

Miami-Dade County Public Schools

# I PREPARATORY ACADEMY



## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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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, 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

Barbara Soto-Pujadas

barbarapujadas@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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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 #2**

### **Employee's Name**

Gigi Morera

gmorera@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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**

Zulaima Sarmiento

zsarmiento@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- 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**

Vanessa Rosario

vrosario@dadeschools.net

### **Position Title**

Magnet Coordinator

### **Job Duties and Responsibilities**

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- Aligning magnet program with SIP goals
- Analyzing magnet program with 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 #5**

### **Employee's Name**

Samoni Griffin

338191@dadeschools.net

**Position Title**

Digital Instructional Leader

**Job Duties and Responsibilities**

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Collaborating on SIP Development  
Collaborate with school leadership  
Support teachers with Technology Integration  
Professional Development  
Curriculum Alignment  
Engaging parents and the community  
Coaching and mentoring  
Evaluate and recommend tools  
Support digital citizenship

**Leadership Team Member #6**

**Employee's Name**

Sergio Rogriguez

SergioERodriguez@dadeschools.net

**Position Title**

Social Sciences/AP Capstone Instructor

**Job Duties and Responsibilities**

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Collaborating on the SIP  
Collaborating with school leadership  
Curriculum Design and Alignment  
Engaging parents and the community  
Coaching and mentoring  
Evaluate and recommend tools  
Support teachers in AP education

**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.*

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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.



### 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)).

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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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>38.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### 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
	K	1	2	3	4	5	6	7	8	
School Enrollment	64	69	57	66	67	72	62	61	50	568
Absent 10% or more school days	3	1	2	4	2	2	5	3	1	23
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in English Language Arts (ELA)			9	1	3					13
Course failure in Math			4		1	1			1	7
Level 1 on statewide ELA assessment			2	0	0	0	0	0	1	3
Level 1 on statewide Math assessment			1	3	0	1	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1		2	1	1	3	2	1	1	12
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 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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	2	1	1	1	0	2	11

**Current Year 2025-26**

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	0	0	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	0	2	3

**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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		3		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		1				5
Level 1 on statewide ELA assessment					2	1	2	1		6
Level 1 on statewide Math assessment							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

**Prior Year (2024-25) 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	2	2	2	3	1		14

**Prior Year (2024-25) 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			4							4
Students retained two or more times										0

## 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	43	42	52	20	157
Absent 10% or more school days	1	3	4		8
One or more suspensions	0	0	0		0
Course failure in English Language Arts (ELA)	0	2	3		5
Course failure in Math	1				1
Level 1 on statewide ELA assessment	2				2
Level 1 on statewide Algebra assessment	0				0

### 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	2	2	2		6

### 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	1		2	2	5
One or more suspensions					0
Course failure in English Language Arts (ELA)			1	2	3
Course failure in Math				1	1
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

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

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

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

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

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



# A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	94	67	61	93	65	58	89	61	53
Grade 3 ELA Achievement	90	65	62	93	63	59	89	58	56
ELA Learning Gains	76	66	61	80	64	59			
ELA Lowest 25th Percentile	82	58	55	85	58	54			
Math Achievement*	86	69	62	97	68	59	91	63	55
Math Learning Gains	54	65	60	84	66	61			
Math Lowest 25th Percentile	46	59	53	85	63	56			
Science Achievement	90	62	57	86	60	54	83	56	52
Social Studies Achievement*	98	82	74	98	79	72	97	77	68
Graduation Rate	100	81	72	100	78	71	100	76	74
Middle School Acceleration	97	79	75	100	77	71	100	75	70
College and Career Acceleration	100	75	56	93	76	54	93	73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	64	61		64	59	78	62	55

\*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	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	1063
Total Components for the FPPI	13
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
82%	91%	93%	86%	77%		83%

\* 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	67%	No		
English Language Learners	70%	No		
Asian Students	89%	No		
Black/African American Students	73%	No		
Hispanic Students	85%	No		
Multiracial Students	69%	No		
White Students	83%	No		
Economically Disadvantaged Students	80%	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													ELP PROGRESS
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	
All Students	94%	90%	76%	82%	86%	54%	46%	90%	98%	97%	100%	100%	50%
Students With Disabilities	76%		75%	91%	57%	50%	50%						
English Language Learners	87%		75%	100%	73%	52%	50%						50%
Asian Students	100%		91%		93%	70%							
Black/African American Students	92%		77%	80%	89%	50%	40%	81%					
Hispanic Students	95%	90%	76%	88%	85%	56%	51%	89%	97%	94%	100%	100%	
Multiracial Students	86%		60%		80%	50%							
White Students	92%		73%	79%	87%	50%	38%	97%	100%	100%	100%	100%	
Economically Disadvantaged Students	90%	86%	74%	79%	79%	55%	50%	78%		94%	100%	100%	
													25/2025

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23
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%	

## 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	94%	60%	34%	58%	36%
ELA	3	90%	60%	30%	57%	33%
ELA	4	88%	59%	29%	56%	32%
ELA	5	96%	60%	36%	56%	40%
ELA	6	94%	62%	32%	60%	34%
ELA	7	98%	62%	36%	57%	41%
ELA	8	95%	60%	35%	55%	40%
ELA	9	97%	56%	41%	56%	41%
Math	3	90%	69%	21%	63%	27%
Math	5	70%	62%	8%	57%	13%
Math	6	97%	64%	33%	60%	37%
Math	8	95%	60%	35%	57%	38%
Science	5	90%	56%	34%	55%	35%
Science	8	86%	46%	40%	49%	37%
Civics		98%	74%	24%	71%	27%
Biology		96%	74%	22%	71%	25%
Algebra		95%	59%	36%	54%	41%
Geometry		95%	58%	37%	54%	41%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				



### III. Planning for Improvement

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#### 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 College and Career Applications component. During the 2023-2024 school year, College and Career Applications had a 93% proficiency, and during the 2024-25 school year, proficiency rose to 100%. The action our school took was to prioritize student success after education as one of our areas of focus in our school improvement plan. Specifically, an emphasis was placed on student planning in post-secondary education. Additionally, our CAP Advisor was provided with 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.

---

The Mathematics Lowest 25th percentile is the data component that showed the lowest performance. The data demonstrated that the L25 averaged a 46%. A contributing factor is that the Grade 4 mathematics subject area was accelerated to Grade 5 mathematics, and students required a stronger foundation to grasp the advanced concepts.

##### **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 Mathematics Lowest 25%. During the 2023-24 school year, the Mathematics Lowest 25% proficiency was 85%, and during the 2024-25 school year, proficiency dropped to 46%. One factor contributing to this decline was that students were adjusting to the new mathematics curriculum without the foundation of the previous math.

##### **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 College and Career Acceleration. The state average of students attaining proficiency was 56%, while iPreparatory

Academy attained 100% proficiency. This is a gap of 44% compared to the state. The contributing factor to this gap was having a highly knowledgeable CAP Advisor who cared for her students while ensuring that individual circumstances were met with the proper solutions.

### **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, secondary ELA student performance is a concern. Three highschool students failed their English language arts course.

### **Highest Priorities**

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

---

1. Improve FAST Mathematics school average to greater than 90%
2. Improve FAST Mathematics school wide learning gains to 55%
3. Improve student retention levels, specifically from 10th to 11th grade.
4. Improving teacher retention; Recruit and retain 90% of teachers

## 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.

---

Description and Rationale: According to the FAST Mathematics data for 2025, our school had an average of 86%. Based on this data and the identified contributing factors, such as Grade 4 students being assessed in 5th-grade mathematics for the first time, we will implement the Targeted Element of Mathematics with a focus on setting high expectations and instructional delivery.

#### 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.

---

School math proficiency: With the targeted element of math, an additional 4% (a total of 90%) of Grades 3-10 students will demonstrate proficiency on the End-of-Year statewide math assessments by May 2026.

#### Monitoring

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

---

Conduct data chats with teachers to analyze current student performance data. The school leadership team will ensure that Grades 3-10 math teachers administer the FAST PM1 and i-Ready mathematics assessment. The school assessment coordinator will monitor the completion of tests.

#### Person responsible for monitoring outcome

Barbara Soto Pujadas, Zulaima Sarmiento

#### 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:**

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:**

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.

**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**

Data Analysis

**Person Monitoring:**

Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

**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. As a result of data chats with teachers, we will be able to target students for intervention.

**Action Step #2**

Intervention

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 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 PM1. As a result of this intervention plan we will see an increase in student achievement among targeted students.

**Action Step #3**

Peer Tutoring

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

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

Students who have taken the course and achieved a grade in the course of an A with a test score that is a high Level 4 or 5, will be required to work with students that are below the threshold of passing, to assist them with the development of the skills that they will need to pass their FAST PM2 with a higher score.

**Area of Focus #2**

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 the FAST Mathematics data for 2025, 46% of our lowest 25% made learning gains. Based on this data and the identified contributing factors, such as students who face stagnation in growth in the middle of the school year, we will implement the Targeted Element of Mathematics with a focus on setting high expectations and instructional delivery.

**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.

---

The focus of this instructional practice is the Mathematics L25 gains. With the targeted element of math, an additional 9% (a total of 55%) of Grades 3-10 students will demonstrate proficiency on the End-of-Year statewide math assessments by May 2026.

**Monitoring**

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

---

Conduct data chats with teachers to analyze current student performance data. The school leadership team will ensure that Grades 3-10 math teachers administer the FAST PM1 and i-Ready mathematics assessment. The school assessment coordinator will monitor the completion of tests.

**Person responsible for monitoring outcome**

Barbara Soto Pujadas, Zulaima Sarmiento

**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:**

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:**

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.

**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**

Data Analysis

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

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

The school leadership team will analyze the data of the lowest 25% of PM1 to identify learning gaps. As a result of this action step, student achievement among the lowest 25% will improve by PM2.

**Action Step #2**

Intervention

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2026

**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.

**Action Step #3**

Peer Tutoring

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

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

Students who have taken the course and achieved a grade in the course of an A with a test score that

is a high Level 4 or 5, will be required to work with students that are below the threshold of passing, to assist them with the development of the skills that they will need to pass their FAST PM2 with a higher score.

### **Area of Focus #3**

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**

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 2025 EYA Science data, the Physical Science group achieved an 86% proficiency on the Grade 8 science EYA. 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**

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 4% (for a total of 90%) of Grade 8 students will demonstrate proficiency on the end-of-year statewide science assessments by May 2026.

#### **Monitoring**

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

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

Barbara Soto Pujadas, Zulaima Sarmiento

#### **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:**

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

**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:**

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**

Baseline Assessment

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025.

**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 Grade 8 science teachers administer the district science baseline assessment. The school assessment coordinator will monitor completion on Performance Matters. As a result of this we will be able to identify which benchmarks require remediation.

**Action Step #2**

Data Analysis

**Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

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

Administration will work alongside teachers to review the data of Unit Assessments throughout



the school year. As a result of this, collaboration, instructional decisions will be better informed, targeted interventions can be implemented more effectively, and student learning outcomes are expected to improve.

### **Action Step #3**

Focus Calendars

#### **Person Monitoring:**

Barbara Soto Pujadas, Zulaima Sarmiento

#### **By When/Frequency:**

September 26, 2025

#### **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 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.

## **IV. Positive Learning Environment**

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### **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 student data, the graduating class of 2026 dropped to 19 from 47 during the 2023-24 school year. This was a drop of 40%. 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 2026.

#### **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 Pujadas

**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:**

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 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.

**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**

Parent Meeting

**Person Monitoring:**

Barbara Pujadas

**By When/Frequency:**

September 26, 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 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. This action should facilitate parents and students in envisioning how remaining in our school will better prepare the students for college

**Action Step #2**

Student Connection Meetings

**Person Monitoring:**

Barbara Pujadas

**By When/Frequency:**

September 26, 2025/Monthly

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

The school leadership team will host monthly student connections meetings to hear students perspectives on school climate and operations directly. These meetings should serve as a tool to help our leadership team better understand and accommodate our students educational needs and interests.

**Action Step #3**

Family and Community Engagement

**Person Monitoring:**

Zulaima Sarmiento

**By When/Frequency:**

September 26, 2025

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

Parents and guardians of students in Grades 9 and 10 will be engaged in a structured consultation process through ESSAC meetings to gather their insights on student experiences and to identify key factors that would support continued enrollment.

**Area of Focus #2**

Teacher Retention and Recruitment

**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 teacher retention data, the total amount of faculty that have transitioned to other opportunities totaled 15% of the original total. Based on this data we are working on a solution to establish the main principles that are causing teachers to stay in our school.

**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 teacher retention, an additional 5% (for a total of 90%) of teachers will return for the following school year, as measured by the number of reinstated contracts 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.

---

This area will be monitored by the attending Assistant Principal (Zulaima Sarmiento) and various other administrators through the application of climate surveys and the analyzation of previous climate surveys to avoid similar practices being implemented over the course of the school year.

**Person responsible for monitoring outcome**

Zulaima Sarmiento

**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:**

Implementing collaborative decision-making processes that empower teachers and provide opportunities for teacher voice. Establishing a positive and supportive school climate through explicit reminders about policies and systems supporting teacher well-being. Promoting a culture of appreciation and recognition for teacher contributions.

**Rationale:**

By incorporating teacher voices in the decision making that goes toward their everyday environments, they are able to feel more secure in their workplace and establish stronger connections with administration and other staff. In doing so this promotes an environment that is long-term for teachers as well.

**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**

Teacher Communication

**Person Monitoring:**

Barbara Soto-Pujadas, Zulaima Sarmiento

**By When/Frequency:**

Yearly

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

The school leadership team will use teacher feedback to strengthen the teacher retention and recruitment for the 2026-2027 school year, ensuring teachers needs, feedback and concerns are addressed in the future.

**Action Step #2**

Comprehensive Mentorship Program

**Person Monitoring:**  
Barbara Soto-Pujadas

**By When/Frequency:**  
September 26, 2025

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

Administration will work to pair new and early-career teachers with experienced mentors to provide guidance, support and professional development throughout the school year. This action should help to mitigate the process of professional acclimation for new and early career teachers.

**Action Step #3**

Grade Level Meetings

**Person Monitoring:**  
Barbara Soto-Pujadas

**By When/Frequency:**  
September 26, 2025/Quarterly

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

Administration will coordinate quarterly teacher grade level meetings in an effort to foster a spirit of cooperation and more efficiently coordinate the learning needs of our students and professional needs of our teachers.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

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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.

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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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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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