readiness (CCR) is to increase the percentage of students meeting CCR benchmarks from 80% to 82% during the 2025–2026 school year. This target reflects our commitment to ensuring that all students graduate with the skills, credentials, and experiences necessary for success in postsecondary education, the workforce, or the military. Progress will be monitored through tracking participation and performance in acceleration opportunities such as Advanced Placement (AP), dual enrollment, industry certifications, and college entrance exams.

### **Monitoring**

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

---

Monitoring of our College and Career Readiness (CCR) efforts will begin with intentional student scheduling to ensure all eligible students are provided access to acceleration opportunities such as Advanced Placement (AP), dual enrollment, and industry certifications. We will continue to track participation and performance in these programs throughout the year to identify trends, gaps, and areas for support. Additionally, school leadership and counselors will regularly review CCR data to ensure students are on track to meet readiness benchmarks. This will be supported by ongoing communication with teachers and students to promote awareness, encourage engagement, and ensure that all students—especially those in underrepresented subgroups—are supported in accessing and succeeding in college and career pathways.

### **Person responsible for monitoring outcome**

Kelly Bombriant

**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:**

To support our College and Career Readiness (CCR) goals, we are implementing several evidence-based interventions aligned with ESSA (20 U.S.C. § 7801(21)(A)(i) and (B)). Our key intervention is intentional student scheduling, which ensures that students are placed in appropriate acceleration opportunities such as Advanced Placement (AP), dual enrollment, and industry certification courses. Research supports that early access to rigorous coursework increases postsecondary success and readiness.

**Rationale:**

The rationale for implementing intentional student scheduling as an evidence-based intervention is rooted in both research and our school's commitment to equitable access to rigorous academic opportunities. Data shows that students who participate in acceleration programs—such as Advanced Placement (AP), dual enrollment, and industry certification—are more likely to graduate high school prepared for postsecondary education and careers. However, access alone is not enough; students must be intentionally placed in these opportunities based on their academic readiness, interests, and long-term goals. By proactively scheduling students into appropriate CCR pathways, we can remove barriers to participation, especially for underrepresented and at-risk populations. This approach ensures that students are not only exposed to college- and career-aligned coursework but are also supported in completing it successfully. It reflects our belief that readiness is not reserved for a select few, but is achievable for all students when systems are designed to support their success.

**Tier of Evidence-based Intervention:****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**

Scheduling

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

Multiple checkpoints throughout the year

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

School counselors and administrators have reviewed academic data, student interests, and postsecondary goals to ensure students are appropriately scheduled into college and career readiness pathways, including Advanced Placement (AP), dual enrollment, and industry certification courses. Schedules will be reviewed at multiple checkpoints throughout the year to make adjustments as needed and ensure students remain on track for CCR benchmarks.

**Action Step #2**

CTE Informational Night

**Person Monitoring:**

Kelly Bombriant

**By When/Frequency:**

beginning of 2nd semester

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

Host annual CTE Information Night for incoming freshmen and their families to showcase available career and technical education pathways, including industry certification programs, elective options, and postsecondary opportunities. These events will include presentations from CTE teachers, student ambassadors, and Q&A sessions. The goal is to increase awareness, promote early engagement in CCR pathways, and support informed course selection during the scheduling process.

**Action Step #3**

Instructional Support and Walkthroughs

**Person Monitoring:**

Courtney Lundy

**By When/Frequency:**

monthly

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

Conduct frequent classroom walkthroughs (focused on teacher clarity) by school leaders, with feedback provided to support instructional alignment, the use of effective strategies, and the integration of literacy skills across content areas. These monitoring practices will ensure that interventions are implemented with fidelity and that instructional decisions remain data-driven throughout the year.

## IV. Positive Learning Environment

---

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

---

Student attendance is one of our goals for SY2025-2026. Although we saw growth in 2024-2025, our average daily attendance was 94.03% for the school year and our goal was 96%. When students are absent, they miss important instructional time, which disrupts the flow of lessons, slows skill development, and can lead to lower academic performance. Chronic absenteeism is also connected with higher dropout rates and an overall negative impact on the overall well-being of students. In addition, based on survey data and teacher feedback, a need for high expectations and processes is needed to inspire attendance and school success. High attendance rates reflects consistency in instruction, builds trust among stakeholders, improves academic outcomes, strengthens school spirit, and empowers staff!

**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 Average Daily Attendance FOCUS report for the SY2024-2025, our average daily attendance was 94.03%. In addition, 14.2 % of our student population is identified in the Early Warning System as having attendance below 90% in the school year.

Our goal is to increase attendance overall. Attendance will increase on grades 9-12 by 2% points from 94% to 96% based on FOCUS average daily attendance data.

### **Monitoring**

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

---

Attendance will be monitored each interim checkpoint, using FOCUS reports for average daily attendance. The data will allow us to determine if we are meeting our goals and how we need proceed in order to increase attendance if necessary. Higher attendance increases student success and teacher's positive learning environment.

### **Person responsible for monitoring outcome**

Candice DellaRocco

### **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:**

According to John Hattie, parental involvement in learning has an effect size of 0.51 that puts it squarely into the category of desired effectiveness. To ensure parental involvement, Satellite will ensure early and intentional communication with families about the importance of attendance and how it affects academic success. Early Identification and Intervention enables us to identify at-risk students based on attendance patterns. This allows for timely interventions that can prevent academic decline and behavioral issues. By promoting schoolwide attendance campaigns and fostering a sense of camaraderie, students are more likely to feel welcomed and connected—encouraging consistent attendance and reinforcing a positive school culture.

#### **Rationale:**

Schoolwide Attendance Campaigns and initiatives raise awareness about the importance of showing up every day. They can include incentives, messaging, and community involvement that motivate students to attend regularly. When students feel a sense of connection and belonging at school—through friendships, supportive staff, and a positive environment—they are more likely to want to be there. This emotional connection is a powerful driver of consistent attendance.

#### **Tier of Evidence-based Intervention:**

**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**

Communicate attendance policy

**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Attendance policy will be communicated at registration and throughout the school year, at least each interim, through FOCUS and social media. Teachers will include the attendance policy in their syllabus.

**Action Step #2**

Communication for missing work

**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Missing work due dates will align with district attendance. The policy will be communicated at registration and throughout the school year, at least each interim, through FOCUS and social media. Teachers will include the missing work policy in their syllabus.

**Action Step #3**

Parental involvement in attendance

**Person Monitoring:**

Candace DellaRocco

**By When/Frequency:**

Monthly

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

Automated phone calls will inform families when a student misses a class/school day. Attendance reports will be run each interim and families will be contacted personally when their child has 5 absences in one or more class period. If a student has been absent 8 times in one or more class period, families will attend a meeting with teacher, dean, and student.

**Action Step #4**

Attendance Campaign with Positive Recognition

**Person Monitoring:**

Candice DellaRocco

**By When/Frequency:**

Monthly

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

Our tiered recognition program will include recognizing perfect attendance, most improved attendance and cohort attendance milestongs. Students will receive shout outs, incentives and scorpion themed swag. To expand on the positive school culture we are committed to: - Being visible and building relationships with our students - Empowering our staff to support student attendance and a positive learning environment - Providing students with opportunities and experiences.

**Action Step #5**

Track Attendance to Support Early Intervention

**Person Monitoring:**

Candice DellaRocco

**By When/Frequency:**

Monthly

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

Attendance reports from Focus will be reviewed to identify students who may benefit from targeted interventions, support services, or an attendance behavior plan. Through our Problem Solving Team process, individualized strategies will be developed to promote consistent daily attendance. These supports may include mentoring, counseling, incentives, loss of privileges, or referrals to external service providers

## V. Title I Requirements (optional)

---

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

---

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

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

---

No Answer Entered

VII. Budget to Support Areas of Focus

|                                                                                        |    |
|----------------------------------------------------------------------------------------|----|
| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | No |
|----------------------------------------------------------------------------------------|----|

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |