

Holmes District School Board

PONCE DE LEON HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Holmes County School Board on Board Approval Date, July 21, 2025.

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

At Ponce de Leon High School, our mission is to prepare every student to be a productive citizen and to provide them with the skills they need to be successful in life.

Provide the school's vision statement

Our vision at Ponce de Leon High School is to have 100% of our students be successful.

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

Anissa Locke

anissa.locke@hdsb.org

Position Title

Principal

Job Duties and Responsibilities

The primary job of the principal is to lead all stakeholders within the school community in the development and implementation of the school improvement plan. The principal also oversees all operations of the school including but not limited to: Accreditation Activity Requests Appeals, Audits, Budget, Clubs & Organizations, Community Liaison, New Teacher Mentoring, School Advisory Council, School Based Leadership Team, Effective Instruction Practices, etc.

Leadership Team Member #2

Employee's Name

Penney Brooks

penney.brooks@hdsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job of the assistant principal is to assist the principal with administrative and instructional functions and to help develop and implement the school improvement plan. The assistant principal also oversees all functions involving but not limited to: communication with stakeholders, supervision of student achievement, discipline, scheduling, PBIS, threat management, school safety, assists with curriculum and testing, school website, school communication page (Facebook).

Leadership Team Member #3

Employee's Name

Nate Castaneda

nathan.castaneda@hdsb.org

Position Title

Curriculum Coordinator

Job Duties and Responsibilities

The primary job of the instructional coach/curriculum coordinator is to provide assistance to teachers, work with students, gather and share data, and model effective instructional practices.

Responsibilities include:

- * Test Coordinator
- * School Curriculum Needs
- * MTSS
- * Communication with families
- * School Advisory Council

2. Stakeholder Involvement

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

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

The school encourages parents and community members to be involved in SAC. The School Improvement Plan is developed and approved by the School Advisory Council, which consists of the school leadership team, staff, parents, community leaders, and students.

Throughout the course of the year, these members provide input regarding the school's needs and help develop a pathway to meet those needs.

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)).

Following each progress monitoring assessment, data will be analyzed and shared with stakeholders. Any necessary revisions are made to ensure that we are meeting the state's academic standards and closing any gaps in achievement.

Note: The admin team will conduct monthly walk throughs and will meet with teachers to discuss instructional practices and students progress.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
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)* 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: B 2023-24: C 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment							42	38	41	121
Absent 10% or more school days							8	13	7	28
One or more suspensions							3	11	7	21
Course failure in English Language Arts (ELA)							1	1	0	2
Course failure in Math							2	0	3	5
Level 1 on statewide ELA assessment							10	9	2	21
Level 1 on statewide Math assessment							15	9	1	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							17	13	10	40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							6	13	8	27

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	0	2	3
Students retained two or more times							1	0	1	2

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							21	11	18	50
One or more suspensions							16	6	12	34
Course failure in English Language Arts (ELA)							1	1		2
Course failure in Math							1	1		2
Level 1 on statewide ELA assessment							7	4	9	20
Level 1 on statewide Math assessment							14	4	13	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							17	8	17	42

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	1	2	4
Students retained two or more times							1	1	1	3

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	44	38	40	41	163
Absent 10% or more school days	13	15	15	23	66
One or more suspensions	9	5	3	0	17
Course failure in English Language Arts (ELA)	0	4	8	1	13
Course failure in Math	3	5	5	5	18
Level 1 on statewide ELA assessment	8	12	16	13	49
Level 1 on statewide Algebra assessment	11	6	11	6	34

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	15	13	19	16	63

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	13	18	20	13	64
One or more suspensions	5	7		2	14
Course failure in English Language Arts (ELA)	3	6	2		11
Course failure in Math	1	4	3		8
Level 1 on statewide ELA assessment	9	11	12	8	40
Level 1 on statewide Algebra assessment	4	11	5	4	24

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	10	20	14	5	49

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			1		1
Students retained two or more times	2	1			3

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*	58	50	59	46	46	55	51	43	50
Grade 3 ELA Achievement									
ELA Learning Gains	62	40	58	44	52	57			
ELA Lowest 25th Percentile	63	27	56	47	72	55			
Math Achievement*	37	28	49	33	30	45	39	37	38
Math Learning Gains	41	41	47	38	41	47			
Math Lowest 25th Percentile	59	56	49	44	53	49			
Science Achievement	51	70	72	44	67	68	44	64	64
Social Studies Achievement*	52	73	75	56	81	71	76	79	66
Graduation Rate	91	94	92	84	94	90	90	91	89
Middle School Acceleration	58			68			57		
College and Career Acceleration	77	61	69	37	61	67	57	53	65
Progress of ELLs in Achieving English Language Proficiency (ELP)			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)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	649
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	49%	59%	55%	46%		52%

* 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	36%	Yes	2	
Hispanic Students	45%	No		
White Students	59%	No		
Economically Disadvantaged Students	53%	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	58%		62%	63%	37%	41%	59%	51%	52%	58%	91%	77%	
Students With Disabilities	25%		51%	50%	21%	38%	43%	30%	29%				
Hispanic Students	45%				45%								
White Students	57%		61%	62%	35%	40%	62%	54%	51%	63%	91%	77%	
Economically Disadvantaged Students	46%		61%	65%	29%	38%	58%	44%	38%	43%	89%	76%	

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	46%		44%	47%	33%	38%	44%	44%	56%	68%	84%	37%	
Students With Disabilities	10%		27%	35%	16%	33%	42%	13%	46%		100%	0%	
Multiracial Students	70%		60%		45%	55%							
White Students	45%		44%	46%	33%	37%	41%	43%	57%	67%	83%	32%	
Economically Disadvantaged Students	37%		39%	41%	26%	36%	44%	42%	51%	60%	84%	44%	

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	51%				39%			44%	76%	57%	90%	57%	
Students With Disabilities	33%				29%			40%	73%				
Hispanic Students	40%				30%								
White Students	50%				40%			44%	75%	58%	89%	61%	
Economically Disadvantaged Students	45%				34%			44%	73%	64%	90%	61%	

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	34%	47%	-13%	58%	-24%
ELA	6	57%	53%	4%	60%	-3%
ELA	7	62%	56%	6%	57%	5%
ELA	8	76%	55%	21%	55%	21%
ELA	9	59%	53%	6%	56%	3%
Math	6	21%	49%	-28%	60%	-39%
Math	7	43%	54%	-11%	50%	-7%
Math	8	45%	32%	13%	57%	-12%
Science	8	66%	47%	19%	49%	17%
Civics		72%	70%	2%	71%	1%
Biology		43%	61%	-18%	71%	-28%
Algebra		51%	42%	9%	54%	-3%
Geometry		23%	34%	-11%	54%	-31%
History		34%	56%	-22%	71%	-37%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	9%	13%	16%	6%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	10%	7%	18%	-1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was our ESE population, with an increase in ELA learning gains from 27 to 51%.

To better serve our students, we provided an intensive reading class in addition to the intensive instruction students were already receiving in grades 6-8.

ELA classes focused on B.E.S.T. recommended reading list, especially those novels with struggling individuals as the protagonist.

High school students scoring a level 1 or 2 were required to take an intensive reading class as one of their elective classes.

Lowest Performance

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

The data component with the lowest performance is achievement for SWD in SS. The 23-24 SY yielded an achievement of 46%. The culminating achievement for the 24-25 SY is 29%; a 17% decline. Two major issues we see as contributing factors to this decline are: lack of certified teachers and parental support for advanced academics.

Greatest Decline

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

The data component with the lowest performance was MS Acceleration. Last year our student population contributing to middle school acceleration was 68% (23-24 SY). The 24-25 year reflects a decline of 10% equating to 58%. Two major issues we see as contributing factors are: lack of certified teachers to ensure advancement in math and parental support for advanced academics.

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 showing the greatest gap is SWD as compared to all students. Student behavior, new teachers and their understanding of classroom management, especially for SWD's with ED/BD.

EWS Areas of Concern

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

Area 1 - attendance below 90% in grades 9-12

Area 2 - High school students showing a substantial reading deficiency.

Highest Priorities

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

1. Increase student achievement for students with disabilities
2. Reduce number of students with substantial reading deficiency
3. Reduce student absentee rate

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

This area of focus is for all students but pinpointing students with disabilities. 24% of our students are identified as SWD. These students need differentiated instruction in order to meet their individual academic needs. This subgroup was identified as a top priority due to this being the 2nd consecutive year that they have scored below 41% as measured by FPPI.

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.

The prior year Federal Percent of Points Index for SWD was at 36%). Our goal is to increase the subgroup to at least 41%.

Monitoring

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

This area of focus will be monitored three times yearly through FAST: PM1, PM2, and PM3 as well as classroom based assessments with teacher input. Following each progress monitoring assessment, the data will be analyzed to make changes in instruction as needed to support student achievement.

Person responsible for monitoring outcome

Nate Castneda, School Curriculum Coordinator

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:

Edmentum-intensive, individualized reading instruction and skills practice, building fluency and reading comprehension through modeled and independent reading and targeted small group instruction based on data-driven analysis. Reading interventions are provided by a highly qualified reading endorsed teacher.

Rationale:

Edmentum is considered strong for comprehension, literacy achievement, and fluency. The Edmentum program meets ESSA Strong Evidence criteria.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Identify SWD in need of intensive reading interventions

Person Monitoring:

Nate Castaneda

By When/Frequency:

Sept. 1, 2025; Jan. 12, 2026

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

Data will be analyzed and students needing tier two or tier three instruction will be identified and placed in the appropriate remedial class.

Action Step #2

Small Group Instruction

Person Monitoring:

Nate Castaneda, Penney Brooks, Anissa Locke

By When/Frequency:

bi weekly

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

Based on performance data teachers will pull students for small group remediation. Teachers will use

Edmentum resources as well as other evidence based resources during this time.

Action Step #3

Progress Monitoring

Person Monitoring:

Nathan Castaneda

By When/Frequency:

3x per year

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

Students will take the state PM1 assessment. The curriculum coordinator will meet with teachers individually to review the data and determine a individualized student remediation plan.

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.

Standards based instruction needs to be strengthened to better meet the needs of our students.

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.

Proficiency in ELA will increase by at least 5% for all students identified as having a substantial deficit in reading.

Monitoring

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

This area will be monitored using the following: FAST Testing, EOC Results, Edmentum activities, Teacher evaluations/assessments. Students having a substantial deficit in reading will be identified and interventions put in place to help improve performance. Mastery and areas of need will be determined by an analysis of the above mention sources.

Person responsible for monitoring outcome

Nathan Castaneda, Penney Brooks, Anissa Locke

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:

The Intensive reading teacher will develop small groups based on student needs. Edmentum will be used as part of small group instruction.

Rationale:

Edmentum is an approved learning tool that allows for individualized instruction as well as group instruction. With this program and the instruction of a highly qualified reading endorsed teacher, we can expect changes for the positive with our reading deficient students.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Identify students who are deficient in reading

Person Monitoring:

Nathan Castaneda

By When/Frequency:

3x per year

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

Our curriculum Coordinator will analyze data and identify our students with a substantial reading deficit.

Action Step #2

Intensive Reading

Person Monitoring:

Nathan Castaneda

By When/Frequency:

bi-weekly

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

Small group and individual instruction will be provided daily for any student identified as having a substantial reading deficit. The progress of these students will be monitored by the intensive reading teacher via weekly assessments. Curriculum Coordinator will check progress bi-weekly (meet with teacher and analyze data).

Action Step #3

Support students identified as reading deficient

Person Monitoring:

Nathan Castaneda

By When/Frequency:

By September 1 and 2 more x Per Year

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

Small group and individual instruction will be provided daily for any student identified as having a substantial reading deficit. The progress of these students will be monitored by the intensive reading teacher via weekly assessments. Curriculum Coordinator will check progress bi-weekly (meet with

teacher and analyze data).

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

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.

No Answer Entered

Measurable Outcome

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

According to our end of year data, our student performance in social studies decreased by 17% (dropping 46% to 29%). It is our goal to improve student achievement by at least 20% by the end of the 25-26 school year.

Monitoring

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

Monitoring will be done via classroom observations, teacher made assessments, and Edmentum weekly designed progress checks.

Person responsible for monitoring outcome

A. Locke, N. Castaneda, and P. Brooks

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:

Edmentum Edmentum is a program that designs instructional activities/support based on student needs. Assignments are geared to individual student achievement level and adapts to the student's progress.

Rationale:

Studies show that when a student is presented with instruction and activities that are geared to the student's individual level of understanding, the student has a greater chance of being successful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Instructional Planning

Person Monitoring:

Nathan Castaneda

By When/Frequency:

Biweekly

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

The curriculum coordinator will observe the teacher bi-weekly and will give guidance and help with instructional planning as needed to better serve our students.

Action Step #2

Student Centered Activities

Person Monitoring:

A. Locke/P. Brooks

By When/Frequency:

October 30th and each remaining 9 week period

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

The teachers will provide standards-based instruction and will follow up with activities that require students to show what they have learned. A rubric will be developed, and students will be graded based on a demonstration of his/her understanding of the concepts taught each 9-weeks.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Students with attendance below 90% is a great concern for us, because attendance directly effects

performance. These students were identified through FOCUS. Currently there are 33% of our student population has attendance below 90%.

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.

We want to decrease the number of students in each grade level, who are habitually truant, by 75%.

To achieve this we will implement an attendance reward program that focuses on encouraging students to attend school. The incentive will help foster the relationship between attendance and performance.

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.

Attendance will be monitored by the school's truancy liaison contact. Students who regularly attend school have been shown to achieve at higher levels than those students who are truant.

Person responsible for monitoring outcome

Penney Brooks

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:

The liaison contact will provide information and will meet with parents to provide resources to improve attendance. Students will receive bi-monthly incentives for good attendance.

Rationale:

Penalties for students who miss school may unintentionally worsen the situation. Any absence, whether excused or no, denies students the opportunity to learn in accordance with the school's instructional program. Therefore, chronic absentism further excludes these students from learning opportunities.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Identify students who are chronically absent

Person Monitoring:

Penney Brooks

By When/Frequency:

Beginning of school year

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

Identify students and contact parents to promote positive attendance. Resources will be provided to encourage improved attendance.

Action Step #2

Incentives

Person Monitoring:

Penney Brooks

By When/Frequency:

2x per semester

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

Truancy liaison will plan for incentives for students with good attendance. Rewards will be offered during 9-week assembly.

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.

Our SIP can be accessed via our school's website: <https://pdlhs.hdsb.org/>

It will be found at the bottom of the page on the left side.

A hard copy is kept on file in the front office and copies can be made upon request.

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)).

It is our goal to have a proactive plan to help students, we can build positive relationships with our stakeholders to help support the needs of our students. Proactively forming relationships with our students and their parents will allow us to have those difficult conversations when needed to ensure the student's needs are being meet.

<https://pdlhs.hdsb.org/>

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)).

The following are ways in which we plan to strengthen our academic program:

Increase dual enrollment opportunities

Increase opportunities for earning an industry certification (CTE)

Have real and meaningful data chats with parents, students, and teachers

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)).

Partner with "track classes" and expand opportunities for CTE classes. Meet monthly with faculty to share insights and resources for improvement.

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)).

Our district provides onsite mental health services. Parental consent is received and if need be referrals are made to outside agencies. A school counselor is on site daily to support students. We also offer the Resiliency program in which all students participate.

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)).

We will be utilizing the Xello program introducing our middle school students to Career and Technical Education courses.

High school students who meet the specified requirements may participate in job force.

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)).

Currently we are using MTSS interventions along with "find replacement behavior" techniques to help students when they are angry or frustrated.

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)).

Professional learning activities are focused on targeted interventions to support student success. Our district offers various learning opportunities for teachers during the summer and throughout the

school year .

PDLHS requires all new teachers and any teacher who has been documented to have classroom management issues, to participate in a classroom management training.

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)).

6-12 School

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.

At the district level, funding and resource allocations are determined through several processes such as staffing plans, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, funding and resource allocations are determined by needs identified by the analysis of student academic and behavioral data.

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).

Our 23-24 Federal Index for SWD was below 42 percent achievement in both ELA and Math (ELA 10%; Math 33%). We must increase by a minimum of 32 points (ELA) and 9 points (Math) if we are to meet the required 42%. Our instructional times and support classes allow for differentiation in instruction to meet the needs of all our students. Strategic planning will take place weekly with general education and support teachers. Data will be analyzed weekly by teachers. Administration will visit classrooms at least bi-weekly to collect data and monitor implementation of standards based instruction.. Standards-based instruction will be provided as well as remediation.

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