YOUNG WOMENS 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

Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students gain access to local and worldwide resources. At all levels of a sequential and high◇achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests and exploring various approaches to learning. We strive to provide a framework for our girls to gain self-confidence, leadership skills and a sense of responsibility.

Provide the school's vision statement

The vision of the Young Women's Preparatory Academy is to nurture, empower and educate girls during a fundamental time in their lives. We will strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we work toward a more equitable world.

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
Maribel Rivera

mrivera1@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

Ms. Rivera ensures that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success, and helping teachers maximize their teaching potential. She meets and listens to concerns of students on a regular basis, encouraging, guiding, and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution, enforcing discipline when necessary. Additionally, she provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, fiscal responsibility and plant operation.

Leadership Team Member #2

Employee's Name
Paul Pfeiffer

ppfeiffer@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Pfeiffer assists the principal in ensuring that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success helping teachers maximize their teaching potential. He meets and listens to concerns of students on a regular basis, encouraging, guiding and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution enforcing discipline when necessary. Additionally, he provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, and fiscal responsibility and plant operation.

Leadership Team Member #3

Employee's Name
Rose Milian

rmilian@dadeschools.net

Position Title
Magnet Lead Teacher

Job Duties and Responsibilities

Ms. Milian is YWPA's lead teacher. Her duties and responsibilities consist of being a liaison between the school and elementary schools, as well as interested parents and students. She provides relevant information to market the school in a positive way via magnet fairs as well as small group

tours. Additionally, as the PLST's PD Liaison, she attends PD and turnkeys information during faculty and leadership team meetings. These professional learning activities help lead to improved educator practices and increased student outcomes. She also shares pertinent information as a member of EESAC and is the Verizon Innovative Leadership grant supervisor.

Leadership Team Member #4

Employee's Name
Anthony Cabrera

acabrera@dadeschools.net

Position Title
Teacher, K-12

Job Duties and Responsibilities

Mr. Cabrera is the electives department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he is the activities director, overseeing extracurricular activities for the students, helping to plan, organize and oversee different activities for school clubs and organizations. He also acts as an official member of EESAC.

Leadership Team Member #5

Employee's Name
Diubel Cruz

dcruz@dadeschools.net

Position Title
Teacher, K-12

Job Duties and Responsibilities

Mr. Cruz is the social studies department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he also acts as an official member of EESAC, sponsor of several clubs such as Monarch Studios, as well as PLST Lead Mentor, which helps promote a school culture of professional growth and collective responsibility for student learning.

Leadership Team Member #6

Employee's Name

Nicole Haynes

nhaynes@dadeschools.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Ms. Haynes is the mathematics department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, she also acts as an official member of EESAC.

Leadership Team Member #7

Employee's Name

Asemayasmeen Syed

aysyed@dadeschools.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Ms. Syed is the science department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally Ms. Syed is instrumental in developing the SIP.

Leadership Team Member #8

Employee's Name

Leslie Valera

lvalera@dadeschools.net

Position Title

Academic Guidance Counselor

Job Duties and Responsibilities

Ms. Valera is a Guidance Counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. As the academic advisor, she analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and assists with school programs and events.

Leadership Team Member #9

Employee's Name
Leonor Shama

leoshama@dadeschools.net

Position Title
Trust Counselor

Job Duties and Responsibilities

Ms. Shama is a trust counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. She analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and assists with school programs and events. Additionally, she acts as the SEL champion, Big Sister/Little Sister sponsor, and CAP advisor.

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 process for involving stakeholders in the development of a School Improvement Plan (SIP) began with identifying key stakeholders, which included the School Leadership Team, teachers and school staff, parents and families, students, and business or community leaders. Setting clear

objectives for stakeholder engagement was essential to define what the process aimed to achieve with each group. A comprehensive communication plan was then developed to inform stakeholders about the purpose and process, and meetings were scheduled to facilitate their input. Stakeholder meetings and surveys were conducted to gather valuable feedback, such as, the school's performance on each accountability indicators, all data and survey analysis, and selection of interventions. This feedback was then analyzed and synthesized by compiling the input, identifying commonalities, and prioritizing issues. Based on this analysis, a draft of the SIP was developed, incorporating stakeholder feedback and ensuring alignment with educational standards. The draft SIP was shared with stakeholders for further review. Review sessions were held to discuss and refine the plan, leading to its finalization and future implementation.

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)).

To ensure the effective implementation of the School Improvement Plan (SIP) and its impact on student achievement, especially for those with significant achievement gaps, the school will establish a rigorous monitoring system, such as, classroom walkthroughs, student progress monitoring, common planning minutes/input, feedback and parental and community input. This system will involve regular reviews of student performance data and periodic evaluations to assess progress and adjust strategies as needed. Ongoing feedback from stakeholders will be actively sought through surveys and focus groups to refine the SIP. The plan will be revised collaboratively based on this feedback to address emerging challenges and maintain alignment with student needs. Regular updates will be provided to stakeholders to keep them informed and engaged in the process.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**67.2%**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21:**

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							56	39	53	148
Absent 10% or more school days									3	3
One or more suspensions							1			1
Course failure in English Language Arts (ELA)										0
Course failure in Math							1			1
Level 1 on statewide ELA assessment							7	2		9
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)							9	5	2	16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							7	2	0	9

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
Students retained two or more times										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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days									3	3
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math							2			2
Level 1 on statewide ELA assessment							10	3		13
Level 1 on statewide Math assessment							7		2	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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							11	3	3	17

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										0
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	50	44	40	20	154
Absent 10% or more school days	2	1	3	3	9
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	1	0	0	0	1
Course failure in Math	0	7	0	0	7
Level 1 on statewide ELA assessment	1	0	0	0	1
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	0	0	0	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	
Absent 10% or more school days	2	1	3	3	9
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math		7		1	8
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment	4	1	2		7

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	4	1	2	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	
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	84	62	59	85	60	55	84	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	72	60	58	71	58	57			
ELA Lowest 25th Percentile	66	55	56	65	55	55			
Math Achievement*	92	54	49	90	51	45	86	43	38
Math Learning Gains	83	50	47	80	50	47			
Math Lowest 25th Percentile	85	54	49	76	56	49			
Science Achievement	95	71	72	92	68	68	85	62	64
Social Studies Achievement*	89	78	75	92	73	71	91	69	66
Graduation Rate	97	93	92	100	92	90	100	89	89
Middle School Acceleration	98			100			91		
College and Career Acceleration	81	78	69	90	74	67	91	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	82	56	52		57	49	73	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	85%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	1024
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
85%	86%	90%	83%	71%		79%

* 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	71%	No		
Black/African American Students	92%	No		
Hispanic Students	85%	No		
White Students	94%	No		
Economically Disadvantaged Students	84%	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	84%		72%	66%	92%	83%	85%	95%	89%	98%	97%	81%	82%
English Language Learners	58%		56%	58%	83%	81%	79%						82%
Black/African American Students	94%		78%		96%	76%		100%	100%	100%			
Hispanic Students	80%		69%	61%	90%	81%	85%	94%	84%	97%	96%	87%	90%
White Students	96%		77%		96%	96%		95%	100%	100%			
Economically Disadvantaged Students	79%		66%	65%	92%	82%	89%	95%	91%	94%	96%	74%	

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%		71%	65%	90%	80%	76%	92%	92%	100%	100%	90%	
English Language Learners	52%		62%	53%	86%	76%		91%		100%			
Black/African American Students	82%		66%	69%	83%	70%	70%	91%	93%	100%			
Hispanic Students	85%		73%	65%	90%	79%	77%	95%	89%	100%	100%	97%	
White Students	91%		70%		96%	91%			100%	100%			
Economically Disadvantaged Students	81%		64%	53%	85%	77%	72%	92%	81%	100%	100%	88%	

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	84%				86%			85%	91%	91%	100%	91%	73%
English Language Learners	56%				71%			70%	77%	91%			
Black/African American Students	76%				78%			90%	90%	92%			
Hispanic Students	84%				86%			83%	90%	90%	100%	100%	
White Students	97%				90%			82%	91%	93%			
Economically Disadvantaged Students	77%				78%			80%	88%	90%	100%	93%	

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

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

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

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2024-25 SPRING						
ELA	10	79%	60%	19%	58%	21%
ELA	6	71%	62%	9%	60%	11%
ELA	7	89%	62%	27%	57%	32%
ELA	8	94%	60%	34%	55%	39%
ELA	9	85%	56%	29%	56%	29%
Math	6	87%	64%	23%	60%	27%
Math	8	88%	60%	28%	57%	31%
Civics		91%	74%	17%	71%	20%
Biology		95%	74%	21%	71%	24%
Algebra		90%	59%	31%	54%	36%
Geometry		86%	58%	28%	54%	32%
History		87%	75%	12%	71%	16%
2024-25 WINTER						
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						
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
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
History			*data suppressed due to fewer than 10 students or all tested students scoring the same.*			

III. Planning for Improvement

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

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

Most Improvement

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

The area that showed the most improvement was the Math Learning Gains from 78% in 23-24 to 83% in 24-25. New actions that contributed to this improvement include: smaller class size, differentiated instruction and cooperative learning activities.

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 area that showed the lowest performance was ELA proficiency in grades 6 and 10th. The contributing factor included a larger ESOL population and lack of data chats.

Greatest Decline

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

The area that showed the greatest decline was 6th grade ELA from 81% in 23-24 to 74% in 24-25. New actions that contributed to this decline include the teacher was new to the grade level/school and higher ESOL population.

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.

Every tested area surpassed the District and State scores considerably. The area that saw the largest gap with the greatest increase was 8th grade ELA proficiency with 83% in 23-24 to 94% in 24-25. Factors that contributed to this achievement included: differentiated instruction, standard based instruction, data analysis, and remediation during the leadership period.

EWS Areas of Concern

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

After reflecting on the EWS data, an area of concern is the increased number of students who scored a level 1 on ELA FAST PM3. In 2023-2024, 9 students scored a level 1. In 2024-2025, 13 student

scored a level 1.

Highest Priorities

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

The highest priorities for school improvement in the upcoming school year include:

1. Improve ELA proficiency scores.

2. Improve attendance

3. Continue to focus on writing across the curriculum

4. Increase the use of SCOIR in grades 9-11

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 Differentiation

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 2025 FAST ELA proficiency data, 6th grade student proficiency was 71% compared to the District at 63%, 7th grade was 89% compared to 62%, 8th grade was 94% compared to 61%, 9th grade was 85% compared to 53% and 10th grade was 79% compared to 60%. As in comparison with the previous year's school data, there is room for improvement in all grade-levels. Based on the data and the contributing factors of an influx of ESOL 1's and 2's, resulted in a change of instructional strategies to meet the needs of this population. Due to this change and need/guidance of teachers' time management, we will continue to implement the targeted element Differentiation to meet the various areas of learning opportunities, resulting in an increase of 3 percentage points in the 2026 FAST ELA results.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to 2023-2024 FAST ELA proficiency data, 6th grade student proficiency was 71% compared to the District at 63%, 7th grade was 89% compared to 62%, 8th grade was 94% compared to 61%, 9th grade was 85% compared to 53% and 10th grade was 79% compared to 60%. As in comparison with the previous year's school data, there is room for improvement for 6th grade which dropped 8 percentage points from the previous year, 87th grade remained flat at 89%, 9th grade dropped by 3 percentage points and 10th by 11 percentage points. With the implementation of Differentiation, an additional 3% of the middle and high school students will score at grade level or above on the 2025-2026 ELA FAST PM3 State 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 monitor that teachers conduct quarterly data chats, adjust groups based on

current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is effectively taking place. During the Leadership Team meetings, data analysis of FAST reading PM1 and PM2 will be reviewed to ensure progress.

Person responsible for monitoring outcome
Paul Pfeiffer, 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:
Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. Differentiated Instruction will assist in accelerating our Reading proficiency in 6th-10th grade students and progress will be monitored using the PM1-PM3.

Rationale:
Differentiation is a teaching method that enables a teacher to implement strategies based on student data and learning style, to achieve increased proficiency on the FAST ELA PM3 assessment.

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
Small Group Intervention

Person Monitoring:	**By When/Frequency:**
Paul Pfeiffer, Assistant Principal	9/26/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
8/14-9/26-With the implementation of effective small group instruction and the analysis of PM1 data, students' individual learning needs will be met.

Action Step #2
Pull-Out

Person Monitoring:	**By When/Frequency:**
Paul Pfeiffer, Assistant Principal	9/26/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If students are pulled out or provided with intervention based on PM 1 data, then the percentage of proficient students will increase.

Action Step #3
Data Driven Instruction

Person Monitoring:	**By When/Frequency:**
Paul Pfeiffer, Assistant Principal	9/26/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators will use data to inform their decisions about teaching and learning. Teachers will have data chats with their students after baseline tests. Administrators will have data chats with teachers to identify areas for improvement and identify professional development needs as well as resource allocations. As a result, we will see teacher planning and instruction to be intentionally focused on the growth of their students.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to 2025 FAST ELA proficiency data, 6th grade student proficiency was 71% compared to the 2024 FAST ELA data at 79% and 10th grade was 79% as compared to 90%. In comparison with the previous year's school data, there is room for improvement for 6th grade which dropped 8 percentage point from the previous year and 10th grade decreased by 11 percentage points. Based on the decrease in the data we have identified the contributing factors to be that of a teacher new to the grade level, inconsistency of data chats and the lack of data driven instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to 2025 FAST ELA proficiency data, 6th grade student proficiency was 71% compared to the 2024 FAST ELA data at 79% and 10th grade was 79% as compared to 90%. We will implement the targeted element of data driven instruction, data chats and reading and writing across the curriculum, resulting in an increase of 3 percentage points, as evidenced by the 2026 FAST ELA 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 monitor data and conduct data chats with teachers during department meetings. Teachers will use data to drive instruction in the classroom and teachers will have opportunities to shadow other teachers.

Person responsible for monitoring outcome
Paul Pfeiffer, 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 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:
Our monitoring of PM1 and PM2 assessments results, data chats, walkthroughs to ensure data-driven instruction is done with fidelity will allow us to increase 3 percentage as evidenced by student achievement on the 2026 FAST PM3 assessment.

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
Administrative Data Chats

Person Monitoring:	**By When/Frequency:**
Maribel Rivera, Principal & Paul Pfeiffer, Assistant Principal	8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will conduct baseline data chats with teachers and monitor PM1 results.

Action Step #2
Administrative Walkthroughs

Person Monitoring: **By When/Frequency:**

Maribel Rivera, Principal & Paul Pfeiffer, Assistant   8/14-9/26
Principal

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

The administrative team will conduct weekly walkthroughs and engage in reflective conversations with teachers.

Action Step #3
Collaborative Planning

Person Monitoring: **By When/Frequency:**

Paul Pfeiffer, Assistant Principal   8/14-9/26

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

Department Chairs will work with engage in collaborative planning to ensure the use of data is used to drive instruction

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.

Based on our review of the 2024-2025 school year attendance data, our school's area of focus will be to increase student attendance. Our findings demonstrated 35% of students had 0-5 days of absences in 23-24 decreasing to 32%, 32% of students had 6-10 days of absences in 2024 decreasing to 31% in 2025, 17% of students had 11-15 days of absences in 2024 decreasing to 16% in 2025, and 15% of students had 16-30 days of
absences in 2024, increasing to 18% in 2025. Based on the data, we will implement the targeted element of Attendance Initiative.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to our 2024-25 Attendance data, 32% of students had 6-10 days of absences in 2024, decreasing to 31% in 2024. In addition, 18% of students had 16-30 days of absences in 2025, which was an increase from 2024 of 15%. With the implementation of student attendance strategies/ incentives, an

additional 1% increase in student attendance will be reflected on our 2025-2026 Annual Attendance Report.

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.

All teachers will monitor student attendance using attendance bulletin reports and report any discrepancies to the registrar. The attendance percentage will be monitored on a quarterly basis to ensure appropriate measures are in place.

Person responsible for monitoring outcome
Paul Pfeiffer, 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:
Within the targeted element of Attendance Initiative, our school will focus on the evidence based strategy of Attendance Initiatives which involve close monitoring and reporting of student absences, calls to parents, using attendance strategies and resources, providing student incentives for attending school (Fresh Air Fridays), disciplinary measures and more direct measures including home visits, counseling, and referrals to outside agencies. These measures will result in an additional 1% increase in attendance of our student population.

Rationale:
Attendance Initiative involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. These measures will result in an additional 1% increase in attendance of our student population.

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
Attendance Review

Person Monitoring:	By When/Frequency:
Paul Pfeiffer, Assistant Principal	8/14-9/26

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

step:
If we continue to use an attendance review committee, meet to review the attendance bulletin, ensure teachers are reviewing the daily attendance bulletin and submitting corrections, use attendance data to determine the nature and intensity of support and provide support, then our student attendance will increase.

Action Step #2
Attendance Reflections

Person Monitoring: **By When/Frequency:**
Paul Pfeiffer, Assistant Principal   8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If we continue to Incorporate Q&A/ Reflection time onto faculty meeting agendas monthly, ensure time is allocated for discussing relevant topics impacting student attendance, and share other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of the factors affecting students, then our student attendance will increase.

Action Step #3
Positive Reinforcement

Person Monitoring: **By When/Frequency:**
Paul Pfeiffer, Assistant Principal   8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If we continue to implement grade level/ homeroom attendance competitions to encourage student attendance, monitor attendance to determine the HR with the highest attendance, and provide a pizza party for those homerooms with perfect attendance, then our student attendance will increase.

Area of Focus #2

Other: School Leadership Culture

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 School Climate Survey, 87% of the staff agree with the statement that "school personnel work together as a team". This is a decrease of 1% from 2024. This may impact staff morale in a negative way and in turn negatively impact collaboration amongst department which can lead to a decrease in student performance.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2025 School Climate Survey, 87% of the staff agree with the statement that "school personnel work together as a team". This is a decrease of 1% from 2024. With the implementation of

team building strategies, we should a 1% increase in the 2026 School Climate Survey results.

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.

Staff participation in team building initiatives will be monitored by administration quarterly to ensure appropriate measures are in place.

Person responsible for monitoring outcome
Paul Pfeiffer, 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:
Shared Vision/Mission is when a school community has a unique mission statement that speaks to the beliefs, values, and aims of the learning community. A vision is your school's goal—where you hope to see it in the future. The mission provides an overview of the steps planned to achieve that future. A vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. When the Shared Vision and Mission are authentically embedded in a school's practice, and when students, staff, and community members stay true to the Shared Vision and Mission, a school remains bound together by a common drive and is united in its success.

Rationale:
We will infuse the characteristics of graceful leadership such as kindness, empathy, gratitude and resilience to boost staff morale.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
The "Leading with Grace" theme will be infused throughout the building to serve as a gentle reminder of a collaborative effort to unite as a team.

Person Monitoring:	**By When/Frequency:**
Paul Pfeiffer, Assistant Principal	8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The theme will be printed on the staff spirit shirts, introduced during opening of school meetings/

orientations to staff, students and parents, and posted throughout the building as a continuous reminder of the school theme. Administration will track staff wearing the shirts on Fridays.

Action Step #2
Provide opportunities to collaborate as a team.

Person Monitoring: **By When/Frequency:**
Paul Pfeiffer, Assistant Principal   8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities to collaborate as a team by quarterly social gatherings and implementing potluck sharing during teacher planning days and holidays. Administration will monitor attendance.

Action Step #3
Celebrate birthdays

Person Monitoring: **By When/Frequency:**
Paul Pfeiffer, Assistant Principal   8/14-9/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will celebrate birthdays monthly on morning/afternoon announcements and during faculty meetings. We will monitor staff participation in celebrating and participation in faculty meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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