

Miami-Dade County Public Schools

INTERNATIONAL STUDIES 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

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet human demands of post-secondary education taking with them the power of two languages.

Provide the school's vision statement

International Studies Preparatory Academy at Gables (ISPA) will be a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language and diversity.

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

Dr. Alina Diaz-Blanco

alinamdiaz@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for providing strategic leadership for the school. She supervises the implementation of curriculum, student achievement, policies and procedures, and parental involvement. The principal is also responsible for the hiring process and evaluation of all teachers and staff.

Leadership Team Member #2**Employee's Name**

Anna Navarro

amnavarro@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is responsible for school discipline, security, and coordinating of school events and programs. She is also our parent liaison and handles all parent conferences, staffings, and works with the SPED and ELL departments to ensure all accommodations are being implemented.

Leadership Team Member #3**Employee's Name**

Ana Alamo

aalamo@dadeschools.net

Position Title

Test Chairperson

Job Duties and Responsibilities

The test chairperson is responsible for scheduling and administering all state and local student assessments. This also includes training all test administrators and proctors, providing information and assistance for parents and students, maintaining test security, and ensuring all students have appropriate accommodations where applicable.

Leadership Team Member #4**Employee's Name**

Kevin Taracido

ktaracido@dadeschools.net

Position Title

Social Studies Department Chairperson

Job Duties and Responsibilities

The Social Studies Department Chair is responsible for offering support and information to the teaching staff regarding data analysis, classroom strategies, and obtaining any resources they may need.

Leadership Team Member #5**Employee's Name**

Nadia Lorenzo

nluis@dadeschools.net

Position Title

Graduation Coach

Job Duties and Responsibilities

The graduation coach is responsible for all students' graduation requirements which include: Bright Futures, scholarships, college applications, FAFSA parent nights, Dual Enrollment, and advising students and parents as needed. She also organizes and executes the college fair, college tour, college signing day, and guest speakers and representatives from different colleges and universities.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Leadership Team meets quarterly with the EESAC Committee to discuss the School Improvement Process, and EESAC Committee members are given the opportunity to provide input and feedback on the SIP. EESAC Committee members include representatives from ISPA's faculty,

parents, and students, along with business and community representatives. In addition, the SIP is shared quarterly with all teachers and staff during faculty meetings.

3. SIP Monitoring

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

The School Leadership Team meets quarterly to review each Focus Area of the SIP, analyze current data and make changes and adjustments as needed. Based on data outcome, action steps are added to ensure the Focus Area goals are being met.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	89	101	87	106	383
Absent 10% or more school days	6	4	3	6	19
One or more suspensions	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	1	0	1	2
Course failure in Math	0	1	0	0	1
Level 1 on statewide ELA assessment	1	6	0	0	7
Level 1 on statewide Algebra assessment	0	0	0	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	1	6	0	1	8

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	7	4	3	6	20
One or more suspensions	1				1
Course failure in English Language Arts (ELA)					0
Course failure in Math		1		1	2
Level 1 on statewide ELA assessment	6	11	4		21
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	6	11	4	1	22

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*	88	62	59	85	60	55	80	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	78	60	58	67	58	57			
ELA Lowest 25th Percentile	76	55	56	61	55	55			
Math Achievement*	92	54	49	76	51	45	80	43	38
Math Learning Gains	91	50	47	74	50	47			
Math Lowest 25th Percentile	90	54	49	75	56	49			
Science Achievement	92	71	72	85	68	68	92	62	64
Social Studies Achievement*	96	78	75	90	73	71	97	69	66
Graduation Rate	100	93	92	100	92	90	100	89	89
Middle School Acceleration									
College and Career Acceleration	97	78	69	96	74	67	90	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	56	52	87	57	49	81	49	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	88%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	971
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
88%	81%	89%	82%	76%		82%

* 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%
English Language Learners	84%	No		
Hispanic Students	89%	No		
White Students	89%	No		
Economically Disadvantaged Students	95%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	88%		78%	76%	92%	91%	90%	92%	96%		100%	97%	71%
English Language Learners	71%		76%	76%	87%	92%		82%	85%		100%	96%	71%
Hispanic Students	87%		78%	77%	92%	95%	95%	91%	96%		100%	96%	69%
White Students	94%		69%		90%	70%		100%			100%	100%	
Economically Disadvantaged Students	91%		88%		96%	96%		95%	94%		100%	100%	

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	85%		67%	61%	76%	74%	75%	85%	90%		100%	96%	87%
English Language Learners	53%		55%	46%	52%	81%	82%	59%	69%		100%	93%	87%
Hispanic Students	84%		66%	58%	77%	75%	81%	85%	90%		100%	96%	86%
White Students	87%		80%		64%			90%	86%		100%	92%	
Economically Disadvantaged Students	95%		66%		83%	75%		80%	96%		100%	94%	

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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	80%				80%			92%	97%		100%	90%	81%
English Language Learners	55%				65%			83%	81%		100%	96%	85%
Hispanic Students	79%				81%			92%	96%		100%	91%	83%
White Students	80%				75%			100%	100%		100%	90%	
Economically Disadvantaged Students	81%				79%			100%	100%		100%	89%	

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	81%	60%	21%	58%	23%
ELA	9	87%	56%	31%	56%	31%
Biology		88%	74%	14%	71%	17%
Algebra		69%	59%	10%	54%	15%
Geometry		93%	58%	35%	54%	39%
History		96%	75%	21%	71%	25%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		26%	17%	9%	16%	10%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		43%	20%	23%	18%	25%

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?

Based on the "2025 Data Map" and our conversation history, the data component that showed the **most improvement from 2023-2024 to 2024-2025** was Mathematics **Learning Gains**.

Mathematics Learning Gains increased by 17 **percentage points**, moving from 74 percent proficiency in the 2023-2024 school year to 91 percent in the 2024-2025 school year. Some new actions implemented this school year were After School and Saturday tutoring as well as in school intervention during RISE Class.

Lowest Performance

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

Based on the "2025 Data Map" and our conversation history, we do not have a data component with a lowest component. However, the area that showed the least amount of improvement was ELA Proficiency with an increase of only 3 percentage points from **2023-2024 to 2024-2025**. **ELA Proficiency** increased by 3 **percentage points**, moving from 85 percent proficiency in the 2023-2024 school year to 88 percent in the 2024-2025 school year. There does not seem to be any contributing factors to this trend as the data actually trending upward.

Greatest Decline

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

Based on the "2025 Data Map" and our conversation history, we do not have a data component that declined. However, the area that showed the least amount of improvement was ELA Proficiency with an increase of only 3 percentage points from **2023-2024 to 2024-2025**. **ELA Proficiency** increased by 3 **percentage points**, moving from 85 percent proficiency in the 2023-2024 school year to 88 percent in the 2024-2025 school year. There does not seem to be any contributing factors at this time since the data is trending upward.

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.

International Studies Preparatory Academy (ISPA) did not perform lower than the state average in any area.

EWS Areas of Concern

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

One EWS area of concern is Student Attendance, with a second being Substantial Reading Deficiency.

Highest Priorities

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

1. ELA Proficiency
2. ELA Learning Gains
3. Biology Proficiency
4. Social Studies Proficiency
5. Attendance

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

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 FAST ELA data, 88% of students were proficient as compared to the 2024 FAST ELA data that shows 85% of students were proficient. Based on this data and the identified contributing factor of only a 3 percent increase in proficiency, we will implement the Targeted Element of Instructional Practice specifically relating to ELA.

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 implementation of the Targeted Element of Instructional Practice with a focus on ELA, an additional 1% (for a total of 89%) of students will score a level 3 or above in the 2026 FAST ELA.

Monitoring

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

The Leadership Team will conduct data chats after each ELA Assessment with the ELA teachers. They will assist in adjusting groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students is evident during instruction. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome

Alina Diaz-Blanco, Principal

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 Analysis is a teaching approach that tailors instruction to all students' learning needs. Instruction varies based on students' learning preferences, strengths, and struggles. Through this process, high expectations can be maintained for all students.

Rationale:

Data Analysis will ensure teachers are using relevant, recent, and aligned data to plan instruction for their targeted intervention groups that is customized to students' individual needs. Teachers will continually adjust their instruction and interventions needed as new data becomes available.

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 to identify students not achieving a learning gain.

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

The Leadership Team will conduct quarterly data chats to identify strengths and weaknesses and follow up with bi-weekly walkthroughs to ensure targeted intervention for all students are evident during instruction.

Action Step #2

Professional Development

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Teachers will attend professional development sessions to ensure effective teaching strategies are informing lessons. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed.

Action Step #3

Curriculum Alignment and Enhancement

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

step:

Teachers will ensure the curriculum aligns with state standards and the content of the FAST ELA Assessment to identify and address any gaps in curriculum. Standards based instruction will be monitored through biweekly instructional walkthroughs and data obtained by the results of the ELA biweekly assessments to ensure concepts are mastered by students.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention**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.

The 2025 FAST PM 3 Assessment data shows that 78 percent of students achieved a learning gain when compared to the 2024 FAST PM 3 Assessment data, where 67% of students achieved a learning gain. This demonstrates only a 9 percentage point increase, which is one of the lowest increases demonstrated..

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 implementation of Intervention, an additional 5% of students will achieve a learning gain in the FAST PM 3 Assessment.

Monitoring

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

The Leadership Team will conduct data chats after each FAST Progress Monitoring assessment with the ELA teachers. They will assist in adjusting groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students is evident during instruction. Intervention will be monitored to ensure that differentiated, individualized instruction is focused on addressing student needs. Feedback will be provided as needed. The leadership team will conduct data chats and adjust interventions based on current data in real time and continue with regular walkthroughs to ensure quality intervention is taking place. Data-analysis of the FAST PM 1 and PM 2 will be continuously reviewed to observe progress.

Person responsible for monitoring outcome

Anna Navarro, Assistant Principal

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:

Targeted Intervention is an approach that tailors instruction to all individual student learning needs. The instruction varies based on student learning styles, strengths and struggles. Through this process, student learning gains can be achieved.

Rationale:

Targeted Intervention will lead to teachers using relevant, recent, and aligned strategies to plan instruction for their instructional groups that is customized to students' individual needs. Teachers will continually make adjustments to their instruction.

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

Identify students who did not make a learning gain on PM3.

Person Monitoring:

Ana Alamo, ELA Department Chair

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Identify students who scored just below proficiency or demonstrated stagnant growth and provide targeted, data-driven Tier 2 and Tier 3 interventions using small-group instruction and progress monitoring every 2–3 weeks. The Leadership Team will conduct daily classroom walkthroughs to ensure targeted interventions are taking place during the designated time on the schedule.

Action Step #2

Targeted Interventions

Person Monitoring:

Ana Alamo, ELA Department Chairperson

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Implement targeted interventions, such as small group instruction, one-to-one tutoring, and extended learning opportunities. As a result of this action step, the teachers will be able to effectively target students' deficiencies. The Leadership Team will monitor the implementation of this action step through biweekly classroom walkthroughs.

Action Step #3

Technology Resources

Person Monitoring:

Ana Alamo/ELA Department Chair

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Use adaptive learning software, READ 180, that personalizes practice and tracks progress to assist students in closing learning gaps. As a result of this action step, students not achieving learning gains will be able to remediate deficient standards. The Leadership Team will analyze monthly Read 180 student data and provide feedback to the teachers regarding student progress.

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 NGSSS Biology EOC data, 92% of students were proficient as compared to the 2024 Biology EOC data that shows 85% of students were proficient. Based on this data the identified contributing factor of a small percent increase in proficiency, we will implement the Targeted Element of Instructional Practice specifically relating to Science.

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 implementation of the Targeted Element of Instructional Practice with a focus on Science, an additional 1% (for a total of 93%) of students will score a level 3 or above in the 2026 NGSSS Biology EOC.

Monitoring

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

The Leadership Team will conduct data chats after each Biology Assessment with the Biology teacher. They will assist in adjusting groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students is evident during instruction. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. Data Analysis of formative

assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome

Anna Navarro, Assistant Principal

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 a teaching approach that tailors instruction to all students' learning needs. Instruction varies based on students' learning preferences, strengths, and struggles. Through this process, high expectations can be maintained for all students.

Rationale:

Data driven instruction will ensure teachers are using relevant, recent, and aligned data to plan instruction for their instructional groups that is customized to students' individual needs. Teachers will continually adjust their instruction and interventions needed as new data becomes available.

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:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

The Leadership Team will conduct quarterly data chats to identify strengths and weaknesses and follow up with bi-weekly walkthroughs to ensure differentiation and setting high standards for all students are evident during instruction.

Action Step #2

Implement Standards-Aligned Benchmark Assessments with Data-Driven Remediation

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Administer quarterly Biology EOC-aligned benchmark assessments that mirror the item types and

complexity of the NGSSS standards. Analyze data to identify trends and reteach low-performing standards within two weeks of assessment.

Action Step #3

Instructional Fidelity

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Administrators will conduct monthly classroom walkthroughs focused on the implementation of NGSSS-aligned instruction and use of formative checks for understanding (e.g., exit tickets, mini-assessments). Follow up with coaching or modeling as needed.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2024-2025 Early Warning Systems data, 4 percent of students were absent 31 days or more in comparison to the 2022-2024 Early Warning Systems data where 2 percent of students were absent 31 or more days. This indicates a 2 percent increase. As a result, student attendance continues to be an area of focus for the 2025-2026 school year.

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 implementation of our attendance action plan, we will have 0% of students with 31 or more absences during the 2025-2026 school year.

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 Attendance Review Committee members will meet monthly to monitor student absences through the daily attendance bulletin. Students having excessive absences will meet with the school counselor to identify the root cause, and the counselor will work with families to provide support and/

or services that can assist families in solving these truancy issues. As a result of monitoring student attendance and implementing attendance strategies, students will show growth in proficiency and learning gains in the tested areas.

Person responsible for monitoring outcome

Anna Navarro, Assistant Principal

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:

Our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will be utilized to reward and recognize the effort our students and families put forth in coming to school. Student absences will be strategically monitored on a weekly basis to prevent a pattern of excessive absences as well as to provide immediate support in getting those students to attend school.

Rationale:

The targeted evidenced based strategy of attendance initiatives is an approach that promotes positive reinforcement within the school's culture and environment. Attendance initiatives will assist the Attendance Review Committee to reward, track and develop a plan of action to decrease absences as they track weekly attendance logs.

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

Daily Monitoring

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

Attendance will be monitored on a daily basis by teachers and on a weekly basis by the school's Attendance Review Committee led by the Assistant Principal, in order to identify students who are displaying a truant trend. Appropriate action will then be taken to ensure that parents are notified and a plan of action to support attendance is taking place. As a result, daily monitoring of attendance will serve to identify trends and offer support in an effort to increase our attendance rates.

Action Step #2

Attendance Incentives

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

The Registrar and the Assistant Principal will monitor attendance reports and chart students who come to school daily. Identified students will be rewarded with incentives from Administration. This celebration of their educational dedication and commitment will result in academic progress towards the school's goal.

Action Step #3

Parental/Guardian Engagement

Person Monitoring:

Anna Navarro, Assistant Principal

By When/Frequency:

August 14-September 26, 2025/Monthly

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

The Attendance Review Committee will partner with parents/guardians to create a joint attendance improvement plan. As a result of this action step, student absences will decrease. The Leadership Team will monitor the implementation of this action step by reviewing attendance improvement plans monthly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00