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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

Our mission statement at Sandra Marie Curtis High School is to provide all students with an innovative, personalized blended learning environment that will ensure our learners fulfill their potential, both academically and socially. Our goal is to motivate, educate and graduate students in order to cultivate lifelong learners.

Provide the school's vision statement

The vision at Sandra Marie Curtis High School is based on all students in our learning community, given the right tools, to be successful as the students succeed and exceed their expectations'. Sandra Marie Curtis High School provides the students with flexibility to adapt and differentiate instruction. We consistently involve students in the learning process and providing them with the hands on strategies to empower them for a successful future.

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

Joseph, Charmayne

cjoseph@smcurtishighschool.com

Position Title

Principal

Job Duties and Responsibilities

- Abides by and assist in implementation of all policies and procedures developed by Edison Learning and the local school district and other governmental agencies.

- Responsible for daily operation, hiring and management of the school staff members.
- Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff.
- Abides by and assist in implementation of all policies and procedures developed by Edison Learning.
- Conducts Formal and Informal evaluations based upon job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.
- Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Ongoing collaborative learning and team building strategies with staff members. Professional Development (zoom) to advance learning and safety precautions in our learning environment.
- Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data element.
- Manages the budget and expenditures in cooperation with Edison Learning to meet financial obligations.

Leadership Team Member #2

Employee's Name

Mash, Shanteala

smash@smcurtishighschool.com

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal works closely with the Principal in establishing and maintaining a fiercely positive, warm/strict school culture, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution. The Assistant Principal operates in accordance with the EdisonLearning Achievement Framework Model, Standard Operating Procedures and the NorthStar Academies Seven Non-negotiables and serves as the second in command of the school. This role works as a part of a team in order to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. The principal works collaboratively with team members to implement with fidelity the five domains that are central to EdisonLearning's Achievement Framework Model and works collectively to develop and enhance systems, processes and practices that are in alignment with the company's and school's vision, mission, core values and strategic goals.

Main Responsibilities:

- Assist the Principal with the implementation with fidelity, of all Domains of the Edison Learning Achievement Framework Model
- Assist with the application and implementation at the school site, all aspects of the school's charter application, chartering agreement and governing board by-laws as required by the school's chartering district
- Ensure that the school is represented at all mandatory ESE Specialist, ESOL Contact and any other mandated district compliance meetings or trainings
- Ensure that the school's ESE Department maintains a compliance status and that Students With Disabilities are provided with the instructional support, interventions, modifications and services in accordance with their IEPs, Eps or 504 plans
- Ensure that the school's ESOL Department maintains a compliance status and that all English Language Learners are provided with the instructional supports in accordance with each student's language proficiency level and their identified instructional needs
- Ensure the approved benchmark assessments are administered and monitor student achievement through ongoing data analysis from multiple sources such as diagnostics, progress monitoring benchmarks, standardized, monthly and formative and summative assessments to inform planning and teaching
- Delegates functions and responsibilities to qualified assistants in such a manner that the school operates effectively and efficiently
- Performs other related duties as directed

Leadership Team Member #3

Employee's Name

Shabazz, Sherece

sshabazz@smcurtishighschool.com

Position Title

ESE/SPED Coordinator

Job Duties and Responsibilities

ESE/SPED Coordinator:

The ESE/SPED Coordinator is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the schools program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the schools ESE programs and services including students with IEPs, EPs and 504s; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating

the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding the ESE programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Main Responsibilities:

- Serves as the principal's designee for all Exceptional Student Education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.
- Coordinate and conduct all required ESE Meetings in accordance with the sponsoring district's approved policies and expectations.
- Maintain and secure all ESE program records as required by the sponsoring district and as determined by the School Principal.
- Coordinate the provision of services per the students learning needs and as identified in the student's IEP/EP or 504 Plan.
- Progress monitor all ESE students and assist in the identification and implementation of all instructional interventions as needed, to ensure that students are on target to meet their IEP or EP goals.
- Ensure that all student learning plans adhere to the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- Ensure that all initial referrals for ESE services are completed within the required timeline and reporting periods as required by the sponsoring district.
- Collaborate with regular education personnel on the Multi-tiered System of Support - Response to Intervention/Comprehensive Student Services initiatives.
- Provide school leadership team regularly with the following: reports on issues regarding ESE services, progress monitoring data, and compliance data.
- Collaborate with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers etc.) on ESE service models (i.e., monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; resource room; direct instruction.).
- Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.
- Coordinate progress monitoring of ESE students and provide appropriate modifications as needed.
- Communicate effectively and regularly with parents, colleagues and the ESE Director of Specialized Student Services on IDEA, FAPE, LRE, and IEP testing, reporting and compliance successes and challenges at assigned school(s).
- Utilize the district's approved electronic management system to generate ESE documents and upload all ESE related documents as required by the sponsoring district.
- Participate in district and in-house training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Utilize facilitative behaviors consistent with the Facilitated IEP/EP or 504 training provided by the

District in order to conduct efficient and productive IEP/EP or 504 meetings, in which all participants feel valued and heard.

- Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.
- When developing IEPs or EPs, seek and utilize input from instructional and relevant supporting staff and ensure parents receive draft IEPs for all annual reviews.
- Attend all in-house and district ESE Compliance Meetings or achievement related meetings as scheduled by the sponsoring district or the school site.
- Maintain accurate and current inventory on instructional and curriculum resources and materials. Replenish inventory as needed.
- Additional duties as may be assigned by the Principal.

Leadership Team Member #4

Employee's Name

Dora, Yenta

ydora@smcurtishighschool.com

Position Title

ELL Coordinator/English Teacher

Job Duties and Responsibilities

ELL Coordinator:

The English for Speakers of Other Languages (ESOL) Coordinator implements and ensures compliance to established ESOL policies, procedures and/or regulations as determined by the state, district and school site; The ESOL Coordinator implements with fidelity, the school's academic program, collaborates with the Principal, Dean of Academics and instructional staff to develop, implement and monitor each ESOL student's ELL Plan and increases the English Language proficiency level of all English Language Learners (ELL).

The Coordinator will also assess students to determine appropriate program placement and participates in district as well as in-house trainings and Professional Learning Communities.

Responsibilities include, but are not limited to: ensuring ELL students receive the appropriate ESOL accommodations, modifications and interventions as needed; managing the school's ESOL programs and services; planning, implementing and working with staff in evaluating the school's ESOL program and services; acting as a liaison with other district staff, serving as a resource of information regarding ELL students and the school's ESOL programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

The Coordinator works alongside the instructional team in order to meet the needs of the school and for the school to remain compliant by providing consultative and collaborative expert services in support of the instructional program. Because building relationships is a critical component of this

environment, the team works together to identify student needs that may be barriers to success. The coordinator provides training coaching, guidance and assistance to educational staff regarding best practices in assessment, instructional methodologies and strategies and appropriate curriculum for all ELL students.

Main Responsibilities:

- Maintains educational records for ELL students (e.g., evaluation reports, staffing forms, eligibility forms, meeting summary notes, progress reports, etc.) in the district's ESOL Program as well as the school's inhouse SIS system.
- Ensures that all ELL students have current test results and appropriate placement.
- Coordinates the provision of services per the students' ELL Plan in the district's ESOL system and the school's in-house SIS System.
- Ensures that all initial referrals for ESOL services are completed within the required timeline and reporting periods (calendar or school depending on state) from the date the home survey is completed and needs are identified.
- Collaborates with regular education personnel on the school's Multi-tiered System of Support.
- Provides school leadership team regularly with the following: reports on issues regarding ELL and ESOL services, progress monitoring data, and compliance data.
- Collaborates with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers, etc.) on ELL students and ESOL service models (i.e., monitoring; collaboration; co-teaching or team teaching; facilitated instruction; direct instruction.).
- Facilitates and/or support with interventions such as data chats and participates in direct instruction as an intervention to identified students, particularly newcomers and long-term ELL students
- Coordinates the reclassification and monitoring process of ELL students including state testing and ensuring that each ELL Plan is updated based on assessment results and credit completion
- Coordinates with District, County and State levels to ensure alignment of State and Federal requirements
- Attends regularly-scheduled meetings with the chartering district's ESOL Department, and Coordinator of ELL Programs to ensure consistency in the District's ELL Program
- Plans and engages parents of ELL students in data chats related to academic progress and reclassification process
- Works cooperatively with parents, teaching staff and administrators
- Assists in the monitoring and intervention process for all ELL students
- Co-plan, co-teach, and coach teachers to develop and enhance their skills to include Direct Instruction lessons that incorporate differentiated instruction for varied language proficiency levels
- Conducts staff development training in the area of language acquisition and instructional strategies for mastering the various content-area standards
- Maintains accurate and current inventory on instructional and curricular resources and materials and replenish inventory as needed.

Leadership Team Member #5

Employee's Name

Williams, DeMarcus

dwilliams@smcurtishighschool.com

Position Title

Academic Advisor/Graduation Coach

Job Duties and Responsibilities

Job Summary: The Graduation Coach/Academic Advisors' duty is primarily to students who attend the high school. The Graduation Coach/Academic Advisor will have a thorough understanding of the

necessary classes for graduation as well as the implementation and coordination of all required in-house and state standardized assessments.

The role requires the Graduation Coach/Academic Advisor to keep a precise record of a student's academic progress and meet with students and parents periodically to provide feedback and guidance toward successful completion of all Florida Department of Education high school graduation requirement.

Students will seek the help of advisors as they plan for their path to graduation and future careers. Graduation Coach/ Academic Advisor assists incoming and currently enrolled students to evaluate transcripts, determine transferable credits and assign classes as needed.

Essential Graduation Coach/Academic Advisor Job Responsibilities:

- Adhere to and promote the implementation of all schoolwide programs;
- Review and evaluate student transcripts;
- Transfer necessary documents to different departments, schools, or districts upon request.
- Develop student schedules based on graduation requirements;
- Review career goals with students and assist them to follow the proper track to meet their goals;
- Review placement test and certification with students to ensure they are fulfilling requirements and are placed in the proper classes;
- Manage and act as primary school site contact for internal student information system;
- Manage and host new student orientations;
- Participate in promotional meetings with feeder schools and community stakeholders;
- Ensures that a Graduation Plan is created for each student;
- Ensures that all students are accurately assessed;
- Plan an annual school yearly testing calendar to include in-house benchmarks and state standardized and concordant assessments;
- Assist or create as directed, schedules for testing

periods for administrators and proctors to effectively deliver each test;

- Securely coordinate and manage all assigned testing materials and assessment sessions
- Coordinate testing rooms and ensure essential materials and supplies are readied for all testing classrooms;
- Assist with communication to parents and students of upcoming assessments;
- Coordinate and/or deliver snacks needed to support students during testing;
- Attend all state, district and in-house informational and training meetings with relation to all assessments, including state mandated testing, benchmark assessments, concordant testing, state and district assessment correction meetings etc;
- Maintains a high degree of confidentiality with student records;
- Lead in the collection and analysis of student performance data and provide student data to Principal, Dean of Academics, and Director of School Leadership as requested to assist in student services analysis of achievement, performance or utilization;
- Assist students with college application process;
- Assist student development of post-secondary plans, employment and career programs; Creates and maintains a Career Center for college and career preparation;
- Work with and support designated consultants, agencies, and/or support groups;
- Maintain confidentiality in all student and professional matters, and work professionally and cooperatively to achieve duties and responsibilities;
- Maintain consistent contact with staff, teachers, students, families and community agents;
- Market scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities;
- Schedule conferences with parents and students to discuss graduation track and any other topic that relates to student academic and behavioral progress;
- Provide students with a positive role model and individual mentoring;
- Participates in school based leadership opportunities (i.e. team meetings, MTSS-RTI Meetings, enrollment, attendance and instructional staff meetings, etc.);
- Convenes scheduled meetings with School Administration to discuss individual cases and the wellbeing of the student body;
- All other duties assigned;

Leadership Team Member #6

Employee's Name

Benitez, Celia

cbenitez@smcurtishighschool.com

Position Title

Literacy Coach/MTSS Coordinator

Job Duties and Responsibilities

Job Summary: The Instructional/Literacy Coach is responsible for observing instructional delivery of Literacy and providing feedback that will enhance teacher development and supporting teachers in developing lesson plans, analyzing data and the sharing of best practices.

The Instructional/Literacy Coach will have a hands-on approach to improving instruction and effectiveness, by working at various levels (system-wide, school, classroom, content area, and student), to directly foster teacher development, improve ELA instruction, and increase student learning.

As a member of the instructional and administrative team, the Instructional/Literacy Coach will provide student-centered coaching services and professional development that support the implementation of the school's literacy program. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success.

The Instructional/Literacy Coach will lead the school's collaborative efforts to consistently analyze student progression data and communicates with students, parents, and other team members about student progress and plans for next steps.

Instructional/Literacy Coach Responsibilities:

- Provide essential supervision to improve literacy through listening, reading, writing, and speaking;
- Identify, implement, and monitor students level of Reading Interventions needed and students' progress toward graduation;
- Implement the school's Multi-tiered System of Support and ensure that students receive appropriately tiered behavioral and instructional support using the identified approved evidenced based curriculum and targeted interventions as needed and in accordance with the school's adopted Reading Plan and the school's Multi-tiered System of Support Plan ;
- Systematically progress monitor students and implement the school's data cycle in accordance with the Multitiered System of Support Plan
- Participate in the school's Professional Learning Communities' Meetings across all NorthStar Academies and in-house as per the school's Multi-tiered System of Support Plan;
- Using the Florida Language Arts BEST Standards and the school's adopted and approved Intensive Reading Curriculum, guide teachers in developing weekly lesson plans that are consistent with all components of the school's standard lesson plan format and the district's approved Reading Plan;
- Ensures that teachers provide small group instruction and "pull-out" reading interventions to students who do not have their reading requirement met.
- Directs and supports the school's "Literacy Across the Curriculum" initiative and consult with other content area teachers, special education teachers, parents and students, advising on strategies and activities that may be used to enhance a student's reading skills

- Assist in the development and implementation of individual education service plans for students; In accordance with the school's reporting policies, keep school administrators informed about the reading programs/strategies, and students' progression.
 - Provides professional development on the major reading components as needed, based on an analysis of student performance data, administration analysis of instructional assessment and providing differentiated instruction and intensive intervention;
 - Assist in modeling effective instructional strategies for teachers;
 - Work with teachers to ensure that the approved evidence-based reading program is implemented with fidelity;
 - Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Assist teachers in working with students in whole and small group instruction in literacy;
 - Work with the school's principal and or designated administrator to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a strategically significant effect on improving student's academic outcomes;
 - Prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms;
 - Any other duties assigned by the Principal; Other Responsibilities:
-
- Present and Participates in regular professional development to improve personal knowledge and skills;
 - Maintain ongoing communication with parents, staff, and community as needed;
 - Become proficient in the use of computer based instruction and software;
 - Maintain students' Tier III MTSS-RTI Instructional Portfolios in a confidential manner;
 - Contribute to a culture of professionalism among team members; • Other responsibilities or projects as assigned by the Principal from time to time

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.

At Sandra Marie Curtis High School we host two SIP Review Stakeholder Meetings per year (one in the Fall and one in the Spring), on campus, to review and amend the SIP. These meetings are open

to all stakeholders including the school leadership team, teachers, school staff, parents, students and families, and business or community leaders. The purpose of these meetings are to ensure stakeholders are aware of the school's SIP, the school's goals, and the plans the school has outlined for the meeting of the SIP goals. The leadership team seeks the input of all stakeholders and together we discuss the best courses of action to meet our school's goals. We agree upon suggested amendments via voting and we follow up on the next scheduled meeting to measure progress and enhance our plan of action.

We host a monthly board meeting in which all stakeholders are welcomed to provide input on the SIP development process. Our board meeting info (dates, times, and locations) is displayed on our school's website. We post a notice of our upcoming board meetings on the front door of our school, days prior to the next upcoming meeting, to advertise to our stakeholders. Meetings have a virtual option for those unable to attend in person. All voices are welcomed and appreciated and stakeholders are given the floor to speak during the meeting. The minutes of each meeting are recorded and also posted on the school website for all stakeholders to review.

Another initiative that we have is our monthly Stakeholders Meetings. These meetings are virtual and are hosted by EdisonLearning. All stakeholders are invited and are updated on the most recent developments across our school, our sister schools, and the EdisonLearning company as a whole. Comments and feedback are welcomed and heard.

In addition to this, we also have a VIP Parents program. All parents are invited to join at the time of enrollment as well as various times throughout the year. We have flyers in the front office area where parents can see, and instructions on how to join the VIP parent program are included. The VIP Parents program gives parents a voice at our school. They are connected with our Enrollment Specialist and our Community External Engagement Liaison (CEEL) and are able to give input as well as be invited to special events. Our VIP Parents help with the development of the SIP by providing unique solutions to various issues of concern in our school. They are invested in the development of the school as much as we are and they employ resources that we otherwise would not have access to within the community.

Our CEEL also plays a significant role in the involvement of local business and community leaders. The CEEL is responsible for going to local events held by various business and governing bodies, such as the City of Ft. Lauderdale public meetings, the Chamber of Commerce, etc, and bridging the gap between us and them. They are given our school calendar of events so they know when stakeholder events occur and are encouraged to participate and provide input.

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)).

At Sandra Marie Curtis High School we host two SIP Review Stakeholder Meetings, per year (one in the Fall and one in the Spring), that will be open to the public for all stakeholders, to review and amend the SIP.

In addition to the two SIP Review Stakeholder meetings, the SIP will be regularly monitored in-house, by the Assistant Principal, who will hold a SIP Monthly Monitoring meeting on the 4th Friday of each month at 2:00pm.

During the SIP Monthly Monitoring meeting, the Leadership Team will meet to review progress made towards the accomplishment of SIP goals in academics as well as behavior, as it relates to our school's ESSA subgroups.

During the monthly SIP meeting the following data for the month will be presented to aide in measuring the effectiveness of all efforts towards increasing the achievement of students in meeting the State's academic standards, particularly for those with the greatest achievement gap, namely, our school's ESSA subgroups:

- State Standardized Assessments (FAST and BEST EOCs) scores and participation data
- Benchmark Assessments (HMH Read 180, Study Island) scores and participation data
- National Standardized Assessments (SAT and ACT) scores and participation data
- Teacher Data - Quizzes and Exams in Core Competency Courses (English, Algebra 1, Biology, US History, and US Gov. scores and participation data
- Graduation Progress data
- Attendance Data
- Discipline and BTA data

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)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	15.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
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)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: COMMENDABLE 2023-24: COMMENDABLE 2022-23: 2021-22: COMMENDABLE 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					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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					0

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

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

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

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	8	62	59	7	57	55	14	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	8	59	58	69	59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*	14	55	49	5	47	45	6	36	38
Math Learning Gains		53	47	60	50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement	0	74	72	14	66	68	20	60	64
Social Studies Achievement*	15	81	75	6	74	71	16	66	66
Graduation Rate	51	92	92	55	92	90	50	90	89
Middle School Acceleration									
College and Career Acceleration	7	71	69	9	62	67	10	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	40	53	52		50	49	17	50	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)	CSI
OVERALL FPPI – All Students	18%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	143
Total Components for the FPPI	8
Percent Tested	94%
Graduation Rate	51%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
18%	28%	19%	21%	16%		19%

* 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	25%	Yes	1	1
English Language Learners	35%	Yes	3	
Black/African American Students	18%	Yes	6	6
Economically Disadvantaged Students	30%	Yes	3	3

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	8%		8%		14%			0%	15%		51%	7%	40%
Students With Disabilities											50%	0%	
English Language Learners											65%	0%	40%
Black/African American Students	6%		10%		14%			0%	12%		54%	7%	40%
Economically Disadvantaged Students											52%	8%	

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	7%		69%		5%	60%		14%	6%		55%	9%	
Students With Disabilities											67%	14%	
English Language Learners											48%	8%	
Black/African American Students	8%		71%		10%	60%		10%	7%		57%	7%	
Hispanic Students											50%		
White Students											47%		
Economically Disadvantaged Students	0%		60%		9%				10%		54%	3%	

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	14%				6%			20%	16%		50%	10%	17%
Students With Disabilities					0%						95%	6%	
English Language Learners											17%		
Black/African American Students	20%				7%			19%	6%		46%	2%	
Hispanic Students											69%	45%	
Economically Disadvantaged Students					0%				0%		52%	6%	

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	0%	61%	-61%	58%	-58%
ELA	9	5%	58%	-53%	56%	-51%
Biology		12%	77%	-65%	71%	-59%
Algebra		26%	61%	-35%	54%	-28%
Geometry		7%	60%	-53%	54%	-47%
History		13%	76%	-63%	71%	-58%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	24%	-7%	16%	1%
Geometry		13%	31%	-18%	23%	-10%
History		20%	59%	-39%	48%	-28%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		7%	30%	-23%	29%	-22%
Algebra		18%	25%	-7%	18%	0%
Geometry		7%	16%	-9%	19%	-12%
History		6%	28%	-22%	33%	-27%

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?

Most Improvement:

When reviewing Sandra Marie Curtis High's school, district, and state comparison, the data component that showed the most improvement was:

- 2025 Accountability Components by Subgroups data shows a 9% Math Achievement increase for all students as well as a 9% increase in Social Studies Achievement. This is an increase from the 2024 Accountability Components by Subgroups data in which the school had 5% in Math Achievement for All Students and 6% in Social Studies Achievement for All Students. The Grade Level Data Review for State Assessments (2023-24 Winter Administration window) shows that at our school 19% of students had a score of 3 or higher in Algebra 1, which was on par, or equivalent to, the state percentage of 16% for the same testing window.
- The actions that our school took in this area was we provided intensive and intentional support to our Social Studies Teacher, Mr. Grimes. We provided him with immediate access to administrators. Our Vice President of School Operations set up a 2nd headquarters in the vicinity of the Social Studies classroom for quicker access, providing a fast response time. We then decided to team him up with our VP, who provided targeted interventions on a weekly basis. The consistent feedback that he received proved to be effective.
- In addition to this, the school implemented a targeted approach to Math direct instruction by hiring a certified Virtual Math instructor to teach our Math Direct Instruction courses, which were facilitated by our in-house Academic Coach, and monitored for fidelity by our Assistant Principal. These courses were instrumental in the learning gains seen in Math across all students and especially those of the Black/African American subgroup. We offered boot camp academic programs to help students with test preparation and we also offered after school tutoring. These numbers were also consistent with the 3 subgroups: English Language Learners, Black/African American Students, and Economically Disadvantaged Students.

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 reviewing Sandra Marie Curtis High School's Accountability Components by Subgroup data for the 2025 SY, the data component that showed the lowest performance was the Science Achievement score for All Students, in which the data shows that 0% scored at a proficient level. When looked at more closely, that number is dropped from 14% in the prior year.

Contributing Factors - The main contributing factor was that we lost our Science DI Instructor to another school, to join a thriving STEM program at an elementary school near her home in the 2025 SY. Prior to that, Ms. Louis, was our Biology DI Instructor in the 2023 & 2024 SY. She held daily Science interventions across all grade levels and subgroups. During these years she ensured that she utilized weekly daily progress monitoring for the students in her DI classes. She used various forms of data in her courses such as informal assessments, in class projects, group assignments, quizzes, tests, and unit reviews of course content. She used this data to differentiate her instruction according to deficiencies and achievement levels. Students were empowered and engaged when they attended Ms. Louis's Science DI and appeared confident during test time. Ms. Louis also utilized a PBIS reward system to encourage growth and development in the subject matter.

Due to us losing her as our in-house Science teacher, we short a in instructor who could provide intensive Tier 2 and Tier 3 Science intervention. Our resident Science teacher, Mr. Suarez, contributed to facilitating the overall Master Classroom, which operates as in a predominately Tier 1 setting. Despite his best efforts, he was unable to provide the same level of attention that was necessary.

Ms. Louis also served as a role model for STEM careers as she was previously a scuba instructor. She had a background in Marine Biology and would often share anecdotes of her experience with aquatic wildlife, her favorite being her shark encounters. When she left it left a void. We later found that a lack of mentorship and role models in STEM fields can limit students' ability to envision themselves in science-related careers, reducing motivation to excel in science coursework.

Our school, throughout the year refreshed our Job Posting for a Science Teacher, and continued to interview as qualified applicants became available. Ultimately we needed to put a hiring freeze in place due to budget restraints. However, due to the school being unable to fill the position, we suffered in that area.

We've since then been able to restructure our budget AND hire an additional Science teacher, Mr. Brooks, for the 2026 school year.

Greatest Decline

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

While reviewing Sandra Marie Curtis High School's Accountability Components by Subgroup data for the 2023-2024 SY, the data component that showed the lowest performance was the ELA Learning Gains of All Students, in which the data shows that 8% scored at a proficient level. When looked at more closely, that number is showing a 61% drop from the previous year, in which ELA Learning gains were at 69% for all students.

Contributing Factors to This Need for Improvement - Overall, background knowledge and vocabulary knowledge and skills are lacking throughout all grade levels, especially among the Black/African American subgroup, creating a deficit in reading comprehension as shown on the FAST ELA Reading Item Performance charts. Another contributing factor for needing improvement is that our 12th graders were not motivated to use the HMH program with fidelity compared to the other grade levels as our seniors were focused on FAST, SAT, and/or ACT, and completing their credits for graduation. Most students, including 9th-12th graders prefer to work with the live teachers and find online learning monotonous. Some remedies to motivate and show the effectiveness of the program are to explicitly explain how the program works, provide incentives like celebrating HMH Top Readers and offering ESW credit for assignments.

Sandra Marie Curtis High School has a high population of ELL students that need foundational reading skills and language acquisition. Our ELL students lack background knowledge of many concepts and topics, vocabulary, and reading strategies. Although our ELL students utilize HMH System 44 to gain foundational reading skills, most ELL students are not using the bilingual dictionaries, and HMH workbooks are not translated in Creole language which is a need at our school. Also, most programs that our school purchases like NewsELA also does not provide Creole translations. To remedy this, our Acton Plan shows that our school will purchase Creole – English dictionaries and the Reading Direct Instruction class will provide additional language support. Moreover, most of our lowest performing students have had literacy deficiencies throughout their educational careers and have not been given intensive remediation to close the learning gap, and need individualized goals to focus on their needs. As our Item Performance data shows for both FAST ELA Reading and HMH, more than the majority of our students are not performing proficiently on almost every reading skill. Our plan of action to assist will closing the learning gap for our lowest performing students is to continue implementing MTSS/RTI with fidelity at the start of the school year. Placing students in their prospective tiers of intervention early and providing them with small group instruction with skills they lack should eliminate some barriers and improve our students' reading

comprehension by providing them the tools and strategies they need.

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.

While reviewing Sandra Marie Curtis High School's ESSA School, District, and State comparison of its Accountability Components, the data component that showed the greatest gap is once again, our Science Achievement. In 2025 the state is showing a 72% proficiency rate, whereas our school showed a 0%. A 72% decline in Science achievement at an urban high school serving predominantly marginalized student populations reflects a complex interplay of systemic, institutional, and resource-based factors. Understanding these contributing elements is essential for developing effective interventions.

Contributing Factors-

- Resource and Infrastructure Challenges:

At SMC we endured inadequate funding, which often translated into outdated science equipment, insufficient laboratory materials, and limited access to technology. SMC lacks proper lab facilities, making hands-on experimentation and inquiry-based learning challenging. Without modern equipment and materials, students miss crucial opportunities to engage with scientific concepts through direct experience.

Staffing issues compound these problems. High teacher turnover rates, difficulty attracting qualified science teachers, and large class sizes all impacted instruction quality.

- Language and Communication Barriers:

For English Language Learners, Science presents a dual challenge: mastering complex academic vocabulary while simultaneously learning content. Scientific terminology, abstract concepts, and text-heavy assessments can create significant barriers. SMC's ELL students may understand scientific concepts but struggle to demonstrate their knowledge on standardized assessments. Assessment methods that don't account for diverse learning styles and language proficiency levels may not accurately reflect student understanding. Additionally, high-stakes testing environments can create anxiety that particularly affects ELL students who have experienced academic struggles.

- Socioeconomic Factors:

Our students from economically disadvantaged backgrounds often face challenges outside school that impact academic performance. Food insecurity, housing instability, and family financial stress can affect concentration and attendance. Limited access to educational resources at home, including internet connectivity for research or completion of digital assignments, creates additional obstacles. Many students may need to work part-time jobs or care for family members, reducing time available

for studying. The absence of science-related experiences outside school—such as museum visits, science camps, or educational trips—can limit exposure to real-world applications of scientific concepts.

- Students with Disabilities & Special Education Considerations:

In the 2025 SY, Sandra Marie Curtis did not have a solely dedicated ESE Specialist, instead we had our Assistant Principal, Ms. Mash, in a dual role: Assistant Principal/ESE Specialist. Although Ms. Mash is certified in ESE, and has an ESE background due to her serving as our school's ESE Specialist in prior years, it still did not close the gap in Science for these students. The abstract nature of many scientific concepts can be particularly challenging for students with learning disabilities. Without proper support services and individualized instruction strategies, these students may have struggled to achieve at the proper pace.

Students with Disabilities is one of our identified 2025 ESSA subgroups, with a show of 25% achievement in the Federal Percent Points Index. This data reflects not growth or stagnation, but unfortunately regression from the previous year in which our SWD subgroup achieved beyond the minimum 41% and was not identified as an ESSA subgroup for the 2024 year.

We know that students with disabilities must receive appropriate accommodations or modifications in Science classes, which takes a Specialist to identify. Thankfully we were able to hire Ms. Shabazz, an ESE Specialist, for the 2026 SY who's sole role is ESE and 504.

Addressing the Decline -

For 2026, SMC plans to implement effective interventions to address multiple factors simultaneously. This includes investing in proper resources, providing targeted professional development for teachers, implementing culturally responsive pedagogy, ensuring appropriate language support, and creating wraparound services to address socioeconomic challenges.

Trends -

An identified trend while reviewing the data is the correlation between SMC's loss of key staffing and the direct drop in achievement that corresponds with that data point. As we lost a Science teacher, our Science Achievement plummeted. As we lost an ESE Specialist, our Students With Disabilities achievement dropped and is now again one of our ESSA subgroups.

Inversely, when we hire a team member and provide them with support, the score and achievement in that area goes up, as shown in Social Studies, with Mr. Grimes, and in Math with Mr. Cook.

All in All, decreasing the turnover rate is a critical component and recruiting staff to fill these roles

when they become vacant, as quickly as possible is, plays a critical role in impacting our ESSA subgroups positively.

EWS Areas of Concern

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

Early Warning Systems Indicators, potential area of concern:

- Absent 10% or more school days

Highest Priorities

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

Our highest priorities for school improvement in the upcoming school year are as follows, for all four of our ESSA subgroups:

1. ELA Achievement
2. Science Achievement
3. Attendance

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Focus Description: Increasing the Black/African American Students subgroup's Science Achievement for grades 9-12 is an Area of Focus. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

In grade 9 & 10, the focus shall be in coursework such as Physical Science and Earth & Space Science, this affects student learning by helping to create a foundation for later Science courses, and more specifically Biology, that are at a higher level.

In grades 11-12 Biology instruction will take precedence, with aim to prepare students to attempt more rigorous coursework such as Chemistry and Anatomy & Physiology. This affects student learning by preparing students to qualify to enroll in opportunities that we offer at our school such as our CTE Nursing program.

Rationale: In the 2025 SY, the Black student subgroup showed 18% proficiency in the Federal Index, making this subgroup our lowest performing. Additionally, this is our largest population in our school. When combined with the fact that our school's greatest gap was in Science Achievement, it made sense to combine these 2 elements as an area of focus. We expect to see improvements in all both areas by focusing on the Black/African American subgroup in Science.

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 May 31, 2026, the Black/African American Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Science Achievement as evidenced by the Spring 2026 Biology EOC for Grades 9 - 12.

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 by testing students in the Fall Biology EOC Assessments, the Winter Biology EOC Assessments, and the Spring Biology EOC Assessments. The Assessment Coordinator will track and report test participation of the students to the Attendance Clerk to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students.

This ongoing monitoring will impact student achievement outcomes by increasing the percent of students tested, thereby increasing the data that we have available to provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate MTSS interventions to meet individual student needs.

Person responsible for monitoring outcome

Shanteala Mash

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 evidence-based intervention practice being implemented for this area of focus will be including daily Direct Instruction (DI) in Science for low performing students. The evidence-based intervention program being implemented is HMH Read 180.

Rationale:

Rationale for Direct Instruction: The Effectiveness of Direct Instruction: A Meta-Analysis of a Half-Century of Research (2018) published by The Review of Education Research and authored by Jean Stockard, Tim Wood, Cristy Coughlin and Caitlin Rasplika Khoury. The meta-analysis examines the research published from 1961-2016 on the effectiveness of Direct Instruction. Analyses were based on 318 studies involving 431 study designs and almost 4000 effects. Among the findings, the abstract for the article reports, "All of the estimated effects were positive and all were statistically significant except results from metaregressions involving affective outcomes. Effects showed little decline during maintenance, and effects for academic subjects were greater when students had more exposure to the programs." Comprehensive School Reform and Student Achievement (2003), a meta-analysis of 29 Comprehensive School Reform models conducted by Dr. Geoffrey Borman (U Wisconsin-Madison) and colleagues. Direct Instruction was one of only three models found to have the "strongest evidence of effectiveness." The rationale for Read 180 is that it is in alignment with our local district's K-12 Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Review assessment data and determine tiered interventions needed.

Person Monitoring:

Shanteala Mash

By When/Frequency:

By August 11, 2025 & Monitored Monthly

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

The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach, will together pull and review all assessment data, place students into tiers, and determine the tiered interventions needed. The school will monitor the impact of this action step by revisiting students' updated test data at the following SIP monthly meeting, and making adjustments as necessary.

Action Step #2

Creation of DI classes and rostering of students in their respective DI class

Person Monitoring:

Shanteala Mash

By When/Frequency:

By August 11, 2025 & Monitored Monthly

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

The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach, will create the DI classes and roster students in their respective DI class. The school will monitor the impact of this action step by revisiting DI class rosters at the following SIP monthly meeting, and making adjustments as necessary.

Action Step #3

Ongoing progress monitoring of student learning outcomes and their response to intervention provided.

Person Monitoring:

Shanteala Mash

By When/Frequency:

Ongoing & Monitored Monthly

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

The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach and the Assessment Coordinator will provide ongoing progress monitoring of student learning outcomes and their response to intervention provided. The school will monitor the impact of this action step at each of the SIP monthly meetings.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Focus Description: Increasing the 9-12 grade band of ELL Student subgroup's learning gains in Reading Achievement is an Area of Focus. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE. This requires fidelity in the ELL program.

Rationale: The number of consecutive years the ELL Subgroup was below 41% is 3. If not improved, this would trend to 4 consecutive years, reflecting a stagnation.

Furthermore, ensuring that ELLs are receiving services as documented in their ELL Plans and mandated by the META Consent Decree and aligned with the state approved District ELL Plan is a focus area. Parents of ELL students shall be included in all activities as well as provided with information in their heritage language.

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 May 31, 2026, ELL Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

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 using our MTSS Progress Monitoring, Focus Calendars, Benchmark, and State Assessments. This ongoing monitoring will impact student achievement outcomes by increasing the percent of students tested, thereby increasing the data that we have available to provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate MTSS interventions to meet individual student needs.

WIDA Online ACCESS assessment scores and proficiency levels will also be used as part of the goals and progress monitoring. These scores are essential for tracking language development across the four domains (listening, speaking, reading, and writing) and should be used to set measurable growth targets. Incorporating WIDA data will help ensure alignment between ELA instruction and language proficiency development.

Person responsible for monitoring outcome

Yenta Dora

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:

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW) curriculum. Heritage language dictionaries and content-area glossaries. The use of the Broward County ESOL Instructional Strategies Matrix is implemented into lesson plans to support the development of academic and oral language skills of ELLs.

Rationale:

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The Broward County ESOL Instructional Strategies Matrix

Rationale:

The use of the Broward County ESOL Instructional Strategies Matrix is implemented into lesson plans to support the development of academic and oral language skills of ELLs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Implementation of the MTSS plan (with a targeted ELL focus).

Person Monitoring:

Shanteala Mash

By When/Frequency:

By August 11, 2025 & Monitored Monthly

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

Implementation of the MTSS plan - The Literacy Coach/MTSS Coordinator will develop and implement the MTSS plan. This will be overseen by the Assistant Principal. This action step encompasses many steps, all outlined in the school's MTSS plan. The school will monitor the impact of this action step at each of the MTSS monthly meetings led by the MTSS Coordinator, and overseen by the Assistant Principal.

Action Step #2

Identify and purchase curriculum, dictionaries, and glossaries needed.

Person Monitoring:

Yenta Dora

By When/Frequency:

By August 11, 2025 & Monitored Weekly

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

The ELL Coordinator, by researching the best evidenced-based materials, will Identify and purchase curriculum, dictionaries, and glossaries needed. Enough will be purchased so that there is a class set in each classroom. The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Action Step #3

Provide instructional staff with training on the following: -Implementation of the curriculum with fidelity -ESOL strategies

Person Monitoring:

Yenta Dora

By When/Frequency:

By August 12, 2024 & Monitored Weekly

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

The ELL Coordinator, by researching the best evidenced-based resources, will provide instructional staff with training on the following: -Implementation of the curriculum with fidelity -ESOL strategies The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Action Step #4

Ongoing progress monitoring of student learning outcomes, language proficiency levels, and their response to intervention provided.

Person Monitoring:

Yenta Dora

By When/Frequency:

Starting August 11, 2025, & Ongoing and Monitored Weekly

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

The ELL Coordinator will conduct ongoing progress monitoring of student learning outcomes, language proficiency levels, and their response to intervention provided. The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Area of Focus #3

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.

Focus Description - The SWD subgroup was identified as one of our ESSA subgroups for the 2025 SY. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

Rationale - SWD had a performance of 25% in the Federal Percent of Points Index for the 2025 SY in grade band 9-12. In 2024, SWD was not identified as one of our subgroups as we were at 69% in this area, reflecting a 44% drop. This affects student learning in numerous ways, most importantly a focus in this area will address multiple deficiencies in all areas such as Reading, Math, Science, and Social Studies.

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.

In 2024, SWD performed at 69%, in 2025 SWD performed at 25% reflecting a 44% drop.

By May 31, 2026, the SWD Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

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 using our Weekly ESE Meetings, MTSS Progress Monitoring, Focus Calendars, Benchmark, and State Assessments. This ongoing monitoring will impact student achievement outcomes by enabling staff to use the data to drive SWD instruction and inform our ESE Specialist with the data needed to assign effective and appropriate accommodations to students with disabilities.

Increasing the data that we have available, along with sharing it among key staff on an ongoing basis, will provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate SWD interventions to meet individual student needs.

Person responsible for monitoring outcome

Shanteala Mash

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:

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW) curriculum.

Rationale:

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Fostering a robust ESE Program, embedded and ingrained throughout the organization.

Person Monitoring:

Shanteala Mash

By When/Frequency:

August 11, 2025 / Ongoing Daily

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

1. The ESE Specialist will ensure that all ESE students remain in compliance through the year, this will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal.
2. The ESE Specialist will ensure that teachers have their students' updated IEPs, schedule and plan IEP meetings with stakeholders, and track IEP goals. This will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal.
3. The ESE Specialist will provide support to students in the classroom (push ins) as well as out side of the classroom (pull outs) to provided targeted interventions that are then monitored consistently, using the date to inform decision making and planning. This will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal.

Area of Focus #4

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

Focus Description - The Economically Disadvantaged Students (FRL) subgroup was identified as one of our ESSA subgroups for the 2025 SY. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

Rationale -FRL had a performance of 30% in the Federal Percent of Points Index for the 2025 SY in grade band 9-12. In 2024, FRL was at 23% reflecting a 7% increase. This affects student learning in numerous ways, most importantly a focus in this area will address multiple deficiencies in all areas such as Reading, Math, Science, and Social Studies.

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.

2025 data shows the FRL subgroup performing at 30%. In 2024, FRL was at 23% reflecting a 7% increase.

By May 31, 2026, the FRL Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

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 by testing students in the Fall FAST ELA and ELA Retake Assessments, the Winter FAST Assessments, and the Spring FAST ELA and ELA Retake Assessments and ELA.

The Attendance Clerk will track and report test participation of the students to the Assessment Coordinator to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students.

Person responsible for monitoring outcome

Shanteala Mash

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:

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW)

curriculum.

Rationale:

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Needs Assessment and Goal Setting

Person Monitoring:

Shanteala Mash

By When/Frequency:

August 11, 2025 / Ongoing Monthly

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

1. Conduct a comprehensive needs assessment: Identify the specific challenges and barriers faced by economically disadvantaged students in the school. Monitored at monthly at MTSS meetings with the MTSS Coordinator. 2. Establish measurable goals: Based on the results of the needs assessment, set clear and specific objectives for improving academic outcomes, social-emotional well-being, and postsecondary readiness for FRL students. Will be monitored quarterly with the Academic Coach.

Action Step #2

Implementing evidence-based interventions

Person Monitoring:

Shanteala Mash

By When/Frequency:

August 11, 2025/ Ongoing Weekly

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

1. Select appropriate interventions: Choose strategies and practices supported by strong evidence of effectiveness for raising student performance and closing achievement gaps. To be monitored at weekly faculty meetings on Fridays. Examples: -High-quality professional development for teachers focused on culturally responsive pedagogy, trauma-informed practices, and effective instructional strategies for students in poverty. -High-quality professional development for teachers focused on culturally responsive pedagogy, trauma-informed practices, and effective instructional strategies for students in poverty. -Social-emotional learning (SEL) programs: Teaching students skills like self-management, relationship building, and responsible decision-making to improve academic performance and overall well-being. -Tutoring and academic support programs. -Summer programs and extended learning opportunities. -Parent and family engagement initiatives.

Action Step #3

Targeted support and progress monitoring

Person Monitoring:

Shanteala Mash

By When/Frequency:

August 11, 2025 / Ongoing Weekly

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

1. Differentiate support: Provide targeted interventions and accommodations based on individual student needs. 2. Regular progress monitoring: Collect and analyze data to track student progress and adjust interventions as needed. 3. Collaborate with families: Involve parents and guardians in the intervention process and communicate regularly about student progress. To be monitored at weekly faculty meetings on Fridays.

Action Step #4

Ongoing evaluation and improvement

Person Monitoring:**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Addressing resource inequities: - Identify and address resource inequities: Ensure equitable access to resources, including qualified teachers, instructional materials, technology, and support staff. - Explore funding opportunities: Leverage Title I funds, state grants, and other resources to support intervention efforts. 2. Ongoing evaluation and improvement: -Periodically review and revise the action plan: Continuously evaluate the effectiveness of interventions and make necessary adjustments to maximize student outcomes. -Seek technical assistance: Collaborate with State Education Agencies (SEAs) and other organizations to gain insights and expertise on evidence-based practices and school improvement efforts. To be monitored at quarterly faculty meetings on Fridays.

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.

An Area of Focus for the school, as it pertains to maintaining a positive culture and environment, is student attendance.

A school with good attendance and a positive culture can be described as a culture of non-judgmental acceptance, help for all, compassion, caring, understanding and support. A school with a positive environment can be described as one with regular praise and recognition for positive behavior, an expectation of achievement given with grace, and a place where all voices are heard, considered, and employed towards the overall betterment of the school environment. These elements and more affect student learning by meeting a human's basic needs to feel safe and cared for. Basic needs must be met before a student can begin to learn.

Student attendance becomes a factor in the school's culture and environment in various ways.

Increasing student attendance will help to reinforce the importance of school to all students and stakeholders. The more students attend, the more it validates the idea that school is worth attending. Additionally, the more students attend, the more they can add to the amount of students that can create a richer learning experience for all others involved, as the group grows in numbers, it grows in diversity, and individual contributions, which all affect climate and culture. Regular attendance for all students is the goal, however, for each grade level regular attendance is crucial in for for students to be able to:

- 9th - Establish a good GPA foundation through course completion.
- 10th - Increase the likelihood that students will earn passing scores on state tests, on the first try.
- 11th - Explore career paths, get back on track/position oneself for a successful senior year, and Pass any outstanding graduation tests requirements.
- 12th - Meet all graduation requirements and finalize post-secondary plans.

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 specific measurable outcome that the school plans to achieve is as follows: By June 4, 2026, students at Sandra Marie Curtis High School will show a 15% percentage point increase in views towards SMCHS, as evidenced by the pre and post Student Climate Survey, as it being a place where students feel that the people there care about them, feel valued, and recognized, and overall feel positively towards the culture and environment.

A snippet of last year's data from the Student Climate Survey revealed the following sentiments towards how student felt in our school, and it showed the following:

When asked to finish the phrase, "My school is where..."

- 42% responded with - "I feel people care about me."
- 26% responded with - "I am valued as an individual"
- 5% responded with - "I want to be recognized"
- 2% responded with - "I want to blend in"
- 24% responded with - "I want to be left alone"
- 1% responded with - "I don't want to be"

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.

Climate Survey

The Academic Advisor will be responsible for administering the pre and post Student Climate Survey to all students. The pre survey will be administered to all current and incoming students during the 1st, 2nd, and 3rd 9 weeks of school. The post survey will be administered during the 4th 9th weeks. Data will be disaggregated by the Academic Advisor and shared with all stakeholders.

Attendance Strategies

We will be using www.attendanceworks.org as a resource for improving our attendance efforts. In looking at the "Key Ingredients for Systemic Change - Take a Data Driven Systemic Approach" page on the AttendanceWorks website, we will prioritize the following elements: Capacity Building, [Collecting] Actionable Data, Positive Engagement, Strategic Partnerships, Adequate/Equitable Resources, and Shared Accountability. From these elements, is in which the following strategies will be based.

The school year of 2025-2026 starts on Monday August 11th, 2025. As far as attendance is concerned, the main goal for this school year 90% attendance. We aim to bring in as many students as possible into the establishment in order for them to acquire the knowledge they will need to obtain their high school diploma. In order for us to meet that goal, the attendance clerk along with the collaboration of the entire staff will motivate the students and their parents and remind them that for us to accomplish our mission as a school, it is a must that every student comes to school every day: that shows that they are helping us take care of their success.

Here is the attendance plan for the school year 2025-2026:

- **Attendance Matters Presentation** The attendance clerk will create a presentation that will be presented on the first day of school in each classroom. The purpose of this presentation will be to train the students on how to properly insert their name in the different sign-in sheets, tips on how to remember to sign-in, their option to work online as well as explain to them why their attendance into the building is mandatory especially during testing periods. Additionally, important information will be given about Florida's laws concerning attendance. This presentation will be available in writing so that any student can go through it whenever they need to.
- **Recording Attendance**
 - The attendance clerk will report attendance regularly. That way, it is easier for the Data Owner to enter them into the district platform so that it can be shown in their virtual counselor.
 - The attendance clerk will make sure they get to know as many students as they can not only to

familiarize with them but more importantly to have a better understanding of their attendance status for one day or another.

- The attendance clerk will check that the front desk and every single classroom has a sign-in sheet. They will make sure that every student that walks in signs their name properly.
- Sign-out sheets will be put inside each classroom so that every student that has stayed until dismissal time can sign. That strategy can provide clarity about who leaves early. Those sheets will be collected by the attendance clerk after post at 1300.
- Early sign-out sheets will be placed at the front desk as well. Any students that leave early will need to sign it and the time the student leaves needs to be recorded.

Reminder: Teachers contribute greatly in attendance recording by submitting their attendance every day.

- Data

- The attendance rate goal for this school year is 90%.
- All data must always be up-to-date.
- Certain data must be kept confidential. It is the responsibility of the attendance clerk to make sure none of these pieces of information are not known by individuals who are not concerned about them.
- An attendance binder will be built up as the school year goes along and must be kept in intact and up-to-date.

- Online Attendance

In order to ensure that 90% goal is met, online attendance will be recorded as promptly as in-person attendance. Although some students will be exempted from coming to school on a daily basis, we are not an online school. That option is available for students that are in actual need of it. Any student that does not fall into that category will need to provide an account for any absences.

- Testing Days

Attendance during testing days is crucial. The steps below will be followed by the attendance clerk in order to make sure that every student that needs a test, will be present the day that test is provided.

- Parents will be informed of every test coming up whether it is the F.A.S.T, the BEST End of Course assessments, the SAT, or the ACT 4 weeks prior to the test.
- If one month prior to a testing period a student (that does not have attendance accommodation) has a record of at least 3 tardies and/or absences per week, this student and their parents will be convened on a conference with the attendance clerk and/or admin.

- Recognitions

Most students love when they are recognized for their accomplishments. In that perspective, we will

take the initiative to award students for their attendance.

- Every first Friday of the month, certificates are given to students that have an attendance rate of 80 to 90%. Those students will need at first to be in the building but as well they have to complete at least 10 assignments per day and complete at least 2 credits for the month with a passing grade. The prize of the following month will be announced during the same Friday. This will start in October.
- Students that have an attendance rate of 100% will receive a certificate. If they get the same attendance rate during 3 consecutive months they will receive a medallion. These students will at first need to be in the building but as well they have to complete at least 10 assignments per day or finish 2.5 credits per month with a passing grade.
- At the end of the year, a senior will be nominated for the attendance award either during prom night, during senior brunch, and/or during graduation.
- Any student that receives at least 2 medallions will get the end of the year Grand Prize.

- **Communications with Parent**

Parents will be contacted for:

1. Chronic Absenteeism
2. Unexcused Tardy
3. Poor Attendance Rate for the month
4. Students not attending their Direct Instruction
5. Permission to let a student leave early
6. Unexcused absences
7. Absences during a test day
8. Students trying to avoid the learning environment.

- **Direct Instruction**

Attendance to direct instructions will be monitored by the attendance clerk as well. Every student that requires further guidance (especially those that need to pass their state requirements) needs to attend direct instruction. Any time a student misses a class without a clear and valid explanation, their guardian/parent(s) will be notified.

- **Events**

At least once a month, extracurricular activities will be held at SMC High within school hours. We will collaborate with our strategic partnerships to enhance this effort. Attendance rate is expected to be higher during those days. Flyers need to be out a week in advance.

Person responsible for monitoring outcome

DeMarcus Williams

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:

Evidence-based Interventions: - Hiring Staff (filling all open positions) - Ongoing family and community engagement. - Routinely examining our policies (i.e at board meetings, etc.) - Regular staff trainings to ensure staff know how to build and maintain relationships with students, their families, and our community partners. - Regularly review disaggregated school climate and discipline data (including discipline referrals or incident reports) The above evidence-based interventions listed are evidenced in the National Center for Safe and Supportive Learning Environments, 2023

Rationale:

"Students who attend schools with a positive school climate have been found to have increased self esteem and self-concept, decreased absenteeism, reduced behavioral issues and disciplinary actions, and increased school completion." "Addressing school climate is key to eliminating the disproportionate use of exclusionary discipline. Research shows that suspensions and expulsions have negative impacts on student outcomes, and the victims of these practices are disproportionately students of color. Improving school climate is key to alleviating these problems." "A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from pre-K/elementary school to higher education." – National Center for Safe and Supportive Learning Environments, 2023

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Administer the pre-survey for Student Climate

Person Monitoring:

DeMarcus Williams

By When/Frequency:

By the 3rd 9 weeks

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

The Academic Advisor will administer the pre-survey for Student Climate by the 3rd 9 weeks of school, to all students, grades 9-12.

Action Step #2

Creation and implementation of a Culture and Climate calendar

Person Monitoring:

Melissa Tirado

By When/Frequency:

By August 11, 2025 & Ongoing Monthly

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

Our School Assessment Coordinator, overseen by the Assistant Principal, will create and implement a Culture and Climate calendar and students display in a high traffic area, in which we will focus on one of our 9 Core Values each month. The 10th month will repeat the first Core Value. Our 9 Core Values are: Wisdom, Hope, Responsibility, Compassion, Justice, Respect, Courage, Resilience, and Integrity.

Action Step #3

Administer the post-survey for Student Climate.

Person Monitoring:

DeMarcus Williams

By When/Frequency:

By the end of the school year

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

The Academic Advisor will Administer the post-survey for Student Climate. He will then gather the data to disseminate to all stakeholders for review, reflection, and re-strategizing.

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)).

Sandra Marie Curtis High School offers an array of services:

Counseling services:

- On-site Academic Advisor: Provides academic, college, and career counseling.
- On-site Certified Professional School Counselor: Provides personal and social counseling.

School-based mental health services:

- Contracted School Psychologist: Provides therapy and ongoing counseling
- On-site Certified Professional School Counselor: Conducts SRAs and referrals to mental health services.

Specialized Support Services:

- On-site Academic Coach - Assists students with test registration for national assessments and assists in goal setting.
- ESE Specialized Support Services - Provide services as specified in the IEP (i.e Speech/ Language pathology sessions)

Mentoring Services:

- Peer Mentoring/Student Ambassadors - High achieving students assist those with the greatest needs.
- Teacher and Staff Mentoring - Each student is assigned to a teacher or staff for mentorship.

Other strategies to improve students skills outside the academic subject areas:

- Referrals to social services - Provided by the School Counselor and/or the administration on an as needed basis.

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)).

Sandra Marie Curtis High School Partners with the Broward College TRIO outreach program.

- TRIO sends mentors (that are employed with Broward College) to our school campus once a week, each Wednesday, to provide college and career planning services to all students.
- They are available by appointment on days other than Wednesday.
- Each year, TRIO sponsors an all expense paid trip to our students, twice a year, to go on a college tour.
- TRIO awards full scholarships to students at the end of the year for high scholastic achievement.
- This will be our school's 5th year in partnership with TRIO of Broward College.

Sandra Marie Curtis High School offers the following CTE programs:

- Barbering
- Nursing Assistant
- Gaming Design

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)).

Sandra Marie Curtis High School has implemented the local school district's PBIS (Positive Behavior Intervention & Supports) system., schoolwide.

Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students (Sugai & Horner, 2009).

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)).

Sandra Marie Curtis High School is one of 7 NorthStar Academies, under EdisonLearning, an FDOE educational services provider.

One of EdisonLearning's "non-negotiables" is:

-Yearlong Professional Development and Professional Learning Communities in all schools and across all NorthStar Academy Schools that utilize district and Achievement Framework PDs.

To meet this requirement we attend the following:

- ELDA (EdisonLearning Leadership Development Academy)
- Monthly EdisonLearning PLCs
- Local school district meetings and trainings
- Career Fairs (local and distant)

Additionally, SMCH creates and implements an in-house Professional Development calendar to meet the unique needs of the school.

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.

Funding allocations are used to fund the following:

- Hire and retain additional highly qualified employees that will be utilized to facilitate our school's progress towards meeting our SIP's goals.
- Curriculum - Read 180, Systems 44, eSchoolware, WriteScore, Newsela, Study Island
- Programs - CTE (Nursing, Barbering, and Gaming)
- Community Support - TRIO (College Assistance Program), Mentoring, Clinicals, Community Outreach

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).

Additionally, funding will be allocated to the provisioning of student's need for student materials such as technology and other study materials.

VII. Budget to Support Areas of Focus

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

Yes

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