

Pasco County Schools

WIREGRASS RANCH HIGH SCHOOL



2025-26 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:

- The school's mission statement highlights several key principles:
 - **Respect:** Treating everyone with courtesy and consideration is a core value.
 - **Excellence:** Striving for the highest standards in academics and personal development is emphasized.
 - **Future-oriented:** Students are encouraged to plan for their future and make informed decisions about their next steps.
 - **Core Values:** The school focuses on building strong character and a positive learning environment.
 - **Kindness:** Teaching students to be kind and compassionate is a priority.

Provide the school's vision statement

Vision:

- The school aims to prepare students for success beyond high school by equipping them with the skills and mindset needed for college, careers, and life in general.

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

Jennifer Waselewski

jwaselew@pasco.k12.fl.us

Position Title

Principal Wiregrass Ranch High School

Job Duties and Responsibilities

As principal, I oversee the day-to-day operations of the school. I provide instructional leadership, supervise staff and their development, manage the school budget and allocate resources. In addition, I oversee student support and discipline, communication and community engagement, while promoting a safe, supportive, and inclusive school environment.

Leadership Team Member #2

Employee's Name

Allison Taylor

artaylor@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant principals assist the principal in managing the day-to-day operations of the school. Their responsibilities include behavior management, school operations and supervision, instructional leadership, student support, family communication and engagement, coordinating testing, and other responsibilities.

Leadership Team Member #3

Employee's Name

Diamela Vergne

dvergne@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant principals assist the principal in managing the day-to-day operations of the school. Their responsibilities include behavior management, school operations and supervision, instructional leadership, student support, family communication and engagement, coordinating testing, and other responsibilities.

Leadership Team Member #4

Employee's Name

Christy Rankin

crankin@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant principals assist the principal in managing the day-to-day operations of the school. Their responsibilities include behavior management, school operations and supervision, instructional leadership, student support, family communication and engagement, coordinating testing, and other responsibilities.

Leadership Team Member #5

Employee's Name

Krystal Packard

kpackard@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant principals assist the principal in managing the day-to-day operations of the school. Their responsibilities include behavior management, school operations and supervision, instructional leadership, student support, family communication and engagement, coordinating testing, and other responsibilities.

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.

Allison Taylor worked with the School Leadership Team and the other assistant principals to develop the 2025-26 School Improvement Plan based on state assessment data, classroom walkthrough

data, and teacher's CFA and CSA data. Based on the data, the group identified areas for focus and developed goals based on the data.

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 SIP will be monitored through the School Based Leadership Team at each progress report, quarterly report, and semester to analyze data and identify areas of concern to progress monitor. PLCs will engage in data discussions to plan for instruction and develop goals based on their SWDs and lowest 35% needs while adjusting instruction based on current data.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

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	574	529	547	558	2,208
Absent 10% or more school days	60	68	90	171	389
One or more suspensions	45	37	47	17	146
Course failure in English Language Arts (ELA)	51	53	39	24	167
Course failure in Math	46	44	28	6	124
Level 1 on statewide ELA assessment	62	157			219
Level 1 on statewide Algebra assessment	51	142			193

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	111	110	105	130	456

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					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 (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					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	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

Data for 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*	69	57	59	66	53	55	62	49	50
Grade 3 ELA Achievement									
ELA Learning Gains	63	59	58	58	55	57			
ELA Lowest 25th Percentile	56	55	56	53	51	55			
Math Achievement*	58	46	49	60	44	45	54	40	38
Math Learning Gains	37	46	47	44	44	47			
Math Lowest 25th Percentile	33	47	49	40	46	49			
Science Achievement	79	70	72	79	66	68	78	66	64
Social Studies Achievement*	74	72	75	73	73	71	76	67	66
Graduation Rate	96	96	92	97	92	90	95	91	89
Middle School Acceleration									
College and Career Acceleration	77	65	69	77	64	67	79	67	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	53	52	63	49	49	58	46	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	708
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	65%	74%	64%	61%		63%

* 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	41%	No		
English Language Learners	56%	No		
Asian Students	79%	No		
Black/African American Students	58%	No		
Hispanic Students	60%	No		
Multiracial Students	72%	No		
White Students	65%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

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	69%		63%	56%	58%	37%	33%	79%	74%		96%	77%	66%
Students With Disabilities	29%		48%	45%	27%	23%	19%	48%	48%		98%	26%	
English Language Learners	39%		62%	63%	50%	50%	42%	57%	53%		84%	53%	66%
Asian Students	78%		68%	65%	82%	59%		89%	88%		98%	91%	67%
Black/African American Students	59%		63%	65%	46%	30%	31%	65%	66%		90%	68%	
Hispanic Students	64%		61%	52%	51%	34%	32%	74%	65%		94%	69%	64%
Multiracial Students	81%		70%	55%	70%	44%	60%	76%	74%		100%	85%	
White Students	70%		61%	54%	59%	35%	30%	82%	78%		97%	81%	73%
Economically Disadvantaged Students	58%		59%	51%	45%	35%	36%	66%	57%		92%	68%	60%
05/2025													

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	66%		58%	53%	60%	44%	40%	79%	73%		97%	77%	63%
Students With Disabilities	33%		48%	42%	30%	34%	29%	61%	43%		98%	48%	
English Language Learners	41%		53%	45%	47%	42%	48%	53%	40%		100%	65%	63%
Asian Students	75%		66%	44%	81%	62%		84%	91%		100%	72%	80%
Black/African American Students	64%		54%	35%	43%	30%	32%	74%	67%		100%	63%	
Hispanic Students	56%		53%	55%	56%	39%	36%	77%	69%		96%	80%	57%
Multiracial Students	69%		56%	50%	64%	44%		77%	85%		95%	68%	
White Students	69%		61%	60%	64%	50%	45%	81%	73%		96%	79%	77%
Economically Disadvantaged Students	54%		52%	53%	48%	42%	36%	71%	61%		96%	66%	81%

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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	62%				54%			78%	76%		95%	79%	58%
Students With Disabilities	30%				29%			51%	34%		93%	31%	
English Language Learners	32%				37%			59%	39%		95%	72%	73%
Asian Students	81%				76%			92%	91%		96%	96%	
Black/African American Students	51%				36%			68%	70%		95%	63%	
Hispanic Students	51%				47%			71%	72%		94%	73%	69%
Multiracial Students	64%				56%			86%	95%		100%	91%	
White Students	65%				59%			80%	75%		96%	83%	
Economically Disadvantaged Students	51%				42%			68%	66%		94%	70%	64%

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	69%	57%	12%	58%	11%
ELA	9	68%	57%	11%	56%	12%
Biology		77%	70%	7%	71%	6%
Algebra		48%	50%	-2%	54%	-6%
Geometry		56%	53%	3%	54%	2%
History		73%	71%	2%	71%	2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	13%	-2%	16%	-5%
History		50%	55%	-5%	48%	2%
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		16%	15%	1%	18%	-2%
Geometry		72%	33%	39%	19%	53%
History		50%	41%	9%	33%	17%
Biology		* 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?

English 10 had an 11% increase in students achieving a level 3 or higher on the state assessment. Intentional scheduling of teachers and a focus on growth contributed to this increase.

Lowest Performance

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

Algebra 1 had an 11% decrease in students scoring a level 3 or higher on the state assessment. The district and state also witnessed a decrease in Algebra 1 scores.

Greatest Decline

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

Algebra 1 had an 11% decrease in students scoring a level 3 or higher on the state assessment. The district and state also witnessed a decrease in Algebra 1 scores.

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.

Geometry scores at WRHS have 56% of students scoring a level 3 or higher on the state assessment. The state average is 55%.

EWS Areas of Concern

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

Cohort 2022-23 has attendance issues with more than 90 students missing 10% or more of school days. Cohort 2024-25 has 62% of students scoring a level 1 in the state ELA assessment.

Highest Priorities

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

By May 2026, ELA proficiency on the FAST assessment will increase from 69% to 79%.

By May 2026, Math proficiency on the BEST assessment will increase from 58% to 68%.

WRHS will work in school-based leadership teams to identify areas of need for improved staff and student supports, which will be evidenced in a significant increase in our WRHS Gallup data.

By May 2026, the acceleration rate will increase from 77% to 87% by focusing on DE/AP/CTE enrollment

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, Math, Student Engagement

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 May 2026, ELA proficiency on the FAST assessment will increase from 69% to 79%.
 By May 2026, Math proficiency on the BEST assessment will increase from 58% to 68%.
 WRHS will work in school-based leadership teams to identify areas of need for improved staff and student supports, which will be evidenced in a significant increase in our WRHS Gallup data.
 By May 2026, the acceleration rate will increase from 77% to 87% by focusing on DE/AP/CTE enrollment

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.

By May 2026, ELA proficiency on the FAST assessment will increase from 69% to 79%.
 By May 2026, Math proficiency on the BEST assessment will increase from 58% to 68%.
 WRHS will work in school-based leadership teams to identify areas of need for improved staff and student supports, which will be evidenced in a significant increase in our WRHS Gallup data.
 By May 2026, the acceleration rate will increase from 77% to 87% by focusing on DE/AP/CTE enrollment

Monitoring

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

The areas of focus will be monitored through Professional Learning Communities CFAs, CSAs, and FAST/BEST PM 1, 2, 3 data.

Person responsible for monitoring outcome

Administrative Team

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:

Students who score a level 1 on the state reading assessment will received an intervention reading class during the school day. PLCs will also monitor student progress in reading and math classes to monitor student progress and identify standards with which students need additional supports. Students scoring a level 1 in Math will receive an intervention foundations math class in addition to their Algebra 1 class

Rationale:

Students receiving an intervention reading class has shown learning gains from PM 1 to PM 3 on FAST State assessment. PLCs will monitor data from CFAs and CSAs to determine next steps in the teaching/learning cycle.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Key Areas of Focus: Reading and Math

Person Monitoring:

Administrators and PLC Facilitators

By When/Frequency:

Weekly

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

FAST/BEST PM 1-3 data, CFAs, CSAs will be used to monitor the impact of this action step.

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.

As the school year progress (24-25), the percentage of students off-track for attendance increases.

- Q1 10.66%

- Q2 26.29%
- Q3 18.78%
- Q4 33.53%.

This has focused our attention on student engagement. Missed instruction time and lack of participation leads to gaps in learning.

Measurable Outcome

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

We want to decrease the number of students off-track for attendance by 5% each quarter.

We will increase student engagement by fostering a supportive, inclusive and dynamic learning environment that promotes active participation, voice and ownership in both academic and extracurricular activities.

Monitoring

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

The attendance data will be monitored through SLT, PLCs, Grade-level Teams, and through scorecard on myStudent. Communication will be sent home to parents through myStudent, through parent meetings and attendance contracts.

Person responsible for monitoring outcome

PLCs, SLT, Grade Level Teams

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 improve student engagement and attendance across all grade levels, the school is implementing the following evidence-based practices and programs.

Rationale:

A mentoring intervention designed to promote student engagement at school and with learning. The target is students with poor attendance, behavioral issues, or academic challenges. SLT will track student attendance, academic performance, and behavioral data weekly. Positive Behavioral Interventions and Supports (PBIS): A multi-tiered framework that promotes positive behavior and school climate. It includes clear expectations, recognition systems, and restorative practices. Behavior data will be collected through discipline referrals and teacher feedback. Engagement will be assessed via attendance, student surveys and participation rates in school activities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****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

Identify target students and develop individualized support plans

Person Monitoring:

SLT, Grade Level Teams, PLCs

By When/Frequency:

Weekly

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

Use attendance, behavior, and academic data to flag students at risk. Prioritize students with chronic absenteeism, multiple discipline referrals, or failing grades. Assign Mentors Pair students with trained staff mentors (teachers, counselors, admin). Ensure mentors meet with students weekly to build relationships and set goals. Develop Individual Support Plans Create personalized plans addressing academic, behavioral, and social-emotional needs. Include SMART goals and strategies for improvement. Engage Families Communicate with families about the mentoring program. Involve them in goal-setting and progress updates.

Action Step #2

Continue to implement PBIS Framework

Person Monitoring:

Admin and SLT

By When/Frequency:

Weekly/Quarterly

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

Teach expectations explicitly through lessons and assemblies. Implement Recognition System Celebrate students regularly through announcements, events, or newsletters. Teach Restorative Practices Provide Tier 2 and Tier 3 interventions for students needing additional behavioral support (e.g., behavior contracts, counseling). Track discipline referrals and teacher feedback weekly. Analyze data by grade level, location, and time to identify patterns. Monitor attendance trends and participation in school activities. Utilize Staff Feedback to refine practices.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

<https://wrhs.pasco.k12.fl.us/>

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