

Miami-Dade County Public Schools

DESIGN & ARCHITECTURE SENIOR HIGH



2024-25 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 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Mission of Design and Architecture Senior High School is to provide a high level, integrated education in design and academics, and to use both traditional faculty and career professionals to facilitate learning within a well-designed, state of the art learning environment.

Provide the school's vision statement

The Vision of Design and Architecture Senior High School is to educate talented students to become confident and innovative thinkers through interdisciplinary challenges in the visual arts in preparation for college and a career in the design world.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rodriguez, Maggie

Position Title

Principal

Job Duties and Responsibilities

Amongst the responsibilities as principal are:

- Focus on common vision working towards achievement of the school mission of education by design
- Hiring and retention of highly skilled personnel, development of master schedule and instructional plan
- Management, assessment, and implementation of instructional program
- Work closely with EESAC to identify school wide needs and implement plans to support needs identified by School Improvement Process
- Maintain and enhance community support and involvement by collaborating with DASH Advisory Board

- Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary
- Explanation and implementation of Board Policies, rules and procedures to faculty and staff
- Provide enrichment opportunities for students through collaborations with industry professionals, internships, and community members
- Continuous professional development and participation in professional conferences • Increased Enrollment

Leadership Team Member #2

Employee's Name

Companioni, Zuyin

Position Title

Assistant Principal

Job Duties and Responsibilities

- Focus on increased student achievement gains for continuous school improvement
- Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary
- Work with Administrative Team in hiring and retention of highly skilled personnel and assignment of duties
- Implementation of Board Policies relating to safety lo life and initiate corrective action if necessary
- Work cooperatively with stakeholders, including PTSA, to support school's needs
- Management, assessment and implementation of instructional program and student support including enrichment and intervention
- Assists faculty with Professional Development Plan and Professional Development needs

Leadership Team Member #3

Employee's Name

Estape, Taylor

Position Title

Teacher, English III

Job Duties and Responsibilities

Ms. Taylor Estape is a dedicated and results-oriented AP Language and Creative Writing teacher with a proven track record of success. Her passion for fostering a love of learning is evident in her engaging and rigorous classroom. Ms. Estape's responsibilities include providing individualized student support, implementing and adapting comprehensive curricula, delivering dynamic instruction, and leading the National Junior Honor Society. Her extensive experience as a Miami-Dade College

professor equips her with the knowledge and skills to prepare students for the challenges of higher education and beyond.

Leadership Team Member #4

Employee's Name

Garcia, Jackeline

Position Title

Teacher, English II

Job Duties and Responsibilities

Ms. Garcia is a dedicated English Language Arts teacher who fosters critical thinking and academic excellence. Her rigorous instruction, data-driven approach, and focus on student engagement create a stimulating and inclusive classroom. Drawing on her experience as a reading coach, Ms. Garcia effectively differentiates instruction to meet the diverse needs of her students. Her commitment to student well-being ensures that all learners feel valued and empowered to achieve success.

Leadership Team Member #5

Employee's Name

Zamora, Marlene

Position Title

Teacher, ESE

Job Duties and Responsibilities

Ms. Marlene Zamora is the ESE and English Department Chair. She teaches all levels of Intensive Reading, Developmental Language Arts for ESOL students, and Learning Strategies for students needing additional support. As ESE Chair, Ms. Zamora maintains all records up to date and leads all Individual Educational Plan (IEP) and 504 Plan meetings at the school. She is a student advocate and ensures students receive the support they need to be successful by providing assistance for teachers on how to successfully implement accommodations and demonstrates strategies to better assist students with an IEP or 504 plan. Amongst other responsibilities, Ms. Zamora organizes and coordinates the sixteen week, teacher led and peer-to peer intensive tutoring program, customized to meet students' individual needs. As English Department Chair, Ms. Zamora serves as the official Mentor for new teachers and provides leadership and guidance to her team members, organizing bi weekly Department meetings and quarterly vertical planning workshops.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

At the end of each school year a team composed by members of the school leadership team and teachers attend at the Synergy Annual Conference , and during that time the team analyze the data and develop the improvement plan for the following year. That plan is later presented at the Opening of the School meeting and input is added before presenting the plan at the Faculty and EESAC meetings where parents and students are also present to approve the plan for the year.

SIP Monitoring

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

The school monitors the School Improvement Plan through regular walkthroughs to ensure instructional practices are aligned with the SIP, data analysis meetings to gain insight into the plan's effectiveness from the classroom level and stakeholder feedback to identify areas for improvement and inform revisions to the SIP. Data, including baseline, mid-year, and state and district assessments, informs instructional decisions to improve student achievement, especially for those with the greatest achievement gap. Regular feedback is used to revise the plan and ensure continuous improvement.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	78.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. 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 (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	6	11	7	7	31
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	3	0	0	3
Level 1 on statewide ELA assessment	4	7	1		12
Level 1 on statewide Algebra assessment	1	0	0	0	1

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	5	8	1	0	14

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	1	1	0	0	2

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	87	60	55	90	55	50	93	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	75	58	57				74		
ELA Learning Gains Lowest 25%	77	55	55				83		
Math Achievement *	79	51	45	67	43	38	85	42	38
Math Learning Gains	69	50	47				77		
Math Learning Gains Lowest 25%	71	56	49				65		
Science Achievement *	98	68	68	100	62	64	97	41	40
Social Studies Achievement *	93	73	71	96	69	66	93	56	48
Graduation Rate	100	92	90	100	89	89	100	56	61
Middle School Acceleration								56	44
College and Career Readiness	100	74	67	100	70	65	100	67	67
ELP Progress	54	57	49	78	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	903
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
82%	92%	87%	76%		90%	89%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	71%	No		
Black/African American Students	84%	No		
Hispanic Students	85%	No		
White Students	91%	No		
Economically Disadvantaged Students	83%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	66%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	78%	No		
Black/African American Students	62%	No		
Hispanic Students	93%	No		
White Students	97%	No		
Economically Disadvantaged Students	93%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners	77%	No		
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	83%	No		
Hispanic Students	85%	No		
Multiracial Students				
Pacific Islander Students				
White Students	92%	No		
Economically Disadvantaged Students	87%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS														ELP PROGRESS
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23		
All Students	87%		75%	77%	79%	69%	71%	98%	93%		100%	100%	54%	
Students With Disabilities	47%		43%	50%	54%	58%								
English Language Learners	74%		66%	72%	78%	63%		91%					54%	
Black/African American Students	76%		83%	85%	65%	68%	80%	100%			100%	100%		
Hispanic Students	90%		73%	74%	81%	66%	72%	97%	93%		100%	100%		
White Students	92%		80%	85%	81%	82%		100%	100%		100%	100%		
Economically Disadvantaged Students	87%		73%	81%	67%	67%	67%	100%	91%		100%	100%		

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	90%				67%			100%	96%		100%	100%	78%
Students With Disabilities	92%				40%								
English Language Learners	88%				68%								
Black/African American Students	81%				43%								
Hispanic Students	92%				69%			100%	95%		100%	100%	
White Students	93%				86%			100%	100%		100%	100%	
Economically Disadvantaged Students	94%				65%			100%	96%		100%	100%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELF PROGR
All Students	93%		74%	83%	85%	77%	65%	97%	93%		100%	100%	
Students With Disabilities													
English Language Learners	94%		59%		73%	80%							
Native American Students													
Asian Students													
Black/African American Students									83%				
Hispanic Students	92%		73%	79%	82%	75%	57%	96%	98%		100%	100%	
Multiracial Students													
Pacific Islander Students													
White Students	95%		73%		96%	87%		100%	87%		100%	100%	
Economically Disadvantaged Students	93%		72%	80%	77%	73%		92%	93%		100%	100%	

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	92%	56%	36%	53%	39%
Ela	9	80%	54%	26%	53%	27%
Biology		98%	70%	28%	67%	31%
Algebra		63%	55%	8%	50%	13%
Geometry		82%	56%	26%	52%	30%
History		93%	70%	23%	67%	26%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		33%	17%	16%	16%	17%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		46%	18%	28%	17%	29%

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?

Mathematics emerged as a standout area of improvement. Proficiency rates during the 2023-2024 school year in Algebra 1 were at 70%, while Geometry rates increased from 59% during the 2023-2024 school year to 82% proficiency. This growth is attributed to several strategic initiatives such as the implementation of peer tutoring sessions facilitated by the Math Honor Society during lunch to provide targeted support to struggling Algebra 1 and intensive math students. Saturday Boot Camps in May, via ZOOM, served underperforming Geometry students below the 39% or higher proficiency goal. The Math Honor Society provided flexible options for diverse student schedules and maintained open communication with parents about their child's progress. Regular data chats equipped students with personalized feedback on their strengths and areas for growth. Addressing test anxiety through specific resources fostered a positive learning environment. Interactive notebooks promoted student engagement and organizational skills, enhancing comprehension. By meticulously analyzing topic assessment data, teachers refined instructional strategies to better meet student needs. Continuous professional development and collaborative partnerships with other schools broadened the repertoire of teaching strategies and tools. These combined efforts significantly contributed to the observed increase in mathematics proficiency.

Lowest Performance

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

While overall mathematics performance improved, Algebra 1 remains a critical area for focus. Despite an 11-percentage point increase from the previous year, the 70% proficiency rate indicates a persistent challenge. The Algebra 1 and Intensive Math teachers required additional support from both the department chair and district to effectively address the needs of low-performing and struggling students. A targeted intervention strategy is essential to close the achievement gap in Algebra 1 and ensure all students meet proficiency expectations.

Greatest Decline

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

A significant decline of 9 percentage points in ELA Grade 9 Reading proficiency, from 89% to 80%, is a critical area of concern. Contributing factors include the inexperience of newly hired ELA teacher, compounded by the challenges of mastering state standards, district pacing guides, and resource development. Furthermore, a substantial portion of the ninth-grade cohort, 37%, arrived with significant reading deficiencies, including nine English Language Learners. These factors collectively impacted student achievement in this core subject area.

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.

Based on the 2023-2024 assessment data, DASH data consistently surpassed both district and state average scores across all measured components. This exceptional performance indicates a high level of academic achievement and a positive school climate.

EWS Areas of Concern

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

Based on EWS data two areas of concern are:

1. Attendance
2. Reading Proficiency

Highest Priorities

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

For the school's improvement in the upcoming year, the following are priorities ranked from highest to lowest:

1. Reading Proficiency
2. Mathematics Proficiency
3. Teacher Retention
4. Attendance
5. Safety

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Despite a high proficiency rate of 80% in 9th grade ELA, the lack of consistent teachers raises concerns about long-term success, specifically the drop of 9 percentage points (88%-80%) from 2022-2023 assessment data. To address this and cater to diverse learning styles, we will focus on Differentiated Instruction for 9th grade ELA. This will help bridge potential gaps in curriculum delivery and ensure all students, regardless of prior knowledge, are challenged and supported to reach their full potential.

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 differentiation instruction, 90% of English Language Arts students will achieve proficiency on the FAST PM3 by June 2025.

Monitoring

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

To monitor the effectiveness of Differentiated Instruction in 9th Grade ELA, we will employ classroom observations, student surveys, formative assessments, and data analysis. By regularly assessing teacher implementation, gathering student feedback, tracking student progress, and examining achievement data, we can measure the impact on student outcomes. This ongoing monitoring process will inform adjustments to our approach, ensuring that all students experience success and reduced achievement gaps.

Person responsible for monitoring outcome

Companiononi, Zuyin Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

The decision to implement Differentiated Instruction in 9th Grade ELA was informed by the significant 9% decline in proficiency rates from the previous year. This evidence-based strategy was selected due to its capacity to address the diverse learning needs of students while maintaining high academic expectations for all. By tailoring instruction to individual student readiness levels, interests, and learning profiles, differentiated instruction empowers teachers to create a more equitable and effective learning environment. This approach directly responds to the challenges posed by the fluctuating proficiency rates and ensures that all students have the opportunity to achieve their full potential.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Comprehensive Professional Learning

Person Monitoring:

Zamora, Marlene- Department Chairperson

By When/Frequency:

September 27, 2024/ Monthly

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

Provide professional learning for teachers on effectively implementing differentiated instruction strategies, including tiered assignments, flexible grouping, and accommodating various learning styles; focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success.

Action Step #2

Student Data Analysis and Grouping

Person Monitoring:

Zamora, Marlene- Department Chairperson

By When/Frequency:

September 27, 2024/ Bi-Weekly

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

Teachers will conduct comprehensive student assessments at the beginning of the year to identify

student's strengths, weaknesses and learning styles. In addition, they will utilize available data to create flexible groups for instruction, ensuring that students are challenged and supported based on their individual needs. Regularly reassess and adjust group composition as needed.

Action Step #3

Enhance Collaborative Learning Opportunities

Person Monitoring:

Garcia, Jackeline- English Teacher

By When/Frequency:

September 27, 2024/ Weekly

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

Foster a collaborative learning environment where students work together to enhance their understanding of ELA concepts. Teachers will implement a variety of cooperative learning structures (e.g., jigsaw, think-pair-share, group projects) to encourage collaboration and teamwork and support each other's learning by pairing them up for peer tutoring sessions. The expected outcome of these activities are increased student engagement and motivation, improved academic achievement and enhanced understanding of ELA concepts.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 data, our school achieved a commendable 63% proficiency rate in Algebra 1, surpassing the district average of 45%. While this is a positive indicator, a three-year downward trend necessitates strategic interventions.

To address this, we will implement Targeted Collaborative Data Chats with a specific focus on setting elevated expectations and fostering student ownership. By engaging in deep, collaborative discussions around student data, teachers will be empowered to identify specific areas for improvement and develop targeted strategies to accelerate student learning. This approach will cultivate a shared commitment to high achievement and empower students to take responsibility for their academic success.

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 Collaborative Data Chats, 65% of Algebra 1 students will score at grade level or above on the End-of-Year assessment.

Monitoring

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

To monitor the effectiveness of targeted collaborative data chats, we will assess increased teacher collaboration, enhanced goal setting, improve student achievement in Algebra 1, and teacher feedback on the process. By tracking these indicators, we can measure the impact of these data chats on student outcomes and make necessary adjustments to optimize their effectiveness in raising Algebra 1 proficiency rates.

Person responsible for monitoring outcome

Campanioni, Zuyin. Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

During Collaborative Data Chats, teachers, support staff, and administration will analyze student performance data and determine how the information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

The three-year downward trend in Algebra 1 proficiency highlights the critical need for a data-driven, collaborative approach to address this persistent challenge. By engaging in regular collaborative data chats, educators can delve into the underlying causes of this decline, identify specific areas of weakness, and implement targeted interventions. Through shared analysis and problem-solving, teachers can develop effective strategies to support struggling students, enhance instruction, and ultimately reverse the downward trend in Algebra 1 proficiency.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement Regular Collaborative Data Chats

Person Monitoring:

By When/Frequency:

the Targeted Element of Collaborative Evaluation of Student Work with a focus on bridging academics and design programming.

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 Collaborative Evaluation of Student Work, 90% of Teachers will collaborate to ensure student work is aligned across all disciplines by June 2025.

Monitoring

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

Administrators will actively participate in collaborative meetings to ensure focus on cross-curricular projects and observe teacher interactions. By monitoring these meetings, administrators can assess project implementation, impact on student outcomes, and identify areas for improvement, ultimately enhancing student learning experiences.

Person responsible for monitoring outcome

Companiononi, Zuyin. Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative Evaluation of Student Work refers to the calibration process which makes scoring student work more consistent among a group of educators and more aligned to the standards upon which rubrics and scoring criteria are based. The success of such a process is dependent on a culture in which all educators are collaborative and focused on reflective practice to improve student learning. This process is particularly relevant for grade-level or content-alike teams of teachers using common assessments as evidence for Student Learning Objectives.

Rationale:

The evidence-based strategy of collaborative evaluation of student work was chosen as it addresses aligning standards across all subjects and disciplines through grade-level and content-alike teams to improve student learning objectives. This approach will ensure that students develop a comprehensive skill set that seamlessly transitions from academic to real-world contexts. By bridging the gap between academic and design programming, we anticipate a significant increase in student perception of the relevance of their education. This strategic shift will not only enhance students' academic performance but also equip them with the essential competencies to thrive in the 21st century.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Program Implementation

Person Monitoring:

Companiononi, Zuyin. Assistant Principal

By When/Frequency:

September 27, 2024/ Ongoing

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

Implement a program where academic and design teachers collaborate to incorporate learning objectives from both disciplines and culminate in a school culture that combines academic rigor with artistic professional achievement.

Action Step #2

Meeting Facilitation

Person Monitoring:

Companiononi, Zuyin. Assistant Principal

By When/Frequency:

September 27, 2024/ Bi-Weekly

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

Faculty and staff will facilitate meetings with agenda items that address cross-curricular coordination. The objective is to craft lessons and end products that compliment academic and design projects and activities.

Action Step #3

Create Cross-Disciplinary Collaboration Teams

Person Monitoring:

Zuyin, Companiononi- Assistant Principal

By When/Frequency:

September 27, 2024/ Ongoing

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

Establish teams of teachers from various academic and design disciplines to work together on developing cross-curricular projects and assessments. This will result in an increased collaboration among teachers from different subject areas, more meaningful and engaging cross-disciplinary projects, improved student understanding of the connections between different subjects and alignment of student work across all disciplines.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

According to the Staff experience (IN YRS) report, 33% of teachers have 3 years or less of teaching experience. Based on the data and the identified contributing factors of teacher turn over, we will implement the shared leadership. By empowering teachers to take on leadership roles, shared leadership fosters a collaborative school culture where educators feel valued, supported, and invested in the school's success. This increased teacher morale and job satisfaction directly impacts student learning by creating a more positive and engaging classroom environment. Additionally, shared decision-making allows for more innovative and student-centered instructional practices, leading to improved student outcomes. The high turnover rate indicates a need for increased teacher support and professional growth opportunities. Shared leadership provides a platform for experienced teachers to mentor and develop new educators, creating a more sustainable school environment. By distributing leadership responsibilities, the workload is shared more equitably, reducing teacher burnout and increasing job satisfaction.

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 Shared Leadership with a focus on decision making opportunities for teachers, school staff will feel empowered to shape school culture and take ownership of the decision making process leading to a decrease in teacher turnover by 15% by June 2025.

Monitoring

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

The implementation of shared leadership will be monitored through teacher surveys, observations, and focus groups to assess teacher satisfaction, collaboration, and sense of ownership. Additionally, student achievement data will be analyzed to measure the impact of increased teacher morale and engagement on student outcomes. By fostering a positive and supportive culture, teacher retention will increase leading to greater consistency in instruction and higher levels of student engagement, ultimately resulting in improved standardized test scores, grades, and attendance rates.

Person responsible for monitoring outcome

Rodriguez, Maggie- Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

Create Leadership Development Opportunities

Person Monitoring:

Garcia, Jackeline- Teacher

By When/Frequency:

September 27, 2024/ Monthly

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

Facilitate monthly faculty led meetings emphasizing coordination of school activities, balancing of academic and design strands, and exchanging of resources and strategies between staff members. All stakeholders can facilitate meetings after a modeling of leadership skills and collaborative decision-making.

Action Step #2

Implement Teacher Leadership Roles

Person Monitoring:

Estate, Taylor- Teacher

By When/Frequency:

September 27, 2024/ Ongoing

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

Empower teachers with a voice in shaping the curriculum, professional development, and school culture, this initiative fosters ownership and professional growth, ultimately leading to higher teacher satisfaction and retention rates.

Action Step #3

Establish a Teacher Advisory Council

Person Monitoring:

Estate, Taylor- Teacher

By When/Frequency:

September 27, 2024/ Ongoing

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

step:

Choose a diverse group of teachers to represent different grade levels, content areas, and departments and offer training on effective leadership and decision-making skills which will increase teacher involvement in school decision-making, improve teacher morale and satisfaction and foster a more collaborative and supportive school culture.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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