

St. Johns County School District

TOCOI CREEK HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Mission Statement:
Horns Up... T.O.C.O.I.
Tradition of Excellence
Ownership
Character
One Community Inspire Life-Long Learning for All

Provide the school's vision statement

Legends for Life

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

Kelly Jacobson

Kelly.Jacobson@stjohns.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Responsible for the implementation of SIP, District, State, and Federal programs.

Leadership Team Member #2

Employee's Name

Stacey Johnson

Stacey.Johnson@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA 9, 10

Guidance

Media Specialist

Testing

Algebra

Geometry

Leadership Team Member #3

Employee's Name

Wenona Arline

Wenona.Arlin@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Math (non Algebra and Geometry subjects)

World Language

Arts

ELA 11, 12

Leadership Team Member #4

Employee's Name

Adrienne Hilts

Adrienne.Hilts@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Science

Deans/Discipline

PE/Hope

Daily Operations

Leadership Team Member #5

Employee's Name

Andrea Walker

Andrea.Walker@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Science

ESE

Gifted

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.

School Advisory Council for TCHS will serve as the Stakeholder Involvement conduit. All expected SAC requirements are met for this purpose.

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)).

TCHS utilizes the PLC process where a Guiding Coalition has been formed to establish school goals, monitor implementation, and provide direction for adjustments as needed. This information is monitored by school, district and state assessment programming that drives improvement at TCHS.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	10.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (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					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	
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	0	0	0	0	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	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	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*	74	81	62	73	77	59	71	75	55
Grade 3 ELA Achievement									
ELA Learning Gains	64	69	59	62	66	58	62	64	57
ELA Lowest 25th Percentile	59	63	55	50	59	56	57	55	55
Math Achievement*	62	76	52	61	69	49	65	69	45
Math Learning Gains	41	54	45	44	51	47	48	55	47
Math Lowest 25th Percentile	39	51	44	39	43	49	43	49	49
Science Achievement	87	92	74	87	90	72	85	88	68
Social Studies Achievement*	89	90	76	81	88	75	79	85	71
Graduation Rate	97	98	94	97	96	92	95	95	90
Middle School Acceleration									
College and Career Acceleration	71	72	74	54	63	69	43	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					71	52		70	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)						N/A
OVERALL FPPI – All Students						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						686
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						97%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	64%	64%	72%	63%		

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	49%	No		
English Language Learners	61%	No		
Asian Students	80%	No		
Black/African American Students	59%	No		
Hispanic Students	70%	No		
Multiracial Students	67%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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												10/2026
	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	
All Students	74%		64%	59%	65%	41%	39%	87%	89%		97%	71%	
Students With Disabilities	40%		55%	53%	34%	36%	33%	51%	63%		97%	31%	
English Language Learners	58%		66%	78%	63%	31%		88%	45%				
Asian Students	87%		72%	64%	82%	52%		94%	90%		97%	81%	
Black/African American Students	57%		66%	62%	47%	22%	13%	80%	92%		97%	57%	
Hispanic Students	78%		70%	68%	60%	44%	47%	85%	84%		98%	65%	
Multiracial Students	72%		53%	35%	65%	52%	41%	89%	92%		100%	68%	
White Students	74%		61%	59%	66%	40%	37%	88%	90%		97%	73%	
Economically Disadvantaged Students	61%		58%	58%	54%	38%	26%	75%	75%		97%	64%	

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	73%		62%	50%	62%	44%	39%	87%	81%		97%	54%	59%
Students With Disabilities	34%		46%	38%	29%	36%	38%	55%	48%		93%	17%	
English Language Learners	42%		32%		40%	47%		40%	40%				59%
Asian Students	93%		79%		92%	67%		98%	88%		100%	87%	
Black/African American Students	70%		60%	59%	49%	43%	36%	76%	67%		97%	28%	
Hispanic Students	68%		59%	41%	54%	45%	38%	83%	78%		97%	57%	
Multiracial Students	69%		55%	55%	61%	45%	47%	89%	81%		100%	59%	
White Students	73%		63%	50%	63%	41%	38%	87%	82%		97%	54%	
Economically Disadvantaged Students	53%		55%	43%	42%	36%	38%	71%	63%		96%	45%	

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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	71%		62%	57%	65%	48%	43%	85%	79%		95%	43%	60%
Students With Disabilities	28%		46%	44%	27%	34%	34%	42%	38%		91%	20%	
English Language Learners	50%		68%	50%	48%	43%	33%	50%			100%	42%	60%
Asian Students	78%		73%	69%	80%	59%		73%	81%		100%	69%	
Black/African American Students	58%		60%	62%	48%	39%	32%	76%	77%		100%	16%	
Hispanic Students	73%		70%	62%	61%	46%	50%	84%	73%		97%	47%	
Multiracial Students	77%		62%	47%	71%	53%	43%	92%	88%		92%	39%	
White Students	71%		60%	56%	65%	48%	43%	86%	79%		94%	43%	
Economically Disadvantaged Students	57%		62%	53%	45%	43%	38%	77%	63%		92%	49%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	74%	79%	-5%	60%	14%
ELA	10	73%	80%	-7%	61%	12%
Biology	9	96%	99%	-3%	87%	9%
Biology	10	77%	86%	-9%	60%	17%
Biology	11	73%	63%	10%	52%	21%
Algebra	9	55%	64%	-9%	41%	14%
Geometry	9	92%	92%	0%	75%	17%
Geometry	10	50%	63%	-13%	40%	10%
Geometry	11	23%	31%	-8%	26%	-3%
History	10	54%	72%	-18%	76%	-22%
History	11	90%	90%	0%	75%	15%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Social Science (US History) 81% to 89% proficiency

Implementation of the PLC process.

Acceleration 54% to 71%

Scheduling for acceleration opportunities utilizing student data.

ELA lowest 25% percentile 50% to 59% gains

Implementation of cold reads, common formatives, and data tracking within grade cam

Lowest Performance

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

Math lowest performing quartile- 39%

Math learning gains- 41%

Algebra and Geometry

First year Algebra 1 team; struggles with remediation strategies as well as acceleration for students showing mastery

Greatest Decline

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

Greatest decline, Math Learning gains from 44% to 41%; struggles in PLC process to determine remediation and reteach strategies

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.

Math lowest performing quartile- TCHS 39% and state at 44%

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

Math lowest performing quartile- 39%

Math learning gains- 41%

Algebra and Geometry

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 Collaborative Planning

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.

By the end of the school year, student proficiency will improve by 2% based on subject-specific assessments. This includes FAST Reading for grades 9 and 10, Algebra 1, Geometry, Biology, and US History.

This percentage was identified by the Guiding Coalition after analyzing prior-year assessment data, which indicated a need for targeted growth across multiple content areas. The coalition determined that a 2% increase is both ambitious and attainable based on historical performance trends, current student achievement levels, and the instructional supports and interventions planned for implementation during the school year. Improving proficiency in these areas is critical to increasing student achievement, ensuring college and career readiness, and supporting overall school performance outcomes.

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.

ELA 9 & 10 - 74 to 76%

Algebra & Geometry - 62 to 64%

Biology - 87 to 89%

US History 89 to 91%

Monitoring

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

Guiding Coalition meetings will review ongoing data through the work of PLCs for all content areas. Best practices and high yield strategies will be formulated to support PLCs plan for the 4 essential questions. Through this process, best practices and high-yield instructional strategies will be

identified, shared, and incorporated into PLC planning to strengthen instruction and address the four critical PLC questions. Ongoing monitoring will ensure that interventions and instructional supports are effectively impacting student learning and progress toward the targeted proficiency gains.

Person responsible for monitoring outcome

Stacey Johnson, Wenona Arline, Adrienne Hilts, Andrea Walker, and Guiding Coalition members.

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:

Data driven assessments and instruction- Utilizing professional learning communities to build common formatives and summatives, aligning the questions to benchmarks. Utilize Grade Cam to then attach assessments to standards for tracking, allowing for intervention as needed for groups and individual students.

Rationale:

Data tracking will allow for intentional decisions when providing instructional interventions or reteach opportunities. Research supports the use of frequent formative assessment, collaborative data analysis, and Professional Learning Communities (PLCs) as effective practices for improving student achievement. By developing common assessments aligned to state standards and using GradeCam to track student performance by benchmark, teachers will be better equipped to identify learning needs, adjust instruction, and provide targeted support. This approach ensures instructional decisions are driven by evidence, promotes consistency across classrooms, and increases the likelihood of students reaching proficiency on state and end-of-course assessments.

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

Action Steps: 1. Each PLC will engage in a continuous data-driven improvement cycle by: * Developing SMART goals aligned to identified student achievement needs. * Identifying and prioritizing essential standards and benchmarks. * Creating common formative and summative assessments aligned to essential standards, including agreed-upon grading and assessment practices. * Analyzing assessment data to monitor student progress and identify learning gaps. * Planning and implementing targeted remediation, intervention, and enrichment opportunities based on student performance data practices. 2. Student Data Tracking and Goal Setting * Teachers will engage students in ongoing data discussions and goal-setting activities. Students will regularly monitor their progress toward learning targets, reflect on their performance, and use assessment data to identify areas for improvement and celebrate growth.

Person Monitoring:

Stacey Johnson, Wenona Arline, Adrienne Hilts, Andrea Walker, and Guiding Coalition members.

By When/Frequency:

2nd and 4th Tuesday of each month

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

Each administrator will oversee these actions steps based on their oversight areas.

Guiding Coalition Mission and Vision of TCHS- Our Guiding Coalition's fundamental purpose is to continuously align research-based strategies with school data to increase learning for all TOROS (teachers, admin, staff, and students).

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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.

By the end of the school year, students in the overall growth, lowest-performing quartile, and ESE subgroups will increase learning gains in both ELA and Mathematics by 2%, as measured by state assessment data.

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.

Students with Disabilities (SWD) ESSA subgroup will increase learning gains from 49% to 51% as measured by state assessment data.

Monitoring

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

Guiding Coalition meetings will review ongoing data through the work of PLCs for all content areas. Best practices and high yield strategies will be formulated to support PLCs plan for the 4 essential questions. Through this process, best practices and high-yield instructional strategies will be identified, shared, and incorporated into PLC planning to strengthen instruction and address the four critical PLC questions. Ongoing monitoring will ensure that interventions and instructional supports are effectively impacting student learning and progress toward the targeted proficiency gains.

Person responsible for monitoring outcome

Stacey Johnson, Wenona Arline, Adrienne Hilts, Andrea Walker, and Guiding Coalition members.

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:

Data driven assessments and instruction- Utilizing professional learning communities to build common formatives and summatives, aligning the questions to benchmarks. Utilize Grade Cam to then attach assessments to standards for tracking, allowing for intervention as needed for groups and individual students.

Rationale:

Data tracking will allow for intentional decisions when providing instructional interventions or reteach opportunities.

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

Action Steps: 1. PLCs will use data from CFAs, CSAs, and progress monitoring to track and report growth in essential standards to design and implement specific strategies for small group remediation and extensions/enrichment. 2. Within the PLCs, teachers and ESE Support Facilitators will collaborate to create targeted small-group instruction and Toro Time interventions using high yield strategies for students who scored in the lowest 25% on CFAs and CSAs. 3. Professional learning will be differentiated based on teacher needs through PLCs to strengthen remediation and extension strategies and activities.

Person Monitoring:

Stacey Johnson, Wenona Arline, Adrienne Hilts, Andrea Walker, and Guiding Coalition members.

By When/Frequency:

2nd and 4th Tuesday of each month

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

Administrators and the Guiding Coalition will review implementation and outcome data regularly to ensure interventions are improving learning gains for students in the lowest-performing quartile and the Students with Disabilities subgroup.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Attendance & Engagement

Area of Focus Description and Rationale

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

Increase student and teacher attendance by fostering a culture of accountability, engagement, and support. Regular attendance is essential to maximizing instructional time, strengthening teacher-student relationships, and improving academic outcomes. Analysis of prior-year attendance data identified chronic absenteeism as a barrier to student achievement and consistent instructional delivery. Through ongoing monitoring of attendance data, recognition of positive attendance behaviors, and targeted interventions for students and staff requiring support, the school will work to reduce absenteeism, increase engagement, and improve overall student performance.

Measurable Outcome

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

By the end of the school year, the school will increase its overall student and teacher attendance rate by 3% compared to the previous school year.

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.

MTSS will continue to collaborate with the Dean that oversees attendance to track trends in student attendance, providing necessary supports. PBIS initiatives will be utilized to encourage attendance.

Person responsible for monitoring outcome

Stacey Johnson, Wenona Arline, Adrienne Hilts, Andrea Walker, and Guiding Coalition members.

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:

Through our PBIS and MTSS teams, we will implement the Check & Connect model for students with chronic absenteeism or early warning signs of disengagement. The intervention pairs students with a trained mentor who regularly monitors attendance, behavior, and academic performance ("Check") and builds a supportive relationship with the student and family to address barriers to attendance ("Connect").

Rationale:

Research shows that strong adult-student relationships and ongoing monitoring can improve school

engagement and attendance. Check & Connect has been identified as an evidence-based dropout prevention strategy and has demonstrated positive outcomes, including increased attendance, improved persistence in school, and reduced truancy. The intervention helps schools identify attendance concerns early and provide individualized support before absenteeism becomes chronic.

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

Action Steps: 1. Administrative staff will identify chronically absent students. Before the school year begins, contact will be made with parents/caregivers. Students will be assigned a staff mentor to encourage a positive school-based relationship. 2. Review attendance data quarterly and adjust support as needed by the MTSS team. 3. Implement PBIS attendance incentives (lunch shout-outs, surprise attendance patrols, and quarterly celebrations). 4. Recognize staff through weekly shout-outs, birthday celebrations, VIP parking, and rotating awards.

Person Monitoring:

Stacey Johnson, Wenona Arline, Adrienne Hilts,
Andrea Walker, Kelly Jacobson, and Guiding
Coalition members.

By When/Frequency:

2nd and 4th Tuesday of each month

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

Review attendance data monthly and track mentor contacts and student attendance progress. Analyze quarterly attendance reports and document intervention adjustments and outcomes. Review staff attendance monthly and collect feedback to assess the effectiveness of recognition efforts.

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.

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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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