

Pasco County Schools

WIREGRASS RANCH 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:

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

Job Duties and Responsibilities

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

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

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

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**

Aaron Young

ajyoung@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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 #6**Employee's Name**

Thurston King

tking@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

The development and ongoing monitoring of the School Improvement Plan (SIP) is a collaborative, inclusive process that actively engages a wide range of stakeholders to ensure alignment with school needs and federal requirements (ESEA Section 1114(b)(2)).

The process is led by the School-Based Leadership Team (SBLT), which includes administrators, instructional coaches, teacher leaders, and key school staff. District leaders also participate in the development and review of the SIP to ensure alignment with district priorities, provide guidance on data analysis, and support the implementation of evidence-based strategies.

Input from teachers and school staff is gathered through structured data discussions, department meetings, and professional learning communities (PLCs). These groups review academic performance data, identify areas of need, and provide feedback on instructional practices and interventions. Staff input is used to refine goals, select strategies, and ensure the plan is practical and actionable.

Parents and families are engaged through surveys, parent nights, and other outreach efforts. Feedback collected focuses on school climate, communication, and student support needs. This input is analyzed and incorporated into the SIP, particularly in areas related to family engagement, student services, and school culture.

Students, as a required stakeholder group for secondary schools, provide input through surveys, focus groups, and student leadership organizations. Their feedback is used to inform decisions related to school climate, engagement, and instructional relevance.

Business and community leaders are involved through partnerships, advisory groups, and community meetings. Their input helps align school goals with workforce readiness, career pathways, and community expectations.

All stakeholder feedback is reviewed and synthesized by the SBLT to identify common themes and priority areas. This information directly informs the development of measurable goals, action steps,

and resource allocation within the SIP. The plan is continuously monitored throughout the year, with stakeholders engaged in reviewing progress data, providing feedback, and making necessary adjustments to ensure continuous improvement.

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)).

All stakeholder feedback is reviewed and synthesized by the SBLT to identify common themes and priority areas. This information directly informs the development of measurable goals, action steps, and resource allocation within the SIP. The plan is continuously monitored throughout the year, with stakeholders engaged in reviewing progress data, providing feedback, and making necessary adjustments to ensure continuous improvement.

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	24.0%
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	610	573	518	580	2,281
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)	129	102	144	89	464
Course failure in Math	114	54	156	18	342
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	111	110	105	130	456

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	61	62	69	57	59	66	53	55
Grade 3 ELA Achievement									
ELA Learning Gains	64	61	59	63	59	58	58	55	57
ELA Lowest 25th Percentile	52	56	55	56	55	56	53	51	55
Math Achievement*	62	50	52	58	46	49	60	44	45
Math Learning Gains	42	47	45	37	46	47	44	44	47
Math Lowest 25th Percentile	41	45	44	33	47	49	40	46	49
Science Achievement	74	73	74	79	70	72	79	66	68
Social Studies Achievement*	76	76	76	74	72	75	73	73	71
Graduation Rate	97	97	94	96	96	92	97	92	90
Middle School Acceleration									
College and Career Acceleration	76	66	74	77	65	69	77	64	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					53	52		49	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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	655
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	64%	65%	74%	64%	61%	

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	47%	No		
English Language Learners	54%	No		
Asian Students	74%	No		
Black/African American Students	58%	No		
Hispanic Students	62%	No		
Multiracial Students	69%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	70%		64%	52%	63%	42%	41%	74%	76%		97%	76%	
Students With Disabilities	44%		52%	46%	27%	28%	33%	53%	47%		98%	37%	
English Language Learners	39%		52%	53%	50%	35%	39%	58%	51%		97%	65%	
Asian Students	81%		66%	48%	78%	51%	50%	86%	89%		100%	93%	
Black/African American Students	57%		56%	50%	51%	44%	33%	65%	69%		95%	57%	
Hispanic Students	65%		63%	53%	58%	35%	36%	67%	75%		98%	71%	
Multiracial Students	70%		61%	57%	65%	47%	60%	76%	79%		96%	81%	
White Students	74%		66%	52%	67%	43%	45%	79%	75%		97%	79%	
Economically Disadvantaged Students	57%		58%	53%	46%	32%	35%	65%	65%		96%	62%	
14/2026													

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 PROGRE
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%

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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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	70%	61%	9%	60%	10%
ELA	10	71%	62%	9%	61%	10%
Biology	9	78%	84%	-6%	87%	-9%
Biology	10	72%	56%	16%	60%	12%
Algebra	9	64%	42%	22%	41%	23%
Algebra	10	33%	29%	4%	31%	2%
Geometry	9	85%	83%	2%	75%	10%
Geometry	10	56%	38%	18%	40%	16%
Geometry	11	23%	29%	-6%	26%	-3%
History	11	76%	74%	2%	75%	1%
History	12	76%	63%	13%	56%	20%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	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	10	* 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?

Our lowest 25 in Mathematics had a 11 point increase, Math LG had a 6 point increase, Math proficiency had a 6 point increase. Our Algebra and Geometry teacher participated in a book study, *Building Thinking Classrooms*, and the teachers who most utilized the strategies had the greatest growth. Our admin walkthrough also focused on these classes and supporting their work.

Lowest Performance

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

Our lowest 25 in Mathematics had a 11 point increase, however they are our lowest performing group. We will continue the structures and strategies we began this year into next year to continue to support these students. Support of our L25 will also support LG and Proficiency in Mathematics.

Greatest Decline

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

Our lowest 25 in ELA had a 4 point decrease. Walkthrough data showed inconsistency in reading and ESE push-in supports in English 1 and 2 classrooms.

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.

Lowest 25 in Mathematics and Lowest 25 in English

EWS Areas of Concern

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

Our lowest 25 in English and Math are our two areas of greatest concern.

Highest Priorities

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

ELA proficiency, ELA LG, ELA L25, Mathematics proficiency, Math LG, Math L25, Social Studies and

Science proficiency.

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 Professional Learning Communities

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.

Area of Focus Description and Rationale

The identified areas of focus for the current school year include English 9, English 10, Algebra, and Geometry. These courses were selected based on a comprehensive review of prior year academic performance data, including state assessment results, district benchmark assessments, course pass rates, and subgroup performance trends.

Description of Areas of Focus

At the 9th and 10th grade levels, English Language Arts (ELA) instruction is critical in developing foundational literacy skills, including reading comprehension, analytical thinking, and written expression. These skills are essential for student success across all content areas and for college and career readiness. Data indicates that a significant percentage of students in English 9 and English 10 did not meet proficiency benchmarks, particularly in areas related to text analysis, evidence-based writing, and vocabulary acquisition.

In Algebra and Geometry, students are expected to build and apply mathematical reasoning, problem-solving, and conceptual understanding. These courses form the cornerstone of high school mathematics and are prerequisites for advanced coursework. Prior year data revealed gaps in mastery of key standards, including algebraic reasoning, multi-step problem-solving, and geometric relationships. These deficiencies impact students' ability to progress successfully in higher-level math courses and to meet graduation requirements.

Impact on Student Learning

Performance gaps in these core subject areas hinder students' academic growth and limit their readiness for subsequent coursework. In ELA, insufficient literacy skills affect performance in all academic disciplines, as students struggle to comprehend complex texts and articulate their understanding. In mathematics, gaps in foundational knowledge lead to cumulative learning challenges, reducing student confidence and engagement.

Additionally, subgroup analysis (including students with disabilities, English language learners, and economically disadvantaged students) shows disproportionately lower performance levels in these

courses, further emphasizing the need for targeted instructional support and intervention.

Rationale for Selection

These focus areas were identified through a thorough analysis of multiple data sources from the previous academic year. Key indicators included:

- Lower-than-expected proficiency rates on state standardized assessments in ELA and Mathematics
- Benchmark assessment results indicating inconsistent mastery of grade-level standards
- Achievement gaps among student subgroups

Given the foundational nature of these courses and their strong correlation to overall student success and graduation outcomes, prioritizing improvement in these areas is essential. Targeted instructional strategies, progress monitoring, and data-driven decision-making will be implemented to address identified gaps and support increased student achievement.

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 2027, ELA proficiency on the FAST assessment will increase from 71% to 80%; ELA LG from 64% to 70%; ELA L25 from 52% to 60%. By May 2027, Math proficiency on the NWEA assessment will increase from 64% to 70%; Math LG from 43% to 50%; Math L25 from 44% to 50%. 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 data. By May 2027, the acceleration rate will increase from 76% to 81% by focusing on DE/AP/CTE enrollment. US History data will increase from 71% to 81% and Biology will increase from 76% to 86%.

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/NWEA 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 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

Key Areas of Focus: ELA and Mathematics

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/NWEA 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.

School counselors will lead Attend and Achieve Committee to monitor and provide intervention supports to increase the percentage of students on track for attendance. Improved attendance will positively impact academic achievement.

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 2026-2027 school year, the school will increase its average daily attendance rate

from **92.3% to 94.0%**, as measured by monthly attendance reports.

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.

Progress will be monitored quarterly by the Attendance Team through the review of attendance data, implementation of targeted interventions, and ongoing family engagement efforts for students identified as at risk for chronic absenteeism. School counselors will lead Attend and Achieve Committee to monitor and provide intervention supports to increase the percentage of students on track for attendance. Improved attendance will positively impact academic achievement.

Person responsible for monitoring outcome

School-based Counselor 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:

Tier II interventions provide targeted support for students and families who need additional assistance to establish and maintain regular school attendance (Attendance Works). Tier II strategies may include: Identify students with a history of attendance concerns and meet with their families during registration or Open House to discuss expectations, barriers, and available supports. Send letters early in the school year to families of students who accumulated excessive absences during the previous year, emphasizing the importance of regular attendance and available resources. Require medical or legal documentation for absences when students are identified as off-track for meeting attendance expectations. Establish consistent procedures for issuing attendance notification letters, including 5-day and 10-day absence notices. Create an Attendance Improvement Group that meets regularly (e.g., biweekly) to monitor progress and provide targeted support. Families should receive written notification outlining their child's participation and expectations. Attendance Improvement Group sessions may focus on: Reviewing attendance history and patterns Monitoring academic performance and grades Identifying attendance barriers, stressors, and challenges Recognizing and celebrating attendance improvements and successes Setting SMART goals for attendance improvement Connecting students with school-based support systems Teaching effective coping skills and problem-solving strategies Additional Tier II supports include: Conducting parent conferences to collaboratively develop attendance improvement plans. A member of the Student Services Team should be included to connect students and families with school-based and community resources when appropriate. Matching students experiencing attendance difficulties with a mentor who can provide encouragement, accountability, and ongoing support.

Rationale:

Tier II attendance interventions are designed to provide targeted support for students who are at risk of chronic absenteeism or who have demonstrated attendance concerns in the past. While Tier I strategies promote positive attendance for all students, some students and families require additional, individualized assistance to address barriers that interfere with regular school attendance. These

barriers may include health concerns, family challenges, transportation difficulties, academic struggles, anxiety, or a lack of connection to school.

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 Step Implement a data-driven attendance monitoring and early warning system (EWS) within the school's MTSS framework to identify, track, and respond to student attendance patterns in real time.

Person Monitoring:

School Counselors

By When/Frequency:

Weekly

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

To ensure Tier II attendance interventions are implemented effectively and result in improved student outcomes, the Attendance Team will use the following monitoring procedures:

Review Attendance Data Regularly

Monitor attendance reports on a biweekly basis to identify students who are approaching or exceeding attendance thresholds.

Track attendance trends, patterns, and rates of improvement for students receiving Tier II supports. Compare current attendance data to baseline attendance rates to assess growth.

Maintain an Attendance Intervention Roster

Develop and update a roster of students participating in Tier II interventions.

Document intervention start dates, attendance concerns, identified barriers, and support strategies provided.

Review the roster during regular Attendance Improvement Team meetings.

Conduct Regular Attendance Team Meetings

Meet biweekly or monthly to review student progress, discuss barriers, and evaluate intervention effectiveness.

Determine whether current supports should continue, be adjusted, intensified, or faded based on student progress.

Assign responsibilities and follow-up actions for team members.

Monitor Family Engagement

Track parent contacts, conference attendance, and communication efforts.

Document outcomes of meetings and follow-up actions agreed upon by the school and family.

Ensure families are informed of attendance progress and ongoing concerns.

Review Attendance Improvement Goals

Establish specific attendance goals for participating students.

Monitor progress toward goals during mentoring sessions, attendance groups, and team meetings.

Celebrate milestones and improvements to encourage continued success.

Track Intervention Fidelity

Verify that planned interventions, such as mentoring, attendance groups, parent conferences, and resource referrals, are occurring as scheduled.

Document participation rates and student engagement in intervention activities.

Evaluate whether interventions are being implemented consistently across students.

Monitor Academic and Behavioral Indicators

Review grades, discipline referrals, and other student data to identify factors contributing to attendance concerns.

Assess whether improved attendance is positively impacting academic performance and school engagement.

Determine Responsiveness to Intervention

Use attendance data and intervention records to evaluate student response to Tier II supports.

Students who demonstrate significant improvement may transition back to Tier I supports with continued monitoring.

Students who show limited improvement despite targeted interventions may be referred for Tier III supports and more intensive individualized planning.

Report Outcomes and Evaluate Effectiveness

Review school-wide Tier II attendance outcomes at least quarterly.

Analyze the effectiveness of interventions by examining changes in chronic absenteeism rates, attendance percentages, and student engagement.

Use findings to refine attendance practices and improve future intervention efforts.

Action Step #2

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

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 school will strengthen implementation of a Multi-Tiered System of Supports (MTSS) with a focus on Positive Behavioral Interventions and Supports (PBIS) to improve school climate, increase instructional time, and support positive student outcomes. PBIS will serve as the framework for establishing consistent behavioral expectations, teaching and reinforcing appropriate behaviors, and using data to guide decision-making.

At Tier 1, the school will ensure consistent implementation of school-wide expectations aligned to clear behavioral norms across all settings. Staff will explicitly teach expectations, acknowledge positive behaviors, and apply consistent responses to inappropriate behavior. Professional development and coaching will be provided to ensure staff fidelity in implementation.

At Tier 2 and Tier 3, the school will utilize data (e.g., discipline referrals, attendance, and classroom behavior data) to identify students needing additional support. Evidence-based interventions such as Check-In/Check-Out, social skills instruction, and individualized behavior support plans will be implemented and monitored for effectiveness.

The PBIS team will meet regularly to review data, monitor progress, and adjust supports to ensure equitable outcomes for all student groups. Family engagement and communication will be incorporated to reinforce expectations and supports beyond the school setting.

Through this focused PBIS implementation, the school aims to reduce disciplinary incidents, minimize instructional disruptions, improve student engagement, and create a safe, supportive, and inclusive learning environment that promotes academic success for all students.

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

At Tier 1, the school will ensure consistent implementation of school-wide expectations aligned to clear behavioral norms across all settings. Staff will explicitly teach expectations, acknowledge positive behaviors, and apply consistent responses to inappropriate behavior. Professional development and coaching will be provided to ensure staff fidelity in implementation. At Tier 2 and Tier 3, the school will utilize data (e.g., discipline referrals, attendance, and classroom behavior data) to identify students needing additional support. Evidence-based interventions such as Check-In/Check-Out, social skills instruction, and individualized behavior support plans will be implemented and monitored for effectiveness.

Rationale:

Through this focused PBIS implementation, the school aims to reduce disciplinary incidents, minimize instructional disruptions, improve student engagement, and create a safe, supportive, and inclusive learning environment that promotes academic success for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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.

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