

Miami-Dade County Public Schools

SOUTH DADE SENIOR HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

Provide the school's vision statement

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our everchanging technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning.

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

Jonathan A. Britton

jbritton@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #2

Employee's Name

Vivian Lugo

vlugo@dadeschools.net

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #3

Employee's Name

Michael Vergara

mvergara@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #4

Employee's Name

Shandra Colzie

sc2020@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #5

Employee's Name

Kenney Cenat

K_cenat@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #6

Employee's Name

Karina Papili

kpapili@dadeschools.net

Position Title

IB Coordinator

Job Duties and Responsibilities

At South Dade Senior High School, the IB Diploma Programme (DP) Coordinator plays a key role in leading the IB Diploma Programme for students in Grades 11 and 12, while also supporting students in Grades 9 and 10 who are preparing through Pre-Advanced Academics. The coordinator makes sure the programme follows IB standards, maintains academic quality, and is accessible to students from many different backgrounds. This role serves as a connection between school leaders, teachers, counselors, students, families, feeder middle schools, and the International Baccalaureate Organization (IBO).

One of the main responsibilities of the DP Coordinator is programme implementation and development. This includes making sure that courses, assessments, and the Theory of Knowledge (TOK) meet IB requirements. The coordinator works with teachers to plan curriculum that meets IB subject guides, state and district rules, and the needs of South Dade's diverse students. For example, the coordinator ensures that IB Environmental Systems and Societies supports English language learners while meeting IB assessment standards. The coordinator also leads the five-year self-study and other evaluations by collecting teacher reflections, student surveys, and data to submit to the IB. In addition, the coordinator helps design a balanced course offering, such as providing both IB Mathematics: Applications and Interpretation options for students with different strengths, even with limited staffing.

Supporting teachers is another important part of the role. The DP Coordinator organizes IB training so that teachers understand IB teaching methods, assessments, and philosophy. For example, workshops may cover how to grade Internal Assessments using IB rubrics or how to meet deadlines

through ManageBac. New IB teachers are paired with experienced mentors for co-planning and sharing of resources, and subject teams meet regularly to connect their lessons with TOK themes such as ethics and technology.

Recruitment and outreach are also central to the coordinator's work. Strategies are designed to attract students from feeder middle schools as well as 9th- and 10th-grade students at South Dade. This can include brochures, alumni success stories, and presentations at magnet fairs. The coordinator also organizes events such as open houses, parent nights, and celebrations where alumni return to share their experiences. Working closely with counselors, the coordinator uses tools like PSAT scores to identify students who would benefit from the IB track.

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 authors of this SIP incorporated feedback from teachers and students using school climate survey results, as well as anecdotal evidence. Parents, families, and community leaders provide input on the School Improvement Plan via EESAC meetings and conversations with school leaders. The school leadership then incorporated all of this feedback to create the 2025-2026 School Improvement Plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan is a living document that is reviewed and revised tri-annually during the school year. Revisions and adjustments are vetted through EESAC and faculty meetings to ensure that the school community is united in the alterations. Revisions are driven by student assessment data and perceived school needs as reported by staff, community members and

students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	870	978	860	777	3,485
Absent 10% or more school days	101	118	117	109	445
One or more suspensions	70	61	61	31	223
Course failure in English Language Arts (ELA)	25	73	124	69	291
Course failure in Math	50	146	85	56	337
Level 1 on statewide ELA assessment	267	286	200	0	753
Level 1 on statewide Algebra assessment	151	1	0	0	152

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	349	342	272	66	1,029

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	100	119	118	110	447
One or more suspensions	68	62	62	31	223
Course failure in English Language Arts (ELA)	23	73	125	69	290
Course failure in Math	49	146	84	57	336
Level 1 on statewide ELA assessment	267	293	199		759
Level 1 on statewide Algebra assessment	150				150

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	346	339	271	65	1,021

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times	26	20	9	1	56

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	62	59	46	60	55	39	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	56	60	58	53	58	57			
ELA Lowest 25th Percentile	54	55	56	55	55	55			
Math Achievement*	40	54	49	38	51	45	33	43	38
Math Learning Gains	45	50	47	44	50	47			
Math Lowest 25th Percentile	59	54	49	59	56	49			
Science Achievement	70	71	72	56	68	68	56	62	64
Social Studies Achievement*	78	78	75	67	73	71	61	69	66
Graduation Rate	97	93	92	92	92	90	93	89	89
Middle School Acceleration									
College and Career Acceleration	93	78	69	89	74	67	66	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	56	52	42	57	49	42	49	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	693
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	58%	55%	50%	42%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	56%	No		
Asian Students	70%	No		
Black/African American Students	62%	No		
Hispanic Students	63%	No		
White Students	75%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	48%		56%	54%	40%	45%	59%	70%	78%		97%	93%	53%
Students With Disabilities	28%		53%	55%	32%	49%	61%	46%	64%		96%	80%	38%
English Language Learners	22%		46%	49%	32%	47%	58%	58%	60%		94%	95%	53%
Asian Students	75%		64%										
Black/African American Students	47%		59%	59%	38%	42%	49%	63%	78%		94%	91%	
Hispanic Students	48%		54%	53%	40%	46%	60%	71%	78%		97%	93%	53%
White Students	65%		74%		59%	57%		74%	76%		100%	96%	
Economically Disadvantaged Students	49%		57%	58%	38%	42%	57%	70%	79%		97%	92%	59%

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	46%		53%	55%	38%	44%	59%	56%	67%		92%	89%	42%
Students With Disabilities	25%		49%	54%	26%	42%	55%	38%	36%		92%	64%	
English Language Learners	20%		45%	49%	31%	42%	52%	43%	41%		83%	86%	42%
Asian Students	55%				90%								
Black/African American Students	38%		58%	58%	32%	45%	62%	51%	62%		95%	86%	
Hispanic Students	47%		52%	55%	39%	44%	58%	57%	67%		91%	90%	41%
White Students	47%		51%	45%	43%	39%		56%	74%		97%	84%	
Economically Disadvantaged Students	45%		53%	61%	39%	43%	61%	58%	66%		92%	89%	54%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%				33%			56%	61%		93%	66%	42%
Students With Disabilities	19%				17%			25%	36%		93%	50%	
English Language Learners	15%				22%			31%	38%		77%	74%	37%
Black/African American Students	35%				29%			58%	57%		94%	61%	
Hispanic Students	39%				33%			55%	61%		92%	69%	37%
White Students	43%				41%			50%	64%		100%	53%	
Economically Disadvantaged Students	39%				34%			55%	58%		92%	67%	34%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	46%	60%	-14%	58%	-12%
ELA	9	45%	56%	-11%	56%	-11%
Biology		70%	74%	-4%	71%	-1%
Algebra		39%	59%	-20%	54%	-15%
Geometry		36%	58%	-22%	54%	-18%
History		77%	75%	2%	71%	6%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		30%	17%	13%	16%	14%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	20%	-12%	18%	-10%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

According to the 2024–2025 Spring EOC Assessment results, the area showing the greatest improvement was the Biology EOC, with an overall proficiency rate of 70%. This reflects a 14% increase from the 2023–2024 proficiency rate of 56%. The improvement is attributed to the Biology intervention plan, which included consistent alignment with EOC item specifications and district frameworks, grade-level collaborative planning, a pull-out intervention program for students scoring below 50% on the Biology Mid-Year Assessment, and an afterschool tutoring program that incorporated student incentives tailored to individual academic needs.

Lowest Performance

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

According to the 2024–2025 Spring EOC Assessment results, Geometry was the lowest-performing area, with only 35% proficiency. This represents a 7% decrease from the previous year's proficiency rate. Several factors contributed to this decline, including the transition of new teachers within the building, mid-year teacher assignment changes, the ongoing instructional adjustments required for the BEST standards, limited opportunities for collaborative planning, and a lack of student ownership regarding the high school graduation requirement.

Greatest Decline

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

According to the 2024–2025 Spring EOC Assessment results, Geometry was the area of greatest

decline, with only 35% proficiency. This represents a 7% decrease from the previous year's proficiency rate. Several factors contributed to this decline, including the transition of new teachers within the building, mid-year teacher assignment changes, the ongoing instructional adjustments required for the BEST standards, limited opportunities for collaborative planning, and a lack of student ownership regarding the high school graduation requirement.

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.

According to the 2024–2025 Spring EOC Assessment results, 10th grade ELA proficiency was the lowest-performing area, with only 46% proficiency. This represents a 12% difference from the state proficiency average of 58%. Several factors contributed to this gap, for instance, lack of common planning, difficulty with intervention plan application, new teachers adapting to ELA pacing guides and benchmarks.

EWS Areas of Concern

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

According to the 2024-2025 EWS data, a major area of concern is student attendance, specifically students with 10 or more absences. There a total of 447 students school wide that have more than 10 absences in the school year. Another area of concern is our ELA L25 LG and Math LG data. We will be implementing strategies and protocols to improve these areas.

Highest Priorities

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

According to our 2024-2025 school wide data, five priority areas have been identified. Areas of focus for the 2025-2026 school year have been identified as, increasing proficiency levels in Geometry, increasing student academic proficiency for our LG in ELA and in Math, improving our staff and student attendance, and increasing parent engagement.

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 Math

Area of Focus Description and Rationale

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

According to 2024-2025 FAST PM3 data, Geometry was the lowest performing data component with only 35% proficiency. Based on the data and the identified contributing factors of some teachers falling behind pacing, inconsistent lesson planning, and poor student and staff attendance that led to this decline in math performance. We will implement the evidence-based interventions of Data Driven Instruction and Response to Intervention to increase student performance and proficiency on the Geometry EOC Assessment. This data point was identified as it was the lowest performing area, the greatest decline area, and the exhibits the greatest gap between state and school average. This data point is considered the highest priority for the school.

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.

According to 2024-2025 FAST PM3 data, Geometry was the lowest performing data component with only 35% proficiency. This data showed the biggest gap, 35% below district average. Based on the data and the identified contributing factors that led to this decline in math performance, we will implement the following strategies of Data Driven Instruction and Response to Intervention. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Also, Rtl is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when

enough progress is not being made.

Simultaneously, these strategies will hold teachers accountable for data driven instruction that is aligned to benchmarks to further increase student Geometry EOC proficiency.

By implementing the instructional strategies of Data Driven Instruction and Response to Intervention strategies in Geometry courses, the school goal is to increase proficiency by 5 percentage points from 35% to 40% proficiency by the end of the 2025-2026 school year.

Monitoring

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

This area of focus will include the following monitoring protocols that impact student achievement. The Math department and the Math Coach will collect and analyze on-going formative and summative data to provide standards-based data driven instruction that maximizes growth and student achievement, focusing on on-grade level instruction. In addition, the Math department will utilize data reports provided by topic tests using Performance Matters to identify students who need remediation or acceleration as needed to ensure that all students are progressing to their maximum potential. The Math Coach and Math Department Head will work collaboratively to provide Math teachers with instructional coaching opportunities to promote effective teaching strategies and increase student proficiency in math. Lastly, the school leadership team in collaboration with the Math Coach and Math Department Head will conduct data chats with the math teachers to monitor student progress and to reinforce data driven lesson planning and instruction. The math coach in collaboration with the math teachers will follow instructional focus calendars to be consistently used on Rti days throughout the school year. Students progress will be monitored and remediation established for low performing standards.

These monitoring systems will result in an ongoing, consistent review of student academic progress allowing students to be identified for additional instructional support that is student centered. These systems will provide opportunities for instructional adjustments from teachers and provides teachers with data for differentiated instruction and more effective lesson planning. The instructional adjustments will be tailored to increase student progress and learning gains.

Person responsible for monitoring outcome

Progress Monitoring: Leadership Team: Principal, Assistant Principals, Math Coach, and Math Department Head

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:

Based on the data and the identified contributing factors that led to this decline in math performance, we will implement Data Driven Instruction. This instructional strategy is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Rtl is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when enough progress is not being made. Research demonstrates these methods benefit a wide range of students to increase student performance and proficiency on the Geometry EOC Assessment. Simultaneously, these strategies will hold teachers accountable for data driven instruction aligned to benchmarks.

Rationale:

By Incorporating Data Driven Instruction and Reponse to Intervention in Geometry courses, the school goal is to increase proficiency by 5 percentage points from 35% to 40% in the Geometry EOC assessment by the end of the 2025-2026 school year. The evidence-based strategy of Data Driven Instructional and Response to Intervention was chosen to increase student performance and proficiency on the Geometry EOC Assessment. Simultaneously, this strategy will hold teachers accountable for data driven instruction that is aligned to benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

The collection and analysis of on-going formative and summative data will provide standards-based data driven instruction that maximizes growth and student achievement, focusing on on- grade level instruction.

Person Monitoring:

Principal, Assistant Principal, Math Coach, and
Math Department Head

By When/Frequency:

September 26th, 2025

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

The Math department will utilize data reports provided by Performance Matters to identify students who need remediation or acceleration as needed to ensure that all students are progressing to their maximum potential. The teachers will use this data to plan lessons that demonstrate knowledge of learners as well as provide differentiated instruction for students performing at different levels. The

school leadership team in collaboration with the Math Coach and Math Department Head will conduct data chats with the math teachers to monitor student progress and to reinforce data driven lesson planning and instruction.

Action Step #2

Following and implementin RTi days using IFC for Geometry.

Person Monitoring:

Principal, Assistant Principal, Math Coach, and
Math Department Head

By When/Frequency:

September 26th, 2025

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

The math coach and math department chair will analyze student assessment data from the Geometry PM3 EOC assessments and topic tests to create IFC's that help teachers use Rti days with fidelity and with the most impact on student progress. RTI will allow teachers to identify students who are having trouble with specific Geometry concepts and provide individual or small group instruction. This targeted support can help fill gaps before they widen. The math coach will review IFC's and make adjustments to the calendar. The IFC will also ensure that teachers stay on pace efficiently use RTi days.

Action Step #3

Using Data from Geometry topic tests, students will be identified for purposeful differentiated instruction.

Person Monitoring:

Principal, Assistant Principal, Math Coach and
Math Department Chair

By When/Frequency:

By September 26th, 2025

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

The math department chair, the math coach in collaboration with the Geometry teachers will use topic test data to create students groups. The Geometry teachers will incorporate purposeful differentiated instruction to focus on areas of improvement for students to increase academic progress.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to 2024-2025 FAST PM3 data, the L25 student subgroup including ELL students decreased in learning gains by 1%. Based on the data and the identified contributing factors of insufficient intervention, a lack of academic vocabulary retention, and continuous student absences, we will be implementing the evidence-based interventions of Academic Vocabulary Instruction and English Language Learners (ELL) strategies to increase L25 performance and proficiency on the 2025-2026 FAST PM3 Assessment. This data demonstrates a two year below proficiency trend.

This subgroup was identified because of their lack of learning gains and academic progress.

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.

Our goal is to increase our FAST ELA L25 learning gains by 6% on the 2025-2026 FAST ELA PM3 from a 54% to 60% in proficiency.

Monitoring

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

According to 2023-2024 FAST ELA PM3 data, ELA L25 was a low performing data component with only 54% proficiency. In 2022-2023 there were no LG data due to a change in assessment but in 2021-2022 the L25 LG was 33%. This data shows that although there has been growth in this subgroup the data shows demonstrates that we scored 6% below the district average. Based on the data and the identified contributing factors that led to this low ELA L25 LG performance, we will implementing Academic Vocabulary Instruction and ELL Strategies. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. We will also be implementing English Language Learners (ELL) Strategies that refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Simultaneously, these strategies will hold teachers accountable for improving Academic Vocabulary Instruction and consistently implementing ELL Strategies aligned to benchmarks to further increase FAST ELA LG for L25 student subgroup. The school goal is to increase FAST ELA LG L25 by 6 percentage points from 54% to 60% proficiency by the end of the 2025-2026 school year.

Person responsible for monitoring outcome

Principal, Assistant Principal, and ELA Coach and ELA Department Chair

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:

Based on the data and the identified contributing factors that led to this poor performance in FAST ELA LG L25, we will implement Academic Vocabulary Instruction and ELL Strategies. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. We will also use ELL Strategies (ELL) refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners. These strategies will increase student learning gains for the L25 in FAST ELA Assessment.

Rationale:

By incorporating and establishing Academic Vocabulary Instruction and ELL Strategies in ELA classes with the L25 target group the school goal is to increase proficiency by 6 percentage points from 54% to 60% in L25 LG by the end of the 2025-2026 school year. These instructional strategies are a planning tool for promoting and sustaining a set of inquiry practices that result in achievement of 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

Monthly Literacy Meetings

Person Monitoring:

Principal, Assistant Principal, ELA Department Chair, ELA Coach, Reading Coach, and ELL Department Chair

By When/Frequency:

September 26th, 2025

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

The Literacy Team will meet monthly to improve literacy outcomes for all 9th and 10th grade students by aligning instructional strategies, sharing data-driven practices, and supporting differentiated instruction—especially for struggling readers and English Language Learners (ELLs). The team will discuss assessment data and align academic vocabulary instructional goals and ELL strategies to lessons and ELA curriculum.

Action Step #2

Word Wall Initiative

Person Monitoring:

By When/Frequency:

Principal, Assistant Principal, and ELA Coach and September 26th, 2025
 ELA Department Chair

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

The Literacy Team will meet with ELA teachers and discuss the integration of word walls to increase academic vocabulary comprehension for students. A word wall is a visual display of important vocabulary that students are expected to know, understand, and use throughout the course. Word walls are powerful tools to support academic language, especially in ELA where students engage with complex texts and write analytical responses. In high school ELA, a word wall should: reinforce literary, academic, and writing vocabulary, promote language acquisition for English learners, and support students' use of precise and varied vocabulary in writing. The teachers will compile a list of vocabulary words quarterly that are target words to prepare students for the FAST ELA PM3 Assessment.

Action Step #3

Integration of ELL Strategies across all content areas

Person Monitoring:

Principal, Assistant Principal, ELL Department Chair, Reading, ELA, Math Coach, and all department chairs

By When/Frequency:

September 26th, 2025

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

This action step aims at increasing ELL student academic progress as they acquire a new language and to increase learning gains in the FAST PM3 ELA assessment. Teachers in all content areas will receive support and guidance as to the consistent integration of ELL Strategies. These strategies include the use to technology, visuals, videos, audio, peer grouping, use of dictionary, and ELL coaching support to help ELL students achieve academic learning gains. The ELL department chair will share ELL strategies and will monitor the ELL students for academic progress.

Action Step #4

Writing Initiative

Person Monitoring:

Principal, Assistant Principal, ELA Coach and Reading Coach

By When/Frequency:

September 26th, 2025

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

The ELA and Reading Coaches in collaboration with all teachers to integrate more writing in all classes. Students need to practice writing and there will be an effort to have teachers create lessons/ assignments that have students write, explain, and analyze informational texts. These lessons can be short reponse questions or longer writing assignments. teachers will receive support and guidance from ELA coach and Reading coach.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to 2024-2025 FAST PM3 data, the ELL students subgroup decreased in learning gains by 1%. Based on the data and the identified contributing factors of insufficient intervention, a lack of academic vocabulary retention, and continuous student absences, we will be implementing the evidence-based interventions of Academic Vocabulary Instruction and English Language Learners (ELL) strategies to increase ELL performance and proficiency on the 2025-2026 FAST PM3 Assessment. This subgroup was identified because of their lack of learning gains and academic progress.

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.

Our goal is to increase our FAST ELA ELL learning gains by 5% on the 2025-2026 FAST ELA PM3.

Monitoring

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

According to 2024-2025 FAST ELA PM3 data, ELA ELL was a low performing data component with only 2% proficiency. In 2023-2024 the ELL proficiency was 3%. This data shows that we dropped 1% in proficiency in this subgroup. Based on the data and the identified contributing factors that led to this low ELA ELL performance, we will implementing Academic Vocabulary Instruction and ELL Strategies. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. We will also be implementing English Language Learners (ELL) Strategies that refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Simultaneously, these strategies will hold teachers accountable for improving Academic Vocabulary Instruction and consistently implementing ELL Strategies aligned to benchmarks to further increase FAST ELA proficiency for ELL student subgroup.

Person responsible for monitoring outcome

Principal, Assistant Principal, and ELA Coach and ELL Department Chair

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:

Based on the data and the identified contributing factors that led to this poor performance in FAST ELA by the ELL subgroup, we will implement Academic Vocabulary Instruction and ELL Strategies. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. We will also use ELL Strategies (ELL) refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners. These strategies will increase student learning gains for ELL students in FAST ELA Assessment.

Rationale:

By incorporating and establishing Academic Vocabulary Instruction and ELL Strategies in ELA classes with the ELL target group the school goal is to increase proficiency by 5 percentage points from 2% to 7% by the end of the 2025-2026 school year. These instructional strategies are a planning tool for promoting and sustaining a set of inquiry practices that result in achievement of all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Monthly Literacy Meetings

Person Monitoring:

Principal, Assistant Principal, ELA Department Chair, ELA Coach and ELL Department Chair

By When/Frequency:

September 26th, 2025

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

The Literacy Team will meet monthly to improve literacy outcomes for all 9th and 10th grade students by aligning instructional strategies, sharing data-driven practices, and supporting differentiated instruction—especially for struggling readers and English Language Learners (ELLs). The team will discuss assessment data and align academic vocabulary instructional goals and ELL strategies to

lessons and ELA curriculum.

Action Step #2

Word Wall Initiative

Person Monitoring:

Principal, Assistant Principal, ELA Department
Chair and ELL Department Chair

By When/Frequency:

September 26th, 2025

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

The Literacy Team will meet with ELA teachers and discuss the integration of word walls to increase academic vocabulary comprehension for ELL students. A word wall is a visual display of important vocabulary that ELL students are expected to know, understand, and use throughout the course. Word walls are powerful tools to support academic language, especially in ELA where students engage with complex texts and write analytical responses. In high school ELA, a word wall should: reinforce literary, academic, and writing vocabulary, promote language acquisition for English learners, and support students' use of precise and varied vocabulary in writing. The teachers will compile a list of vocabulary words quarterly that are target words to prepare students for the FAST ELA PM3 Assessment.

Action Step #3

Integration of ELL Strategies across all content areas

Person Monitoring:

Principal, Assistant Principal, ELL Department
Chair, Reading, ELA, Math Coach, and all
department chairs

By When/Frequency:

September 26th, 2025

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

This action step aims at increasing ELL student academic progress as they acquire a new language and to increase learning gains in the FAST PM3 ELA assessment. Teachers in all content areas will receive support and guidance as to the consistent integration of ELL Strategies. These strategies include the use to technology, visuals, videos, audio, peer grouping, use of dictionary, and ELL coaching support to help ELL students achieve academic learning gains. The ELL department chair will share ELL strategies and will monitor the ELL students for academic progress.

Action Step #4

ELL Data Chats

Person Monitoring:

Principal, Assistant Principal, ELL Department
Chair and ELL teachers

By When/Frequency:

September 26th, 2025

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

This action step will allow teachers to use data to help students set realistic, personalized goals. Students become more aware of their current performance and what they need to do to improve. This boosts motivation and accountability. Teachers identify specific language barriers (e.g., vocabulary, syntax) impacting FAST performance resulting in that instruction becomes more focused on improving academic English, which is essential for success in reading comprehension and written responses. Data chats will result in teachers adjusting instruction and providing targeted support based on the data chat outcomes. This action step will help students receive the help they need in areas directly tied to FAST PM 3 standards and skills.

Action Step #5

Intervention Plan for ELL L25

Person Monitoring:Principal, Assistant Principal, ELL Department
Chair, and ELL Teachers**By When/Frequency:**

January 16th, 2026

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

This action step will analyze student performance data (progress monitoring, formative assessments, Progress Learning, WIDA ACCESS) to identify gaps in reading, writing, listening, and speaking tied to academic standards. The English ELL teachers will use ongoing formative checks to adjust instruction quickly. The teachers will use Targeted Small-Group Instruction to create flexible small groups based on language proficiency and skill needs. There will be a focus on academic vocabulary and language functions.

Action Step #6

Integration of Technology to improve vocabulary and speaking skills

Person Monitoring:Principal, Assistant Principal, ELL Department
Chair, and ELL Teachers**By When/Frequency:**

January 16th, 2026

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

This action step will have ELL teachers use technology and AI supports to incorporate language tools (translation, speech-to-text, interactive practice apps) allowing the implementation of Progress Learning adaptive practice for differentiated reinforcement. The ELL teachers will provide multimodal access (videos, simulations, infographics, interactive labs). Academic Language will align with the content and language objectives for each lesson. ELL teachers will explicitly teach Tier 2 and Tier 3 vocabulary with repetition and context. Lastly, students will participate in structured speaking opportunities (Think-Pair-Share, Socratic seminar, collaborative projects).

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.

According to 2024-2025 student attendance data, 33% of students had more than 11 absences. Based on the data and identified area of poor student attendance, we will implement the Rewards and Incentives strategy to improve student attendance. Poor student attendance impacted student learning and affected student academic success. When students are absent, they miss out on valuable learning opportunities, such as explanations of difficult concepts, guided practice, and constructive feedback on assignments. This impedes their overall academic progress. Poor student

attendance can significantly impact achievement by disrupting the continuity of instruction. Lessons are interrupted or not delivered consistently, leading to gaps in learning for 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.

Student attendance data has consistently shown that 33% of students are absent more than 11 days. Attendance directly impact student achievement. To improve student attendance, we will implement the strategies of Using Rewards and Incentives and School Spirit, Pride, and Branding to increase student attendance and school spirit. The leadership team will highlight students monthly and incentivize students who are showing good attendance each quarter for the 2025-2026 school year. By implementing Rewards and Incentives for students and increasing opportunities for School Spirit, Pride, and Branding, attendance will be improved from 33% to 28% of students having more than 11 absences.

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.

To improve student attendance, we will implement the strategies of Using Rewards and Incentives and School Spirit, Pride, and Branding to increase student attendance and overall school spirit. The leadership team, attendance team and PTSA will analyze and review student attendance reports to identify students who are maintaining good attendance. The leadership team will highlight students of the month and highlight students who maintain 100% attendance each quarter for the 2025-2026 school year. Students will receive popcorn coupons and ice cream socials. By implementing rewards and incentives for attendance, student attendance will be improved from 33% to 28% of students having more than 11 absences.

Person responsible for monitoring outcome

Principal, Assistant Principals, Attendance Team, PTSA

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:

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs. The leadership team will students monthly and highlight students who maintain good attendance, less than 5 absences, each quarter for the 2025-2026 school year. Students will be highlighted and commended at ice cream social, receive popcorn coupons, and receive personalized emails.

Rationale:

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs. This strategy promotes safe, healthy, & supportive learning environments as well as provides a positive focus for emotional and mental health wellness of students and employees within and beyond school. This will increase student's feeling of belonging and increase school spirit yielding a improvement in student attendance. School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

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

The School Attendance Team and the PTSA will hold a student incentive program called "Bucs of the Month" at the beginning and throughout the school year to increase student attendance and establish a sense of school spirit with the purpose of creating camaraderie and a positive school environment.

Person Monitoring:

Principal, Assistant Principal, Attendance Team, and PTSA

By When/Frequency:

September 29th, 2025

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

The attendance team and the PTSA will highlight students who are not absent monthly by providing rewards such as popcorn coupons during lunch, invitations for ice cream socials, and personalized emails.

Action Step #2

The Attendance Team and PTSA will hold student good attendance rewards and incentives via invitations to Pep Rallies VIP Section.

Person Monitoring:

Principal, Assistant Principals, Attendance Team, and PTSA

By When/Frequency:

September 29th, 2025

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

The Attendance Team and the PTSA will analyze student attendance data and reward students who are maintaining good attendance, below 5 absences, to attend pep rallies that also increase school spirit and pride. The students will be highlighted at the pep rally by having a VIP area for them to sit and participate in the pep rally games.

Action Step #3

Student Good Attendance Fun Friday Events.

Person Monitoring:

Principal, Assistant Principals, Attendance Team, Activities Director and PTSA

By When/Frequency:

September 29th, 2025

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

Students with good attendance, below 5 absences, identified by the attendance team and PTSA will be invited to a monthly Fun Friday event in the gym. The event will reward students the last 40 mins of the school day with music, ice cream, and fun games in the gym

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.

The school's SIP is made available on the school's website at www.sdshs.net. The school has planned to conduct monthly Title I parent meetings where school achievements and current topics are shared. The school plans to share the SIP at the Title 1 Meeting before Open House on Sept. 10th and via EESAC meetings. The SIP will also be discussed at every faculty meeting.

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)).

The school's PFEP is made available on the school's website at www.sdshs.net, at the annual Title 1 parent meeting, and also EESAC meetings. The school plans to increase parental involvement by holding parent meeting for grade level activities, increase communication via social media and at extra curricular events, and recruit parents participation in EESAC, Parent-Teacher-Student Association (PTSA), and volunteer opportunities to give families and community members a voice in decision-making.

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)).

The school plans to strengthen our academic program by increasing advanced academics school wide as well as to increasing academic electives for students. More Advanced Placement courses will be made available to students as well as more academic electives that will provide academic challenges and increase rigor for students. In addition, we will be offering our own In-House AA program.

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)).

The plan was developed with the collaboration of the Synergy team, the administration, the PTSA and EESAC members. The school climate survey was analyzed as well as the school's academic curriculum coursework. The school's state assessment data was considered in the development of the plan. Lastly, the school's Community Liaison Specialist was also part of creating the plan to ensure Title 1 requirements were met and implemented.

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)).

The Student Services team along with the District mental health coordinator and trust counselor will provide ongoing services to students who need mental health services such as weekly check ins, peer groups. school wide wellness fairs, one to one counseling time, and workshops for students to share and inform about how to deal with stress and build positive relationships.

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)).

The school has 6 magnet programs and provides 5 CTE programs in Agri-Science, Culinary, Health Sciences, Automotive and Business. Students have the opportunity to earn industry certifications and advance in technical programs. Students are also offered opportunities to participate in college and career fairs where they interact with professionals from various fields and learn about different career options. The CTE department also Invites industry experts to speak and conduct workshops that will expose students to potential career paths and the skills needed. Students can also participate in internships programs that allow students to experience the workplace first-hand can help them understand what different jobs entail and make informed career choices.

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)).

The school has developed a school wide plan that addresses problematic behavior. The plan's focus is to provide the best learning environment for teachers and students, the school will provide clear procedures to create and maintain a safe, orderly, respectful and supportive environment that promotes teaching and learning. The development of this school-wide discipline plan is a means of

providing consistency in the way we deal with students who misbehave, thereby displaying a unified front. The school uses the district's multi-tiered support system that identifies students using early warning indicators and addresses student needs. The first line of the plan is to have clear expectations and procedures. Teachers will also have clear class expectations. The school discipline team will conduct a needs assessment to assess high risk areas. The school will also follow the district's pupil progression plan and the district's Code of Student for behavioral infractions. Lastly the team created a behavioral flowchart that is shared and used by teachers to aid in reducing behavior problems.

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)).

The school has identified four teacher leaders to be part of the the PLST team. The team plans and organizes professional development for teachers. Teachers complete a needs assessment survey sharing the areas where they would like professional growth. The team organized monthly workshops and trainings for new teachers, gradebook concerns, special education requirements, integrating content areas with disciplines, and much more. Trainings related to the efficient use of data platforms, the use of data to drive instruction and how to apply evidenced based strategies to increase academic performance are also held for teachers. New teacher meetings are held to provide support to new teachers and also weekly check ins. New teachers are paired with mentor teachers to provide support and have new teachers succeed increasing the chances of retaining and building great teachers.

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)).

We are a secondary school and do not have pre-school children.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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