

Miami-Dade County Public Schools

I PREPARATORY ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Through the use of innovative teaching strategies in a culturally diverse environment, students will have access to technology, participate in internships, and will develop the valuable skills to become responsible global citizens.

Provide the school's vision statement

iPreparatory Academy is committed to educating students of diverse backgrounds and socioeconomic statuses in an environment that promotes respect, fosters collaboration and is academically challenging. iPreparatory Academy provides a safe, supportive, and dynamic learning environment with a rigorous Global Focus curriculum, ultimately producing students who have acquired the necessary skills and knowledge to become culturally respectful and responsible global citizens.

B. School Leadership Team

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

Barbara Soto Pujadas

Position Title

Principal

Job Duties and Responsibilities

Developing a data-driven SIP aligned with school goals.

Setting SMART objectives for improvement.

Allocating resources and conducting regular evaluations.

Providing professional development for staff.

Engaging stakeholders through communication and collaboration.

Supporting teachers in implementing effective instructional practices.

Analyzing data to address achievement gaps and challenges.

Cultivating a positive school culture and climate.
Collaborating with district and external partners.
Ensuring compliance and reporting.
Involving students and parents in the improvement process.
Emphasizing cultural competence and equity.
Strategizing for continuous improvement and sustainability.

Leadership Team Member #2

Employee's Name

Luis Bonachea

Position Title

Assistant Principal

Job Duties and Responsibilities

Collaborating on SIP development.
Analyzing data for improvement areas.
Supporting action plan execution.
Assisting teacher development.
Monitoring progress and evaluation.
Engaging parents and the community.
Addressing student behavior issues.
Assisting in crisis management.
Reporting SIP outcomes.
Supporting equity considerations.
Promoting sustainable improvements.

Leadership Team Member #3

Employee's Name

Gigi Morera

Position Title

Assistant Principal

Job Duties and Responsibilities

Collaborating on SIP development.
Analyzing data for improvement areas.
Supporting action plan execution.
Assisting teacher development.
Monitoring progress and evaluation.

Engaging parents and the community.
Addressing student behavior issues.
Assisting in crisis management.
Reporting SIP outcomes.
Supporting equity considerations.
Promoting sustainable improvements.

Leadership Team Member #4

Employee's Name

Nelson Machado

Position Title

School Assessment Coordinator

Job Duties and Responsibilities

Data collection and analysis for improvement areas.
Collaborating with stakeholders on SIP strategies.
Planning and coordinating assessments aligned with SIP goals.
Monitoring progress and providing data-driven insights.
Training staff on assessment protocols.
Reporting assessment results to stakeholders.
Ensuring data privacy and compliance.
Aligning assessments with curriculum and instruction.
Supporting resource allocation for SIP implementation.
Promoting continuous improvement in assessment practices.

Leadership Team Member #5

Employee's Name

Catherine Lopez

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Aligning magnet program with SIP goals.
Analyzing magnet program data for improvement.
Collaborating with school leadership.
Setting magnet program goals.
Recruiting and enrolling students.
Aligning curriculum and instruction.

Providing professional development.
Monitoring magnet program progress.
Engaging parents and the community.
Allocating resources strategically.
Promoting cultural competence and equity.
Establishing partnerships and collaborations.
Marketing the magnet program.
Planning for program sustainability.
Ensuring compliance and reporting.

Leadership Team Member #6

Employee's Name

Zulaima Sarmiento

Position Title

Assistant Principal

Job Duties and Responsibilities

Collaborating on SIP development.
Analyzing data for improvement areas.
Supporting action plan execution.
Assisting teacher development.
Monitoring progress and evaluation.
Engaging parents and the community.
Addressing student behavior issues.
Assisting in crisis management.
Reporting SIP outcomes.
Supporting equity considerations.
Promoting sustainable improvements.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Involving stakeholders in the School Improvement Plan (SIP) development is vital for creating a comprehensive and well-supported plan. The first step is to form a SIP team consisting of school leaders, teachers, staff, and possibly community representatives to lead the process and coordinate stakeholder involvement. The team begins by collecting relevant data on academic performance, behavior, attendance, and stakeholder feedback, which helps identify areas for improvement. Key stakeholders include school leadership, teachers, parents, students and families, and business or community leaders, each offering unique perspectives. The SIP team then develops strategies to engage stakeholders effectively, including surveys, focus groups, town hall meetings, workshops, and individual meetings.

Surveys are distributed to parents, students, teachers, and staff to gather their input on various aspects of the school's performance and challenges. Focus groups and meetings are held to facilitate in-depth discussions on specific topics related to the SIP. Town hall meetings and workshops are organized to encourage open dialogue and collaboration, allowing stakeholders to openly share their thoughts and ideas on the school improvement process. The SIP team reviews all the collected data and feedback, identifying common themes and priorities of different stakeholder groups.

Based on the data and stakeholder input, the SIP team sets specific goals and objectives for school improvement, prioritizing these goals and outlining action steps to achieve them. A draft of the SIP is then developed, incorporating the identified purposes, strategies, and action steps, along with evidence of stakeholder input. Stakeholders are invited to provide feedback on the draft plan's content, feasibility, and alignment with their needs and expectations.

The SIP team carefully considers the feedback received and makes necessary revisions to the plan. The final SIP is then presented to the school leadership team for approval. Once approved, the SIP is implemented, and progress is continuously monitored. Stakeholders are kept engaged throughout the implementation process through periodic updates, progress reports, and opportunities for feedback. This inclusive approach ensures that the School Improvement Plan reflects the school community's

collective vision, priorities, and commitment, fostering a sense of ownership and support for the plan's successful implementation and outcomes.

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. (ESEA 1114(b)(3))

Regular monitoring of the School Improvement Plan (SIP) is crucial to ensure its effective implementation and measure its impact on student achievement, particularly for those students with the most significant achievement gap. The school regularly collects and analyzes data on student performance, including standardized test scores, formative assessments, and other relevant academic indicators. Data is disaggregated to identify specific subgroups, such as students from low-income backgrounds, English language learners, and students with disabilities, who may face significant achievement gaps. The SIP team, school leaders, and teachers conduct progress monitoring, reviewing the progress made toward meeting the established goals and objectives of the SIP. They assess whether the implemented strategies and interventions are producing the desired outcomes. Regular data review meetings are conducted to discuss the findings and trends, focusing on areas of success and those that require improvement, paying particular attention to the needs of students facing significant achievement gaps.

Identifying any barriers or challenges hindering the successful implementation of the SIP or affecting the progress of students with achievement gaps is a priority. This may include insufficient resources, professional development needs, or other external factors. Stakeholders, including teachers, parents, and community partners, are engaged to gather feedback and insights on the plan's effectiveness, ensuring a broader perspective on the ground-level impact of the SIP and its interventions.

Based on data analysis, feedback, and identifying barriers, the SIP team revises and refines the strategies and action steps outlined in the plan. They focus on implementing evidence-based interventions and best practices that have shown promise in addressing the specific needs of students with achievement gaps. New targets and timelines are set to ensure continuous improvement, focusing on reducing the achievement gap and improving overall student performance.

Teachers and staff are provided professional development to enhance their instructional practices and meet the unique needs of students with achievement gaps. Ongoing support is offered to students with achievement gaps, including targeted interventions, tutoring, and additional resources to help them succeed.

The school communicates the progress of the SIP to stakeholders, including parents and the broader community, to maintain transparency and foster support for the improvement efforts. The SIP team regularly reviews the revised plan's implementation and monitors its impact, making data-driven decisions to ensure continuous improvement.

An annual comprehensive review of the SIP is conducted, making revisions as necessary based on data trends and the changing needs of students. This cyclical monitoring, editing, and improvement process ensures that the SIP remains a dynamic and responsive document tailored to the school's and its students' evolving needs. By following this systematic approach to monitoring and revising the SIP, the school ensures that the plan remains effective, impactful, and aligned with the State's academic standards, significantly reducing the achievement gap and improving student outcomes.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	78.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	45.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	3	0	3	4	2	2	4	2	20
One or more suspensions										0
Course failure in English Language Arts (ELA)			4	5	2	3	1			15
Course failure in Math			2	2	0	1				5
Level 1 on statewide ELA assessment				0	2	1	2	1		6
Level 1 on statewide Math assessment						0	2			2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	7	2						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Current Year 2024-25

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			4	2	2	2	3	1		14

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			4	0						4
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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	4					4	1	1		10
One or more suspensions										0
Course failure in ELA				4			4			8
Course failure in Math				2	1	4				7
Level 1 on statewide ELA assessment				2	1	3	1		3	10
Level 1 on statewide Math assessment				3	1	4				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2		2						23

Prior Year (2023-24) As Last Reported (pre-populated)

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				4		4	1			9

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year				2						2
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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	
Absent 10% or more school days	1	0	2	2	5
One or more suspensions					0
Course failure in English Language Arts (ELA)		0	1	2	3
Course failure in Math				1	1
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		0	1		1

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	93	65	58	89	61	53	90	62	55
ELA Grade 3 Achievement **	93	63	59	89	58	56			
ELA Learning Gains	80	64	59				75		
ELA Learning Gains Lowest 25%	85	58	54				78		
Math Achievement *	97	68	59	91	63	55	89	51	42
Math Learning Gains	84	66	61				78		
Math Learning Gains Lowest 25%	85	63	56				78		
Science Achievement *	86	60	54	83	56	52	83	60	54
Social Studies Achievement *	98	79	72	97	77	68	98	68	59
Graduation Rate	100	78	71	100	76	74	100	53	50
Middle School Acceleration	100	77	71	100	75	70	85	61	51
College and Career Readiness	93	76	54	93	73	53	91	78	70
ELP Progress	64	64	59	78	62	55		75	70

*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	91%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	1094
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
91%	93%	86%	77%		83%	87%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	76%	No		
English Language Learners	82%	No		
Asian Students	94%	No		
Black/African American Students	91%	No		
Hispanic Students	91%	No		
Multiracial Students	89%	No		
White Students	90%	No		
Economically Disadvantaged Students	89%	No		

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%
Students With Disabilities	79%	No		
English Language Learners	78%	No		
Asian Students	100%	No		
Black/African American Students	86%	No		
Hispanic Students	92%	No		
Multiracial Students	88%	No		
White Students	96%	No		
Economically Disadvantaged Students	90%	No		

2021-22 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	79%	No		
English Language Learners	83%	No		
Native American Students				
Asian Students	96%	No		
Black/African American Students	82%	No		
Hispanic Students	85%	No		
Multiracial Students	86%	No		
Pacific Islander Students				
White Students	83%	No		
Economically Disadvantaged Students	85%	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. (pre-populated)

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	93%	93%	80%	85%	97%	84%	85%	86%	98%	100%	100%	93%	
Students With Disabilities	76%		71%		73%	83%							
English Language Learners	87%		83%	82%	100%	83%		55%					
Asian Students	100%		82%		100%								
Black/African American Students	93%		85%	87%	98%	92%	94%	75%	100%				
Hispanic Students	94%	92%	80%	81%	97%	84%	85%	89%	97%	100%	100%	91%	
Multiracial Students	88%		79%		94%	93%							
White Students	92%		79%	94%	97%	77%	71%	87%	100%	100%	100%	91%	
Economically Disadvantaged Students	93%	89%	81%	80%	95%	76%	78%	80%	100%	100%	100%	94%	

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	89%	89%			91%			83%	97%	100%	100%	93%	78%
Students With Disabilities	79%												
English Language Learners	63%				93%								
Asian Students	100%												
Black/African American Students	85%				85%			74%	100%				
Hispanic Students	89%	84%			91%			85%	98%	100%	100%	91%	
Multiracial Students	83%				92%								
White Students	91%	100%			95%			83%	95%	100%	100%	100%	
Economically Disadvantaged Students	87%	81%			88%			83%	100%		100%	91%	

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	90%		75%	78%	89%	78%	78%	83%	98%	85%	100%	91%	
Students With Disabilities	75%		80%		82%								
English Language Learners	89%		77%	92%	86%	75%		80%					
Native American Students													
Asian Students	100%		91%										
Black/African American Students	84%		75%	69%	85%	84%	92%	75%		91%			
Hispanic Students	92%		74%	83%	88%	74%	72%	82%	100%	85%	100%	89%	
Multiracial Students	91%				80%								
Pacific Islander Students													
White Students	89%		75%	70%	92%	79%	81%	85%	92%	80%			
Economically Disadvantaged Students	88%		75%	82%	81%	79%	78%	79%	100%	76%	100%	95%	

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	88%	56%	32%	53%	35%
Ela	3	91%	56%	35%	55%	36%
Ela	4	93%	55%	38%	53%	40%
Ela	5	84%	56%	28%	55%	29%
Ela	6	100%	57%	43%	54%	46%
Ela	7	98%	55%	43%	50%	48%
Ela	8	97%	54%	43%	51%	46%
Ela	9	95%	54%	41%	53%	42%
Math	3	97%	65%	32%	60%	37%
Math	4	93%	62%	31%	58%	35%
Math	5	95%	59%	36%	56%	39%
Math	6	100%	60%	40%	56%	44%
Math	8	100%	58%	42%	54%	46%
Science	5	82%	53%	29%	53%	29%
Science	8	87%	42%	45%	45%	42%
Civics		98%	70%	28%	67%	31%
Biology		95%	70%	25%	67%	28%
Algebra		100%	55%	45%	50%	50%
Geometry		98%	56%	42%	52%	46%
History		97%	70%	27%	67%	30%

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
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Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
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2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
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Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
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Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
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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?

The data component that showed the most improvement was the Grade 5 Statewide Science Assessment. During the 2022-23 school year, Grade 5 Statewide Science Assessment proficiency was 70%, and during the 2023-24 school year, proficiency rose to 82%. The action our school took was to prioritize this as one of our areas of focus in our school improvement plan. Specifically, an emphasis was placed on data-driven instruction. Additionally, our fifth-grade science teacher was provided additional support throughout the year.

Lowest Performance

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

Grade 1 Star Reading is the data component that showed the lowest performance. Only 74% of students were at or above the benchmark. A contributing factor is that one of the three grade one teachers left in the middle of the school year. Additionally, all the first-grade teachers were new to the grade level this year.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Grade 10 FAST Reading. During the 2022-23 school year, Grade 10 FAST Reading proficiency was 92%, and during the 2023-24 school year, proficiency dropped to 88%. One factor contributing to this decline was that a new teacher was teaching this course for the first time.

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.

The data component with the greatest gap compared to the state average was the Algebra 1 EOC. The state average of students attaining proficiency was 47%, while iPreparatory Academy attained 100% proficiency. This is a gap of 53% compared to the state. The contributing factor to this gap was

having a highly knowledgeable teacher who cared for her students while teaching the course. As a trend, iPreparatory Academy has attained 100% proficiency in the Algebra 1 EOC two years in a row.

EWS Areas of Concern

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

Based on the EWS data, student attendance is an area of concern. Approximately 37% of our students had greater than ten absences, of which approximately 13% had greater than 15 absences this past school year.

Highest Priorities

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

1. Improve STAR Reading proficiency in grades 1 and 2 to greater than 90%
2. Improve Statewide Science Assessments proficiency in grades 5 and 8 to greater than 90%
3. Restore FAST Reading proficiency in grades 5 and 10 to greater than 90%
4. Improve secondary student retention; specifically students transitioning from 8th to 9th grades and from 10th to 11th grades
5. Reduce the percentage of students absent from school greater than 10 days to less than 20%

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 the 2024 STAR PM 3 data, 74% of our first-grade students were at or above benchmark in reading. This was the lowest percent proficiency of any of our assessed grade levels. Based on this data and the identified contributing factors of all new teachers teaching first grade for the first time and one of the three teachers leaving midyear, we will implement the Targeted Element of ELA with a focus on setting high expectations and instructional delivery.

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.

With the evidence-based intervention instructional support/coaching, more than 90% of grade 1 and 2 students will be at or above the benchmark as measured by the PM3 STAR Reading assessment by May 2025.

Monitoring

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

The school leadership team will ensure all new teachers are paired with veteran mentor teachers. The school leadership team checks with new teachers and veteran mentors to ensure all concerns are being addressed. The school leadership team will ensure teachers participate in district-offered professional learning sessions for the content areas. The school leadership team will conduct informal observations continuously. The school leadership team will ensure teachers use standards-based instruction by conducting regular classroom walkthroughs. The school leadership team will monitor progress on the district assessments to ensure fidelity.

Person responsible for monitoring outcome

Gigi Morera

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

Instructional support/coaching tackles student achievement by combining collaborative goal-setting with targeted professional development. Coaches focus on improving teacher decision-making through both student-centered and teacher-centered methods, ultimately aiming to create a more engaging learning environment that boosts student achievement.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Mentorship

Person Monitoring:

Gigi Morera

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure all new teachers are paired with veteran mentor teachers. The school leadership team check with new teachers and veteran mentors to ensure all concerns are being addressed.

Action Step #2

Professional Learning

Person Monitoring:

Gigi Morera

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure teachers participate in district-offered professional learning sessions for the content areas. The school leadership team will conduct informal observations continuously.

Action Step #3

Fidelity

Person Monitoring:

Gigi Morera

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure teachers use standards-based instruction by conducting regular classroom walkthroughs. The school leadership team will monitor progress on the district assessments to ensure fidelity.

Action Step #4

Data Chats

Person Monitoring:

Gigi Morera

By When/Frequency:

January 17, 2025

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

The school leadership team will conduct data chats with grade-level teams and monitor the impact of this action step by reviewing students' performance on FAST PM2.

Action Step #5

Intervention

Person Monitoring:

Gigi Morera

By When/Frequency:

January 17, 2025

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

The school leadership team will work with teachers to identify and provide intervention for students in need and monitor the impact of this action step by reviewing students' performance on FAST PM2.

Area of Focus #2

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, 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 the 2024 statewide science data, 82% of grade five and 87% of grade eight students were proficient in science. Based on this data and the identified contributing factors of a lack of vertical planning and an insufficient number of hands-on lab activities, we will implement the Targeted Element of Science with a focus on setting high expectations and instructional delivery.

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.

With the targeted element of science, an additional 8% (for a total of 90%) of grade 5 students and an additional 3% (for a total of 90%) of grade 8 students will demonstrate proficiency on the end-of-year

statewide science assessments by May 2025.

Monitoring

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

The school leadership team will ensure grade 5 and 8 science teachers administer the district science baseline assessment. The school assessment coordinator will monitor completion on Performance Matters. The school leadership team will ensure grade 5 and 8 science teachers analyze science baseline data by conducting data chats with those teachers. The administration will engage in data chats with teachers to target areas of deficiency. The school leadership team will ensure that grade 5 and 8 science teachers develop instructional focus calendars based on analyzed data and state-wide science assessment test designs. The administration will conduct informal observations to ensure fidelity with the focus calendars.

Person responsible for monitoring outcome

Luis Bonachea

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Rationale:

Student-centered learning is a strong choice for this situation because it allows for differentiated instruction that meets the specific needs of each student. By tailoring activities and support to individual students' strengths and weaknesses, this approach can lead to deeper understanding and mastery of science concepts for all learners.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Baseline

Person Monitoring:

Luis Bonachea

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure grade 5 and 8 science teachers administer the district science baseline assessment. The school assessment coordinator will monitor completion on Performance Matters.

Action Step #2

Data Analysis

Person Monitoring:

Luis Bonachea

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure grade 5 and 8 science teachers analyze science baseline data by conducting data chats with those teachers. The administration will engage in data chats with teachers to target areas of deficiency.

Action Step #3

Focus Calendars

Person Monitoring:

Luis Bonachea

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure that grade 5 and 8 science teachers develop instructional focus calendars based on analyzed data and state-wide science assessment test designs. The administration will conduct informal observations to ensure fidelity with the focus calendars.

Action Step #4

Data Chats

Person Monitoring:

Luis Bonachea

By When/Frequency:

January 17, 2025

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

The school leadership team will conduct data chats with grade-level teams and monitor the impact of this action step by reviewing students' performance on FAST PM2.

Action Step #5

Intervention

Person Monitoring:

Luis Bonachea

By When/Frequency:

January 17, 2025

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

The school leadership team will work with teachers to identify and provide intervention for students in need and monitor the impact of this action step by reviewing students' performance on FAST PM2.

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

Include a description of your Area of Focus, 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 the 2024 FAST PM3 data, 84% of grade five and 88% of grade ten students were proficient in ELA. This is a drop from 2023, when both grade-level proficiencies exceeded 90%. Based on this data and the contributing factors of the 5th-grade ELA teacher leaving midyear and the 10th-grade teacher being new to the grade level, we will implement the Targeted Element of ELA with a focus on setting high expectations and instructional delivery.

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.

With the targeted element of ELA, an additional 6% (for a total of 90%) of fifth-grade students and an additional 2% (for a total of 90%) of grade 10 students will demonstrate proficiency on PM3 FAST ELA Reading by May 2025.

Monitoring

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

The school leadership team will ensure teachers analyze their PM1 data to identify learning gaps. The school leadership will hold data chats with teachers to monitor this action step. The school leadership team will ensure that teachers use data to target remediation for students who need it. The school leadership team will conduct informal walkthroughs to monitor this action step. The school leadership team will ensure teachers develop schedules for regular student data chats. The school leadership team will observe teacher student data chats to ensure proper implementation of data chats.

Person responsible for monitoring outcome

Zulaima Sarmiento

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

Data-driven instruction is ideal here because it allows teachers to directly address the cause of the achievement dip. By analyzing student performance data, teachers can pinpoint specific areas of weakness and adjust their instruction accordingly. This targeted approach ensures that both fifth and tenth graders receive the precise support they need to overcome learning gaps and reach proficiency on the PM3 FAST assessment.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

Zulaima Sarmiento

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure teachers analyze their PM1 data to identify learning gaps. The school leadership will hold data chats with teachers to monitor this action step.

Action Step #2

Remediation

Person Monitoring:

Zulaima Sarmiento

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure that teachers use data to target remediation for students who need it. The school leadership team will conduct informal walkthroughs to monitor this action step.

Action Step #3

Data Chats

Person Monitoring:

Zulaima Sarmiento

By When/Frequency:

September 27, 2024

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

The school leadership team will ensure teachers develop schedules for regular student data chats. The school leadership team will observe teacher student data chats to ensure proper implementation of data chats.

Action Step #4

Data Chats

Person Monitoring:

Zulaima Sarmiento

By When/Frequency:

January 17, 2025

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

The school leadership team will conduct data chats with grade-level teams and monitor the impact of this action step by reviewing students' performance on FAST PM2.

Action Step #5

Intervention

Person Monitoring:

Zulaima Sarmiento

By When/Frequency:

January 17, 2025

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

The school leadership team will work with teachers to identify and provide intervention for students in need and monitor the impact of this action step by reviewing students' performance on FAST PM2.

IV. Positive Culture and Environment

Area of Focus #1

Student Retentions

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 the 2024-25 future student data, the graduating class of 2026 dropped from 35 students during the 2023-24 school year to 16 students in the 2024-25 school year. This is a 54% decrease. Based on this data and the identified contributing factor of inadequate program delivery, we will implement the Targeted Element of Student Retention.

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.

With the targeted element of student retention, an additional 21% (for a total of 75%) of grade 10 students will return for 11th grade the following school year, as measured by the number of future enrollments for grade 11 by June 2025.

Monitoring

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

The school leadership team and the PTSA will host a parent meeting to share our magnet theme and our pathways to acquiring an AA degree. Sign-in sheets and an agenda will serve as evidence of these meetings. The school leadership team will survey current students and parents to determine the strengths and weaknesses of our current programming. The survey results will serve as evidence of this action step. The school leadership team, in conjunction with the PTSA, will research and develop a multi-year school-wide magnet-focused community service project. Sign in sheets and agendas will serve to monitor these meetings.

Person responsible for monitoring outcome

Barbara Soto Pujadas

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

Rationale:

Family engagement is chosen because strong school-family connections demonstrably improve student outcomes, including retention. By providing diverse engagement opportunities and fostering collaboration, the school can build trust and empower families to support their children's academic journey. This collaborative approach ultimately leads to a more positive school environment and a stronger desire for students to remain enrolled.

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 #1**

Data Analysis

Person Monitoring:
Barbara Soto Pujadas

By When/Frequency:
September 27, 2024

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

The school leadership team and the PTSA will host a parent meeting to share our magnet theme and our pathways to acquiring an AA degree. Sign-in sheets and an agenda will serve as evidence of these meetings.

Action Step #2
Needs Assessment

Person Monitoring:
Barbara Soto Pujadas

By When/Frequency:
September 27, 2024

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

The school leadership team will survey current students and parents to determine the strengths and weaknesses of our current programming. The survey results will serve as evidence of this action step.

Action Step #3
Retention Strategies

Person Monitoring:
Barbara Soto Pujadas

By When/Frequency:
September 27, 2024

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

The school leadership team, in conjunction with the PTSA, will research and develop a multi-year school-wide magnet-focused community service project. Sign in sheets and agendas will serve to monitor these meetings.

Action Step #4
Informational Meetings

Person Monitoring:
Barbara Soto Pujadas

By When/Frequency:
January 17, 2025

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

The school leadership team and the PTSA will host parent meetings to facilitate the college application process for our students and families. Sign-in sheets and an agenda will serve as evidence of these meetings.

Action Step #5
Individual Student Meetings

Person Monitoring:
Barbara Soto Pujadas

By When/Frequency:
January 17, 2025

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

The school leadership team will work to meet with each student individually to develop a personalized pathway to an associate's degree in arts. Developed pathways will serve as evidence of these meetings.

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 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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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