

Monroe County School District

KEY WEST HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Monroe County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none">1. Have an overall Federal Index below 41%;2. Have a graduation rate at or below 67%;3. Have a school grade of D or F; or4. 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

To empower all students to maximize their potential and prepare them with the skills and experiences necessary to be college and career ready and to develop those character traits that will enable them to be productive members of society.

Provide the school's vision statement

Students will be confident, self-motivated learners, foster a positive perspective both academically and socially, and will be mindful of a balanced mental and emotional health.

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

Rebecca Palomino

Position Title

Principal

Job Duties and Responsibilities

To oversee curriculum and academic progress, personnel, daily management and operations of the school as well as fiscal management in a positive learning environment.

Leadership Team Member #2

Employee's Name

David Perkins

Position Title

Assistant Principal

Job Duties and Responsibilities

To oversee curriculum and academic progress, personnel, daily management and operations of the

school as well as fiscal management in a positive learning environment.

Leadership Team Member #3

Employee's Name

Yanelys Ballard

Position Title

Assistant Principal

Job Duties and Responsibilities

To oversee curriculum and academic progress, personnel, daily management and operations of the school as well as fiscal management in a positive learning environment.

Leadership Team Member #4

Employee's Name

Ja-Ronika Veldheer

Position Title

Assistant Principal

Job Duties and Responsibilities

To oversee curriculum and academic progress, personnel, daily management and operations of the school as well as fiscal management in a positive learning environment.

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.

The Building Level Planning Team (BLPT) is comprised of team leaders from each department within the school; the team meets bi-weekly. The BLPT analyzes data and provides input in developing the SIP. The SIP goals will be presented to the School Advisory Council which meets monthly to gather input.

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))

SIP monitoring will occur through classroom walkthroughs, progress monitoring data analysis, BLPT meeting data chats, department meeting data chats, professional learning communities, and focus groups.

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	61.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	41.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 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	32	47	66	90	235
One or more suspensions	27	24	21	14	86
Course failure in English Language Arts (ELA)	28	59	27	15	129
Course failure in Math	42	33	48	33	156
Level 1 on statewide ELA assessment	71	84	65	66	286
Level 1 on statewide Algebra assessment	71	66	59	20	216

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	59	80	79	56	274

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	1	0	0	0	1
Students retained two or more times	5	1	3	5	14

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 *	50	54	55	44	48	50	54	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	57	56	57				56		
ELA Learning Gains Lowest 25%	57	56	55				47		
Math Achievement *	45	47	45	54	53	38	46	41	38
Math Learning Gains	47	44	47				55		
Math Learning Gains Lowest 25%	44	46	49				57		
Science Achievement *	63	70	68	69	71	64	67	47	40
Social Studies Achievement *	74	77	71	72	73	66	81	51	48
Graduation Rate	92	92	90	90	92	89	92	64	61
Middle School Acceleration								53	44
College and Career Readiness	56	57	67	56	58	65	54	78	67
ELP Progress	55	61	49	37	39	45	49		

*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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	640
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	60%	60%	49%		63%	65%

* 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	42%	No		
English Language Learners	44%	No		
Asian Students	73%	No		
Black/African American Students	46%	No		
Hispanic Students	56%	No		
Multiracial Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	55%	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	40%	Yes	1	
English Language Learners	37%	Yes	1	
Asian Students	64%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	72%	No		
White Students	73%	No		
Economically Disadvantaged Students	54%	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	46%	No		
English Language Learners	48%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	49%	No		
Hispanic Students	55%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

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

2023-24 Accountability Components by Subgroups													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGR
All Students	50%		57%	57%	45%	47%	44%	63%	74%		92%	56%	55%
Students With Disabilities	27%		58%	70%	16%	39%	30%	38%	51%		86%	3%	
English Language Learners	16%		55%	51%	21%	43%	48%	28%	61%		75%	31%	55%
Asian Students	73%		47%					100%					
Black/African American Students	39%		59%	56%	28%	31%	41%	43%	66%		87%	22%	38%
Hispanic Students	41%		56%	57%	38%	45%	47%	50%	74%		88%	55%	67%
Multiracial Students	56%		67%		38%	60%			83%		100%	54%	
White Students	61%		59%	56%	60%	54%	38%	78%	75%		95%	72%	
Economically Disadvantaged Students	42%		56%	54%	38%	47%	47%	56%	73%		90%	40%	62%

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	44%				54%			69%	72%		90%	56%	37%
Students With Disabilities	23%				29%			45%	35%		88%	22%	
English Language Learners	16%				30%			32%	32%		72%	44%	35%
Asian Students	64%												
Black/African American Students	31%				37%			40%	50%		92%	42%	43%
Hispanic Students	37%				47%			64%	62%		86%	53%	28%
Multiracial Students	61%				53%			85%	90%		73%		
White Students	53%				67%			79%	84%		93%	60%	
Economically Disadvantaged Students	37%				45%			59%	60%		85%	46%	44%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		56%	47%	46%	55%	57%	67%	81%		92%	54%	49%
Students With Disabilities	27%		48%	45%	17%	45%	68%	29%	60%		81%	35%	
English Language Learners	32%		51%	47%	25%	49%	53%	47%	52%		85%	33%	49%
Native American Students													
Asian Students	71%		67%		83%	73%		82%					
Black/African American Students	30%		45%	43%	20%	45%	57%	46%	78%		94%	38%	44%
Hispanic Students	49%		52%	44%	40%	48%	55%	59%	73%		88%	51%	50%
Multiracial Students	73%		65%		47%	53%		73%	85%		85%	45%	
Pacific Islander Students													
White Students	62%		63%	54%	61%	64%	60%	77%	87%		95%	61%	
Economically Disadvantaged Students	43%		55%	47%	32%	49%	58%	61%	76%		89%	47%	

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	45%	49%	-4%	53%	-8%
Ela	9	39%	47%	-8%	53%	-14%
Biology		57%	62%	-5%	67%	-10%
Algebra		27%	44%	-17%	50%	-23%
Geometry		49%	55%	-6%	52%	-3%
History		69%	72%	-3%	67%	2%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	13%	-2%	16%	-5%
Geometry		19%	16%	3%	21%	-2%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	17%	-2%	17%	-2%
Geometry		19%	23%	-4%	16%	3%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
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?

9th Grade ELA increased from 2023 to 2024 by 3%. Increased data chats and a more in-depth mid-year data analysis.

Lowest Performance

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

Algebra showed the lowest performance with 26% proficient. A major contributing factor was insufficient progress monitoring tools.

Another contributing factor was teacher turnover; the teacher with highest course enrollment left in November and the replacement teacher ended up not being instructionally sound.

Greatest Decline

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

Geometry showed the greatest decline with a 19% decrease from 20-23 to 2024. A major contributing factor was insufficient progress monitoring tools. Another contributing factor was perhaps our veteran/expert geometry teacher retired at the end of the 2023 school year. One of the geometry teachers left mid-year for a career change.

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.

Algebra had the greatest gap when compared to the state average; 24% points below the state. Insufficient progress monitoring tools and teacher turnover were the factors that contributed to this gap.

EWS Areas of Concern

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

Overall, the indicators with the highest percentages of students for the 2023-24 school year were *ELA Level 1 on State Assessment* (22%) and *Attendance below 90%* (18%). Disaggregating the data by

grade level, *ELA and Math Level 1 State Assessment* indicators were highest for underclassmen and *Attendance below 90%* for upperclassmen.

Compared to the 2022-23 school year:

- improvements were made in *Attendance below 90%* (2%), *Suspensions* (1%), and *ELA Level 1 on State Assessments* (1%),
- percentage of students with *Course Failure in Math* increased by 4%, and
- the trend with underclassmen being most effected by State Assessment scores and upperclassmen being most effected by attendance were similar.

Highest Priorities

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

1. Algebra
2. ELA 9th Grade
3. ELA 10th Grade
4. Geometry
5. Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

Based on classroom walkthroughs and observations, data indicated that the rigor of standards have not been reached during instructional practice.

With regards to ELA, crosswalk data comparing district adopted curriculum and BEST standards were not strongly aligned. Therefore, teacher leaders spent time over the summer developing a pacing guide with text aligned to BEST standards.

With regards to Math, the progress monitoring tool was not efficiently aligned with the EOCs. This year, we are planning on utilizing performance matters to better track student progress with more accurate data to drive instruction.

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.

2024 ELA - 39% and 45% proficiency for 9th and 10th grade respectively; State average was 53%;
2025 Goal - 55%

2024 Math - 27% Algebra & 49% Geometry proficiency; State average 50% & 52% respectively; 2025
Goal - 55%

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 BLPT will conduct data chats with regards to progress monitoring, grades, discipline, and PBIS within BLPT meetings and department meetings; administration will conduct frequent and regular classroom walkthroughs and provide feedback to teachers; teachers will conduct student data chats; teachers will have collaborative planning time; and teachers will have support from academic

coaches.

Person responsible for monitoring outcome

Rebecca Palomino

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:

Incorporating reading across all content areas.

Rationale:

Exposing students to content rich texts will build a culture of literacy and confidence through improving vocab, language skills, comprehension, critical thinking, fluency and automaticity.

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

Explicit direct instruction of reading strategies through daily reading in the content area bell-ringers. Reading strategies include, but are not limited to, marking the text, annotation, close reading, and use of graphic organizers.

Person Monitoring:

Rebecca Palomino

By When/Frequency:

Weekly

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

Teachers will record their bell ringers weekly on an accountability scoreboard.

Action Step #2

Promote AVID Schoolwide

Person Monitoring:

Kyla Shoemaker

By When/Frequency:

Monthly

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

AVID Monthly Focus AVID Classroom Walkthrough Look-Fors. Increase enrollment of students in AVID courses, particularly students who are level 2 on the FAST ELA, with a focus on Reading within the AVID elective.

Action Step #3

Build a Culture of Literacy

Person Monitoring:
Kim Rein, Media Specialist

By When/Frequency:
Monthly

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

Ensuring ELA & AVID teachers have monthly visits to the media center wherein students will check out books for independent reading.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Monthly Student & Teacher Recognition to positively impact the climate and culture of the school, student-teacher relationships, school-home communication, student attendance, and teacher attendance.

- EWS Indicators report Chronic Absenteeism as top indicator negatively influencing all grade levels, especially the upper grade levels.
- Parent/Guardian Panorama Survey Data indicated that Family Engagement as an area of growth with only 30% reporting interaction with the school.

Measurable Outcome

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

Student attendance for the 2023-24 school improved 2% from the previous year; 18% of students were chronically absent. Upperclassmen were more likely to be chronically absent: seniors - 29%; juniors - 20%; sophomores - 14%; and freshmen - 10%.

Goal for the 2024-2025 school year will be to decrease Chronic Absenteeism to 10% or less.

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.

Monthly PBIS Data & Attendance Chats with BLPT, within Departments, Attendance Committee and SAC. Parent/Guardian/Student Panorama Survey Data collection and review.

Person responsible for monitoring outcome

Rebecca Palomino

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:

Increase PBIS Student Recognitions Monthly and Quarterly.

Rationale:

Increases student motivation and engagement which leads to student academic success.

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

No

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

Monthly Student Recognition

Person Monitoring:

Ja-Ronika Veldheer

By When/Frequency:

Monthly

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

Teachers will nominate 1-2 students from each period each month for recognition. Teachers will present students with a certificate and a copy will be provided to admin for the Student of the Month Bulletin Board. At the end of each month, students names will go into a prize drawing!

Action Step #2

Teacher Recognition

Person Monitoring:

Rebecca Palomino

By When/Frequency:

Monthly

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

Stakeholders can recognition outstanding teacher contributions by submitting a Google Form. Teacher Names will go on the Teacher of the Month Bulletin Board, recognized at faculty meetings, and will be entered into a prize drawing at end of month.

Action Step #3

Quarterly Student Honor Roll

Person Monitoring:

Ja-Ronika Veldheer

By When/Frequency:

Quarterly

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

Student Assembly to receive Honor Roll & Attendance Recognition Certificates and a treat quarterly.

Action Step #4

Attendance/Truancy Committee

Person Monitoring:
Yanelys Ballard

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review attendance data with the attendance/truancy team and implement truancy intervention strategies such as an attendance contract.

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