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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

It is our mission at Felix Varela Senior High School to foster our students' desires to become life-long learners. By incorporating relevant community issues, global technology, and expectations for high academic achievement into our curriculum, we empower our students to know they can succeed in our diverse society.

Provide the school's vision statement

Felix Varela Senior High School is dedicated to creating a quality learning environment which embraces innovative technology and instructional rigor to meet global challenges by cultivating a safe, nurturing, and equitable environment for students, teachers, parents and our community.

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

Adrian M. Sanchez

AdrianSanchez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Mr. Sanchez oversees the daily operations of the school, manages staff, enforces discipline and policies, ensures academic standards are met, and fidelity of school improvement plan implementation.

Leadership Team Member #2

Employee's Name

Alvin J. Brown

AlvinBrown@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mr. Brown serves as an Assistant Principal overseeing all tested subject areas and Career and Technical Education (CTE) electives, ensuring high-quality instruction and academic performance. He is responsible for managing school-wide data, tracking student progress toward graduation, and supporting Advanced Placement (AP) and dual enrollment programs.

Leadership Team Member #3

Employee's Name

Cathina Burth

CBurth@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Burth serves as the Assistant Principal for 10th grade, supporting student through academic guidance, discipline, and engagement. She also oversees the magnet program, ensuring it delivers an innovative learning experiences for students and supporting recruitment. In her role over student services, she supervises the counseling team to ensure students receive the academic, social, and emotional support they need. Additionally, Mrs. Burth leads new teacher support, providing mentorship and resources to help educators grow.

Leadership Team Member #4

Employee's Name

Ivan Rosales

IRosales@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mr. Rosales serves as an Assistant Principal with a focus on supporting diverse learners. He oversees the English Language Learners (ELL) and Exceptional Student Education (ESE) departments, ensuring that students receive the appropriate academic and support services to succeed. Mr. Rosales also leads the development and implementation of the school's School Improvement Plan, working collaboratively with staff to drive progress and enhance overall student achievement.

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

Monica Babich

MonicaBabich@dadeschools.net

Position Title

PBS Coach

Job Duties and Responsibilities

Mrs. Babich serves as the school's primary academic data lead, collecting, organizing, and maintaining all student achievement data, including benchmark assessments, state test results, and progress monitoring reports as well as more qualitative information. She analyzes trends, identifies strengths and areas for growth, and translates raw numbers into actionable insights for teachers, administrators, and support teams. Through clear reports, data meetings, and targeted recommendations, she ensures that instructional decisions are grounded in evidence, helping the entire school stay focused on strategies that improve student outcomes and ensure SIP implementation.

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 creation of the SIP involved a wide range of stakeholders, including the school's leadership team, the EESAC committee, the faculty, parents, and students. Input from these groups was collected through school climate surveys and student performance data, such as baseline

assessments, topic tests, mid-year assessments, and end-of-course exams. Additionally, data from industry certification results, Advanced Placement scores, dual enrollment grades, and subject selections were utilized to shape the goals. We are also collaborating closely with our recently established alumni association and local community leaders to incorporate their insights and strengthen our planning process. All this information was carefully analyzed to identify key focus areas aimed at driving overall improvement in the upcoming academic year.

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)).

Monthly progress reviews, team meetings, and advanced data analysis, including the use of artificial intelligence to generate clear and easy-to-interpret results, will be used to monitor student progress and evaluate the effectiveness of implemented strategies. With ongoing input from all stakeholders such as teachers and students, the plan will be continuously refined to drive improvement. SIP progress checks will also be done during faculty meetings, focusing on the principle of shared accountability.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	67.9%
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)	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>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	433	505	525	550	2,013
Absent 10% or more school days	44	72	53	78	247
One or more suspensions	25	29	33	16	103
Course failure in English Language Arts (ELA)	3	24	43	31	101
Course failure in Math	9	48	122	49	228
Level 1 on statewide ELA assessment	71	99	0	0	170
Level 1 on statewide Algebra assessment	0				0

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	4	10	5	14	33

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	48	74	57	74	253
One or more suspensions	24	30	35	18	107
Course failure in English Language Arts (ELA)	2	25	42	32	101
Course failure in Math	13	50	116	48	227
Level 1 on statewide ELA assessment	111	130	121		362
Level 1 on statewide Algebra assessment	47				47

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	131	154	153	55	493

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	7	1	1	12	21
Students retained two or more times	3	8	2	11	24

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	62	59	53	60	55	49	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	60	58	52	58	57			
ELA Lowest 25th Percentile	63	55	56	46	55	55			
Math Achievement*	46	54	49	39	51	45	30	43	38
Math Learning Gains	43	50	47	42	50	47			
Math Lowest 25th Percentile	56	54	49	56	56	49			
Science Achievement	79	71	72	58	68	68	59	62	64
Social Studies Achievement*	70	78	75	67	73	71	66	69	66
Graduation Rate	100	93	92	98	92	90	97	89	89
Middle School Acceleration									
College and Career Acceleration	84	78	69	64	74	67	66	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	58	56	52	66	57	49	52	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	709
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	58%	60%	56%	50%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	62%	No		
Black/African American Students	59%	No		
Hispanic Students	64%	No		
White Students	62%	No		
Economically Disadvantaged Students	63%	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	52%		58%	63%	46%	43%	56%	79%	70%		100%	84%	58%
Students With Disabilities	38%		54%	61%	35%	42%	41%	68%	48%		100%	55%	
English Language Learners	30%		61%	62%	44%	48%	61%	78%	49%		100%	87%	58%
Black/African American Students	45%		67%		33%	44%					100%	64%	
Hispanic Students	52%		57%	62%	46%	44%	58%	78%	69%		100%	85%	57%
White Students	59%		65%		42%	25%			71%		100%	71%	
Economically Disadvantaged Students	50%		56%	62%	41%	41%	55%	73%	70%		100%	82%	64%

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	53%		52%	46%	39%	42%	56%	58%	67%		98%	64%	66%
Students With Disabilities	24%		40%	44%	27%	42%	61%	39%	39%		99%	23%	
English Language Learners	30%		48%	43%	26%	36%	49%	45%	45%		96%	67%	66%
Black/African American Students	60%		63%		35%	38%			64%		92%	55%	
Hispanic Students	53%		52%	47%	38%	42%	55%	58%	67%		99%	64%	66%
White Students	50%		40%		38%	46%		60%	84%		96%	50%	
Economically Disadvantaged Students	53%		52%	45%	36%	42%	57%	54%	62%		99%	63%	67%

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	49%				30%			59%	66%		97%	66%	52%
Students With Disabilities	30%				20%			51%	39%		94%	33%	
English Language Learners	31%				23%			48%	42%		93%	70%	55%
Asian Students	79%												
Black/African American Students	48%				35%			67%			100%	73%	
Hispanic Students	48%				29%			59%	66%		97%	65%	54%
White Students	53%				44%			50%	73%		96%	81%	
Economically Disadvantaged Students	42%				25%			55%	62%		97%	65%	55%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	48%	60%	-12%	58%	-10%
ELA	9	49%	56%	-7%	56%	-7%
Biology		73%	74%	-1%	71%	2%
Algebra		47%	59%	-12%	54%	-7%
Geometry		39%	58%	-19%	54%	-15%
History		67%	75%	-8%	71%	-4%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	17%	-5%	16%	-4%
Geometry		27%	20%	7%	23%	4%
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.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		19%	20%	-1%	18%	1%

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?

We successfully revitalized the College and Career Acceleration Programs, including AP courses, dual enrollment, and industry certifications, reversing the previous decline in participation and passing rates, increasing progress by 21%. We significantly improved program engagement and outcomes by identifying students who did not have acceleration opportunities and offering them options that aligned with their post graduate plans. Through comprehensive teacher professional development, enhanced student education on the benefits of these programs, and aligning course content with exam expectations, we strengthened program sustainability and coherence. As a result, students are now better prepared for both higher education and career pathways and we are developing a consistent pattern of acceleration success.

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 we grew or sustained performance in all areas, our geometry scores were well below district average, with a difference of 19%. With only 39% of our students displaying proficiency, additional focus is needed in this area. While we made progress, our overall results were impacted by the fact that two of our key teachers were new to their roles. Their transition period affected student outcomes, although both teachers are rapidly gaining experience and improving their effectiveness, which we expect will lead to stronger results in the coming years. Additionally, collaboration is needed between foundational math skills and geometry to support learner progress.

Greatest Decline

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

| The greatest decline in proficiency was observed in ELA. While we successfully avoided any regression in this area, we did not achieve the growth in proficiency that we had aimed for. This highlights the need for continued focus and targeted strategies to support student progress in ELA moving forward. A factor that prevented achievement of the targeted growth included a number of teachers in ELA accountability being on leave.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was Geometry, where we scored 13 points below. This gap was primarily due to learning disruptions in prior years, which created foundational skill gaps for many students, which we began to supplement with complementary classes. Additionally, new teachers led to low instructional consistency, making it harder to close those gaps. Trends suggest that targeted support in core math skills and increased instructional stability could help narrow this difference over time.

EWS Areas of Concern

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

Our students with 10+ absences this year was 65%, 24% higher than the district average. Chronic absenteeism disrupts learning continuity, making it harder for students to grasp new concepts, complete assignments, and stay engaged in class. It often leads to lower grades, reduced test performance, and increased risk of falling behind or even dropping out.

Highest Priorities

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

Increase Geometry Scores through targeted instruction, support, and data-driven interventions.

Improve ELA Proficiency by strengthening reading and writing skills across all grade levels.

Boost Parent Participation by fostering strong school-home partnerships and increasing engagement opportunities.

Raise Attendance Rates by addressing barriers to attendance and promoting a culture of consistent, on-time learning.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our primary focus is to improve student proficiency in Geometry. Despite growth or sustained performance in other math areas, our geometry scores remain significantly below the district average by 19%, with only 39% of students demonstrating proficiency. This gap limits students' readiness for advanced math courses and critical thinking development.

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.

Geometry proficiency will be 45%, guided by targeted interventions that include data chats, tutoring, and developing synergy between foundational math skills by end of year EOC testing.

Monitoring

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

Monitoring geometry progress for desired outcomes involves a systematic process of regularly evaluating student performance and adapting teaching methods accordingly, including Foundational Math Skills. By examining this data, we can pinpoint students' strengths and areas needing improvement, identifying specific concepts that require further reinforcement or targeted interventions. Additionally, data discussions between teachers and students will provide opportunities for personalized feedback and support to enhance learning. We have the support this year of Gear Up, which provides tutoring and other intervention services.

Person responsible for monitoring outcome

Alvin Brown and Monica Babich

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:

To address the identified deficits in Geometry, Varela will implement a comprehensive approach integrating Differentiated Instruction (DI), Data-Driven Instruction, data chats, and extended learning opportunities. Teachers will tailor instruction to meet varied readiness levels, interests, and learning profiles, while instructional planning will be informed by adherence to the pacing guides and regular analysis of formative, summative, and benchmark assessment data. Teachers will also engage in structured data chats with students and instructional teams to review progress, set goals, and identify targeted supports. Additional instructional time will be provided before, during, and/or after school through tutoring. Implementation will be monitored through classroom walkthroughs and data review cycles.

Rationale:

DI in mathematics adapts content, process, and product based on readiness, interest, and learning profile, therefore improving student performance, particularly in areas of conceptual understanding and problem-solving. Geometry requires both spatial reasoning and abstract thinking, which benefit from visual, hands-on, and real-world learning experiences. Data-Driven Instruction and regular data chats create a continuous feedback loop, allowing teachers and students to make timely, informed adjustments that keep learning on track. Extended learning opportunities provide additional time and targeted support for mastering priority standards, helping to close gaps that cannot be fully addressed during the regular instructional day. Collectively, these strategies create a responsive, personalized learning environment that builds student proficiency, increases confidence in mathematical reasoning, and supports long-term readiness for end-of-course assessments and advanced coursework in the future.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teacher Training of DI

Person Monitoring:

Alvin Brown

By When/Frequency:

By September 26, 2025

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

By September 26th, 2025, all geometry will participate in a meeting where on Differentiated Instruction (DI) techniques will be taught, enabling them to apply strategies that address diverse student learning needs across all content areas. Implementation will be monitored through classroom walkthroughs to observe the integration of DI strategies in instruction, as well as through teacher data chat debriefings to discuss the application of techniques, share successes, and identify areas for additional support.

Action Step #2

Knowledge of Learners

Person Monitoring:

Monica Babich

By When/Frequency:

By September 26, 2025

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

By September 26th, 2025, instructional staff will utilize prior-year student performance data, attendance records, and learning profiles to identify each learner's strengths and needs, to inform targeted instruction and grouping decisions. Implementation will be monitored through lesson plan reviews to ensure evidence of data-informed instructional decisions and grouping, teacher data chat debriefings to discuss how prior-year data is being used to guide instruction, and classroom walkthroughs to observe differentiated grouping and targeted instructional practices aligned to identified student needs.

Action Step #3

Student Data Chats

Person Monitoring:

Alvin Brown

By When/Frequency:

By September 26, 2025

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

Geometry teachers will analyze initial assessment (Topic Test 1+2) and previous years data results to conduct data chats with students to review progress and set learning goals for the year. Implementation will be monitored through review of student goal-setting forms generated from data chats, administrative observation of selected data chat sessions, and follow-up teacher debriefings to ensure that assessment results and prior-year data are being used effectively to set goals and guide instructional adjustments.

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.

Another area of focus is improving student proficiency in English Language Arts (ELA). Although we successfully prevented any decline in proficiency by maintaining 55% proficiency, we did not reach the growth targets we set for this area, staying at 53%. Our learning gains in this area were great, which underscores the need for sustained attention and targeted strategies to better support student progress in proficiency.

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.

ELA proficiency will increase from 55% to 58% through the use of tailored instruction and grouping students for targeted interventions, including using programs like Saava, by end of year.

Monitoring

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

To effectively monitor progress toward increasing ELA proficiency, we will implement a structured and ongoing data review process. Additionally, monthly teacher collaboration meetings will provide opportunities to share best practices and coordinate targeted interventions. Success will be indicated by consistent improvements in assessment scores, a higher percentage of students meeting proficiency targets, and documented instructional adjustments based on data insights.

Person responsible for monitoring outcome

Alvin Brown and Monica Babich

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:

To improve ELA scores, the school will implement a set of evidence-based interventions including Establishing and Implementing Instructional Frameworks, student data chats, technology integration through Savvas, and Differentiated Instruction (DI).

Rationale:

instructional frameworks will provide teachers with a consistent structure for lesson planning and delivery, ensuring alignment with standards and high-quality, engaging bell to bell instruction. Student data chats will allow teachers to review individual progress, set learning goals, and identify targeted strategies to address gaps in reading and writing skills. Technology integration using Savvas will provide interactive, personalized practice and assessments, enabling students to engage with content in multiple ways and allowing teachers to monitor progress in real time. By combining these interventions, the school will create a responsive, data-informed ELA program designed to increase proficiency and support long-term literacy growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Learn the Learner

Person Monitoring:

ALvin Brown and Monica Babich

By When/Frequency:

by September 26th, 2025

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

By September 26, teachers will analyze prior-year student data, including ELA performance and assessment results to identify each student's strengths and needs, documenting these insights to inform lesson planning and grouping decisions. Implementation will be monitored through lesson plan reviews for evidence of data-informed grouping and targeted strategies, teacher debriefings to discuss how prior-year ELA data is being applied in planning, and classroom walkthroughs to observe instructional practices aligned to identified student strengths and needs.

Action Step #2

Establish and Implement Instructional Frameworks

Person Monitoring:

Alvin Brown

By When/Frequency:

by September 26th, 2025

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

By September 26th, teachers will design and implement structured lesson plans using the instructional framework, incorporating an opening routine, whole group instruction, small group activities, and a closing routine to ensure bell-to-bell engagement and alignment with standards, maximizing learning for all students. Implementation will be monitored through classroom walkthroughs, and informal debriefings with teachers to provide feedback and identify next steps for strengthening bell-to-bell engagement.

Action Step #3

Student Data Chats

Person Monitoring:

Alvin Brown

By When/Frequency:

By September 26th, 2025

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

Teachers will conduct a data chat with students to review individual progress in ELA, including PM1 Data, setting specific learning goals and action steps. Implementation will be monitored and reviewed in teacher data chats.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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.

Our Area of Focus is student engagement across all grade levels. Low engagement impacts student learning by reducing participation, motivation, and persistence in academic tasks, which in turn affects achievement outcomes, including accerelation and graduation. This focus was identified as a

crucial need based on last year's climate survey results, which indicated lower levels of reported engagement, as well as attendance data showing higher absenteeism rates. These patterns highlight the need to foster a more engaging and connected school environment to support student success.

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.

By the end of the 2025–2026 school year, student engagement will increase as evidenced by a 10% improvement in climate survey scores related to participation, motivation, and connection to school.

Monitoring

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

Attendance data will be analyzed monthly to identify trends in absenteeism and chronic absenteeism rates, with intervention strategies in place to address patterns of concern. Classroom walkthroughs and observations will be conducted regularly to view evidence of engagement strategies, such as active participation, collaborative learning, and student-centered instruction. Additionally, student feedback and reflections from data chats or check-ins will provide qualitative insights into engagement and inform adjustments to instructional practices and schoolwide initiatives.

Person responsible for monitoring outcome

Cathina Burth and Ivan Rosales

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:

To improve student engagement, the school will implement a set of evidence-based interventions including fostering collective efficacy, attendance initiatives, celebrating success, communicating with stakeholders, responding to early warning signs, providing rewards and incentives, and strengthening staff-student connections.

Rationale:

Building collective efficacy will empower staff to collaborate and share effective strategies, creating a consistent and supportive learning environment. Targeted attendance initiatives and early identification of warning signs will address absenteeism and disengagement proactively, while rewards and incentives will motivate students to participate fully in academic and extracurricular activities. Celebrating successes and maintaining regular communication with stakeholders will reinforce positive behaviors and foster a sense of community and accountability. Strengthening staff-student relationships through intentional connections and mentorship will further increase motivation, participation, and persistence, creating a school culture that supports sustained engagement and academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collective Efficacy

Person Monitoring:

Adrian Sanchez

By When/Frequency:

By September 26th, 2025

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

Staff will collaborate during department meetings on sharing strategies to improve student engagement and achievement, reinforcing the school theme of “A Standard in Performance” by using a racing-inspired framework where teams set goals, track progress, and celebrate milestones together, fostering a culture of collective responsibility and high expectations for all students. implementation will be monitored through review of professional learning team meeting meeting agendas, and check-ins to track progress toward established goals.

Action Step #2

Attendance Monitoring

Person Monitoring:

Cathina Burth

By When/Frequency:

By September 26th, 2025

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

A school attendance team will be established to monitor student absenteeism, developing an action plan for communicating with students and parents regarding excessive absences, and provide targeted supports such as mentoring, check-ins, and resources to address barriers to consistent attendance.

Action Step #3

Achievement

Person Monitoring:

Alvin Brown and Adrian Sanchez

By When/Frequency:

By September 26th, 2025

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

Varela will implement a recognition system for both academic and behavioral achievements, paired with intentional staff-student interactions to reinforce engagement and motivation. Implementation will be monitored through logs of student recognitions awarded for academic and behavioral achievements, informal student survey, and periodic reviews of engagement indicators such as attendance to assess the impact on student motivation.

IV. Positive Learning Environment

Area of Focus #1

Other: Parental Involvement

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.

Our focus is to increase parent participation, based on teacher feedback on the climate survey. Research shows that greater family engagement positively impacts student achievement, attendance, and overall well-being. However, current levels of parent involvement are below our desired goals, limiting opportunities for collaboration between families and educators. By strengthening communication, offering more accessible engagement opportunities, and providing resources to empower parents, we aim to build a more supportive learning community that actively contributes to student 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.

The number of teachers who say that we lack parent engagement and support will decrease from 63% to 50% through outreach programs, as measured by teacher feedback.

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 parent participation, we will track attendance at school events, workshops, and parent-teacher conferences using sign-in sheets and digital registration tools. Communication engagement will be measured by analyzing responses to surveys, participation in school communication platforms like social media, and feedback forms. Progress will be evaluated quarterly to identify trends, barriers, and areas for improvement, allowing us to adjust outreach strategies and better support parent involvement throughout the year.

Person responsible for monitoring outcome

Ivan Rosales

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:

Varela will implement a structured family engagement program. We will focus on establishing consistent two-way communication between teachers and parents through multiple platforms (email, phone calls, parent portals, and social media updates) and increasing opportunities for families to engage in academic and school activities.

Rationale:

Research shows that consistent and meaningful family engagement has a positive impact on student achievement, attendance, and overall well-being. When families receive regular communication from teachers through multiple platforms, they are better informed about their child's progress, classroom expectations, and school events. Two-way communication allows parents to share insights about their child, ask questions, and collaborate with educators, creating a more personalized support system for students.

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

Technology Training

Person Monitoring:

Monica Babich

By When/Frequency:

By September 26th, 2025

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

Varela will provide professional development for teachers on using various resources to effectively communicate with parents via phone calls and text messages, as monitored by attendance logs at the training.

Action Step #2

Social Media

Person Monitoring:

Monica Babich

By When/Frequency:

By September 26th, 2025

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

We will create a structured social media strategy, including a content calendar, posting schedule, and marketing plan, to ensure consistent updates to parents about school events and happenings which will be monitored by analyzing engagement metrics (likes, shares, comments, and reach).

Action Step #3

Open House

Person Monitoring:

Monica Babich

By When/Frequency:

By September 16th, 2025

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

We will plan and promote an engaging Open House with increased parent participation by providing clear resources, including hands-on training on how to navigate and use the parent portal. Monitor success by tracking parent attendance, collecting feedback surveys, and noting how many parents attend the portal training.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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