

St. Lucie Public Schools

# Tradition Preparatory High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>24</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Tradition Preparatory High School

10970 SW TRADITION PARKWAY, Port St. Lucie, FL 34987

<https://www.traditionprep.org/>

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

### SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### Provide the school's mission statement.

Mission: Scholars at Tradition Preparatory High School will have the opportunity to earn prestigious diplomas while becoming well-rounded individuals through enriching experiences.

#### Provide the school's vision statement.

Vision: Tradition Preparatory High School provides academic rigor in preparation for success in higher education with a focus on wellness through innovation, science and health.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Coburn, Christina	Principal	Department Chairs and Reports Evals Weekly Walkthrough team (see schedule) FTE Oversight Budget Oversight Governing Board Collaborate on leadership and admin meeting agenda Threat Assessment Lead Admin event/Sat rotation State, district, and CSUSA reports, compliance, and audits Charter renewal and Cognia coordinator SIP/Strategic Planning Process Coordinator Weekly Staff Newsletter Teacher Disciplinary Issues (Ethics and Professionalism) Oversight CSUSA and district Liaison Discipline (Level 3, Level 4, and SESIRS) consultation District Liaison for all three St. Lucie schools; Scholar duties Drive Staff Culture Oversee Leadership Development and Interns Oversee College Relationships, Interns, and Student Teachers Oversee Deans/Aps; Marchitto Oversee CS visits, MSA, QUEST, District Visits Parent, Staff, and Student Issues/Concerns (level 4) Hiring (interviews, offers, fairs) Attend Monthly CSUSA Leadership Meetings Monitor halls BE PRESENT Oversee SPSO Teacher Appreciation/Recognition Program Oversight Staff Meetings

**Stakeholder Involvement and SIP Development**

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. (ESSA 1114(b)(2))

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

We start by analyzing the state and CSUSA level data. Our administrative team creates initiatives. Then our department chairs give feedback on the initiatives. Once the leadership team accepts the initiatives, the teachers create action steps by department and individually. Finally, during the first SPSO (student, parent, staff organization) meeting, both parents and students give feedback and we make adjustments. The SIP is ever evolving and is constantly being analyzed and updated.

**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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored monthly through data chats, administrative and leadership meetings, SPSO collaboration, and CSUSA leadership reflection meetings.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	69%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	53%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C
<b>School Improvement Rating History</b>	

<b>DJJ Accountability Rating History</b>	
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**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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



Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified retained:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that 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.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	43	50	53	46	51			
ELA Learning Gains				43					
ELA Lowest 25th Percentile				27					
Math Achievement*	49	22	38	36	37	38			
Math Learning Gains				35					
Math Lowest 25th Percentile				46					
Science Achievement*	66	61	64	74	29	40			
Social Studies Achievement*	54	60	66		43	48			
Middle School Acceleration					46	44			
Graduation Rate		91	89		58	61			
College and Career Acceleration		70	65		60	67			
ELP Progress	38	40	45	80					

*\* 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.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

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

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 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%
SWD	24	Yes	2	2
ELL	36	Yes	2	
AMI				
ASN				
BLK	45			
HSP	55			
MUL	57			
PAC				
WHT	55			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	46			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	27	Yes	1	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	45			
MUL	55			
PAC				
WHT	49			
FRL	38	Yes	1	

**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. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	44			49			66	54				38
SWD	11			29			37	17			4	
ELL	26			35			44				4	38
AMI												
ASN												
BLK	40			36			56	47			4	
HSP	45			52			68	61			5	48
MUL	33			58			80				3	

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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
PAC												
WHT	46			55			66	52			4	
FRL	38			47			59	47			5	41

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	43	27	36	35	46	74					80
SWD	15	28	19	16	25	38	46					
ELL	30	29	18	21	20		44					80
AMI												
ASN												
BLK	48	46	26	23	29	42	63					
HSP	54	38	29	37	35	48	74					
MUL	57	54		36	36		90					
PAC												
WHT	56	46	24	44	42	55	78					
FRL	47	36	19	28	34	33	66					

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

**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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	46%	48%	-2%	50%	-4%
09	2023 - Spring	42%	42%	0%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	34%	-8%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	39%	14%	48%	5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	61%	3%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	59%	-6%	63%	-10%

### III. Planning for Improvement

**Data Analysis/Reflection**

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

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

Our lowest area is our students with disabilities, which is 0.5% higher than the district and 8.2% higher than the state in ELA and even significantly higher gap in Math. However, our learning gap with students with disabilities is significantly lower in Science and there is not enough data for Social Studies. It is also noted that our Math gaps with economically disadvantaged students, black students, and ESOL is larger than the state and district. While ELA and Science in all three of those areas is less of a gap than the district and state averages. The contributing factors include a need for consistent services, a more robust RTI program, and closing Math concept gaps.

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

There is not a previous year to compare as this is our first year of data available at the current moment. The school opened in 2021.

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

The largest gap in comparison to the state and district is in math with all sub groups. Students have learning gaps from COVID disruptions.

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

N/A see response to question 2

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

Our largest area of concern is math learning gaps.

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

Math learning gaps is our highest priority.

#### **Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***



**#2. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#3. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will increase teacher capacity through professional development and application of research based instructional strategies.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our ELA and Math scores by 5% as evidenced by the FAST Algebra and Geometry PM 3 test, FAST 9th and 10th grade ELA test, and the Biology EOC.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments. This will also be monitored by the SFS teacher evaluation system.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will conduct professional development and the coaching cycle for evidenced based instructional strategies including, but not limited to math talks, argument driven inquiry, and Paidea seminar.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to increase teacher capacity and application of evidenced based instructional strategies.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#5. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#6. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

## #7. ESSA Subgroup specifically relating to English Language Learners

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math learning gaps with all subgroups is very evident in our subgroup data comparison charts.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our Math achievement by 5% as evidenced by the FAST Algebra and Geometry PM 3 test.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments.

### Person responsible for monitoring outcome:

Christina Coburn (ccoburn@traditionprep.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We offered a math summer pre-Algebra camp to help students close gaps prior to starting Algebra 1 if they scored a 1 or 2 on their Pre-Algebra FAST. We also decreased our class sizes in Algebra and are utilizing resources that have positive efficacy data.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We need to close learning gaps in math.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#8. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will increase teacher capacity through professional development and application of research based instructional strategies.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our ELA and Math scores by 5% as evidenced by the FAST Algebra and Geometry PM 3 test, FAST 9th and 10th grade ELA test, and the Biology EOC.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by our PM 1 and 2, NWEA fall/winter/spring, and our weekly unit assessments. This will also be monitored by the SFS teacher evaluation system.

**Person responsible for monitoring outcome:**

Christina Coburn (ccoburn@traditionprep.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will conduct professional development and the coaching cycle for evidenced based instructional strategies including, but not limited to math talks, argument driven inquiry, and Paidea seminar.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to increase teacher capacity and application of evidenced based instructional strategies.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).



This process of reviewing resources starts with our company's highly researched and vetted resource selection process. Then as an administrative team we vet the recommended resources and compare them to the state recommendation list, teacher feedback, efficacy data, and student input.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

We start by analyzing the state and CSUSA level data. Our administrative team creates initiatives. Then our department chairs give feedback on the initiatives. Once the leadership team accepts the initiatives, the teachers create action steps by department and individually. Finally, during the first SPSO (student, parent, staff organization) meeting, both parents and students give feedback and we make adjustments. The SIP is ever evolving and is constantly being analyzed and updated.

**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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Tradition Preparatory High School provides families opportunities for involvement in all aspects of its Title 1 programs. At the beginning of a student's high school career, administration meets one-on-one with the parents of each student to make them aware of opportunities to become involved and to understand the importance of their involvement. To reach all parents and encourage their involvement with the school, we provide all communication in the student's home language. Communication processes are in place to provide information regularly or in the event of an emergency to our families such as the weekly newsletter, text blasts, social media and call outs. We hold parent nights to inform parents of opportunities that exist for their students in high school and beyond. We are also building programs where parent businesses in the community will utilize student interns as a culmination to our students' high school programs. The internships will allow parents to use their businesses and knowledge to help further prepare our students for their college experiences and future careers. Parent surveys are also given, and feedback welcomed from parents to help improve programming. We also provide opportunities for parents to volunteer and ask parents to give 20 volunteer hours a year to the school to give them an avenue to be involved at school while benefiting the school at the same time. We also have a SAC committee with parent representatives who review and vote on the implementation of the school improvement plan. We find it is beneficial for parents to be involved in the process and it creates buy-in with the school's mission and programs.  
[https://www.traditionprep.org/apps/pages/index.jsp?uREC\\_ID=562995&type=d](https://www.traditionprep.org/apps/pages/index.jsp?uREC_ID=562995&type=d)

**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 III of the SIP. (ESSA 1114(b)(7)ii)**



We plan on making sure there are intervention supports, consistent ESE support, and targeted evidenced based instructional strategies.

**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 ESSA, 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). (ESSA 1114(b)(5))**

We offer industry certification courses for students as well as being a college preparatory school.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**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. (ESSA 1114(b)(7)(iii)(I))**

We have a guidance counselor and social worker that meets with students regularly to determine if they need additional services. If a student needs additional services, they are referred to the district's mental health collaborative. We strive to have every student involved in an extracurricular so they feel invested in their education and a part of something for personal value.

**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. (ESSA 1114(b)(7)(iii)(II))**

We participate in the district's career fair and hold our own research, college and career symposium. We also offer industry certification courses and we are a college preparatory school. Our school offers AICE, AP, and Dual enrollment college level courses.

**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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Our discipline department offered tiered discipline and SEL support based on individual student needs. This includes behavior monitoring and attendance monitoring, as well as positive behavior supports.

**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. (ESSA 1114(b)(7)(iii)(IV))**

Teachers meet with instructional coaches three times a week for professional development, lesson planning with data in mind through PLC work, and gradebook monitoring to ensure grades reflect standards mastery. Teachers are also provided weekly coaching from administration. Data chats are a regular part of our PLCs and evidenced by our PLC schedule. We ensure all teachers have AICE and AP training, as well as the state level math trainings and the recommended trainings by the companies of the resources we use.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A