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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our school celebrates individuality, diversity, and creativity. We focus on incorporating technology, and providing opportunities for students to collaborate, communicate, and think critically about real-world problems.

Provide the school's vision statement

Our vision is to educate global citizens for the 21st century.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Tangela D. Goa

Position Title

Principal

Job Duties and Responsibilities

Leads teachers and staff in ensuring a quality educational environment is maintained while overseeing the daily activities and operations within the school. Main duties involve supervising staff and ensuring the school environment is safe for all students and staff members; overseeing the implementation of school policies; and, helping teachers maximize their teaching potential in order to maximize student learning.

Leadership Team Member #2

Employee's Name

Anailene Marban

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in leading teachers and staff in providing a quality educational environment while assisting with daily operations and activities within the school. Main duties involve supporting the implementation of school improvement initiatives; supporting and supervising teachers and staff; and, providing instructional leadership to improve teaching and learning outcomes.

Leadership Team Member #3

Employee's Name

Patricia Castro-Sanchez

Position Title

Teacher Leader, PLST, PD Liaison

Job Duties and Responsibilities

Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Sanchez currently teaches ESOL to grade 2-5 students.

Leadership Team Member #4

Employee's Name

Janyce Delgado

Position Title

Teacher Leader, PLST

Job Duties and Responsibilities

Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Delgado currently teaches first grade.

Leadership Team Member #5

Employee's Name

Reem Okab

Position Title

Teacher Leader, PLST

Job Duties and Responsibilities

Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Okab currently teaches third grade.

Leadership Team Member #6

Employee's Name

Niurka Garcia

Position Title

Teacher Leader, PLST

Job Duties and Responsibilities

Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Okab currently teaches third grade.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The school includes diverse stakeholders such as administrators, teachers, parents, students, and community members in the processing of developing the annual School Improvement Plan (SIP). The Educational Excellence School Advisory Council (EESAC) is essential this process by engaging stakeholders and gathering valuable input essential for creating a SIP that aligns with the school's vision and addresses specific challenges. Ongoing communication and feedback are key to ongoing school improvement development and implementation.

SIP Monitoring

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

The school's EESAC is charged with the progress monitoring of SIP goals and strategies. A review of SIP progress-monitoring data is conducted at every meeting. Data analysis includes student achievement data in Reading and Math as well as evidence of strategy implementation. SIP reviews are conducted in the fall, winter, and spring and used to develop/modify action steps to ensure continuous improvement. SIP end-of-year reviews are conducted to solicit feedback in regards to achievement of the SIP goals and strategies. Additionally, formative and summative school data is used to develop new goals and initiatives for the upcoming school year.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	2	1	0	0	1				7
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	9	23	24	10	19				85
Course failure in Math	0	13	21	15	8	10				67
Level 1 on statewide ELA assessment	0	0	22	15	21					58
Level 1 on statewide Math assessment	0	0	17	12	21					50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	10	26	24						60
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	8	5	8	11					37

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	17	26	16	25				91

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	11	0	0				11
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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.

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†
ELA Achievement *	43		34	60	36	62
ELA Grade 3 Achievement **	45		38	60		56
ELA Learning Gains	61				51	
ELA Learning Gains Lowest 25%	59				35	
Math Achievement *	47		48	66	56	58
Math Learning Gains	49				65	
Math Learning Gains Lowest 25%	39				43	
Science Achievement *	36		35	58	35	64
Social Studies Achievement *						71
Graduation Rate						53
Middle School Acceleration						63
College and Career Readiness						80
ELP Progress	47		35	63	59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	434
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
48%	42%	48%	35%		57%	47%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	47%	No		
Black/African American Students	47%	No		
Hispanic Students	48%	No		
Economically Disadvantaged Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	2	
English Language Learners	35%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	44%	No		
Hispanic Students	41%	No		
Economically Disadvantaged Students	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	40%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	46%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	45%	61%	59%	47%	49%	39%	36%					47%
Students With Disabilities	26%	17%	59%		34%	56%							55%
English Language Learners	37%	41%	61%	56%	43%	51%	50%	29%					55%
Black/African American Students	45%		36%		55%	50%							
Hispanic Students	42%	43%	66%	61%	44%	51%	42%	32%					54%
Economically Disadvantaged Students	48%	47%	62%		48%	48%	45%	39%					58%

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	34%	38%			48%			35%					35%
Students With Disabilities	18%	25%			32%			38%					48%
English Language Learners	21%	21%			46%			29%					56%
Black/African American Students	50%				42%			40%					
Hispanic Students	28%	37%			48%			34%					57%
Economically Disadvantaged Students	38%	37%			45%			38%					43%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	36%		51%	35%	56%	65%	43%	35%					59%
Students With Disabilities	15%		17%	20%	50%	52%							59%
English Language Learners	24%		42%	29%	53%	58%	31%	27%					59%
Native American Students													
Asian Students													
Black/African American Students	59%		56%		58%	56%							
Hispanic Students	30%		49%	36%	55%	67%	43%	29%					59%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	38%		49%	35%	56%	66%	40%	38%					59%

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.

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

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?

GR 3-5 FAST PM3:

The data component that showed the most improvement was ELA grade 3-5 proficiency. Grade 3-5 ELA proficiency was 43%, a 4-percentage point increase from 39% in 2024. ELA proficiency was 14 percentage points below the district's average of 55%. ELA proficiency has trended in in the 30's since 2020, prior to that proficiency was 49% in 2018 and 46% in 2019. Grade 4 had the highest ELA proficiency at 51% an increase of 13 percentage points since 2023 whereas proficiency was 38%. Despite some improvements in student achievement, ELA proficiency remains below 50%.

Grade 4 continues to have the highest math achievement whereas 67% of students scored at proficiency and has remained constant since 2023. Grade 4 math proficiency was 5 percentage points above the district's average of 62% and 9 percentage points above the state's average of 58%.

Lowest Performance

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

GR 3-5 PM3:

In grades 3-5, the grade 5 Science data component demonstrated the lowest performance. Grade 5 Science proficiency was 36%, a 1-percentage point increase from 35% in 2023. Science proficiency was 17 percentage points below the district's average of 53%. Science proficiency has ranged from 35-35% since 2022. Further analysis of grade level data revealed that grade 5 demonstrated the lowest performance in Reading and Math. Grade 5 Math proficiency was at 29%, 30-percentage points below the district's average of 59% and grade 5 Reading proficiency was at 33%, 23-percentage points below the district's average of 56%. Contributing factors impacting grade 5 student performance in Science include gaps in grade K-4 prerequisite skills knowledge. In Reading, contributing factors impacting student performance include a high percentage of students who are two or more grade levels below in Reading and in Math, numeracy skills that include math fact

fluency, are impeding student performance. It is important to consider that the grade 5 Reading and Math assessments have the greatest percentage of questions that are complex in nature.

GR K-2 PM3:

In grades K-2, the percent of students scoring at/above benchmark on the Star/Star Early Literacy PM3 assessment was 33%. Further analysis of grade level data revealed that kindergarten had the lowest performance whereas 21% of students scored at/above benchmark on PM3 as compared to 44% in first grade and 33% in second grade. Contributing factors impacting grade K-2 performance in Reading include limited English proficiency and gaps in foundational skills. Though foundational skills have been strengthened, limited language, background knowledge and vocabulary skills remain an area of need which directly impact analytical reading skills.

GR K-5 I-READY AP3: I-Ready Reading diagnostic AP3 results indicated that Vocabulary and Comprehension (Informational) were the two lowest scoring domains. Analysis of grade level performance in Reading showed that the grade levels with the lowest percent of students at/or above grade level was fifth grade (36% green).

Greatest Decline

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

GR 3-5 FAST PM3:

Grade 5 Math demonstrated the greatest decline when compared to the previous year. 29% of grade 5 students scored at proficiency on PM3, a 15-percentage point decrease in proficiency when compared to the 2022 Math PM3, whereas students scored at 44% proficiency. Factors that may have contributed to the decline in student performance include lack of math coach to support teachers during collaborative planning, the need for spaced out practice to help in long-term skills retention, and limited math fact fluency.

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.

GR 3-5 FAST PM3:

Grade 5 Math achievement had the greatest gap when compared to the state average. The percent of students scoring at/above proficiency in the state was 56%, while the school scored 27 percentage points below at 29%. Factors that may have contributed to the gap in student performance include lack of math coach to support teachers during collaborative planning, the need for spaced out practice to help in long-term skills retention, and limited math fact fluency.

Grade 5 Reading achievement had the second greatest gap when compared to the state average. The percent of students scoring at/above proficiency in the state was 33%, while the school scored 22 percentage points below the state at 55%. Factors that may have contributed to this gap in student performance include lack of reading coach to support teachers during collaborative planning, the need for

Foundational skills support for students with limited English proficiency to include strengthening of vocabulary and analytical reading skills.

EWS Areas of Concern

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

GR 3-5 FAST PM3:

EWS data indicates that the percentage of students with substantial reading deficiencies, scoring three or more grade levels below on the i-Ready AP3 assessment increases from 20-23% in grades 3-4 to 30% in grade 5. Reading proficiency remains an area of concern as only 43% of students scored at proficiency on the grade 3-5 FAST ELA and an average of 33% scored at/above benchmark on the grade K-2 Star Early Literacy/Reading assessment. Reading proficiency has been below 50% since 2018 and our goal continues to be to increase reading proficiency to 50%.

Science proficiency is another area of concern due to only 36% of students scored at proficiency, a 1-percentage point increase from 35% in 2023. Science proficiency was 17 percentage points below the district's average of 53%. Science proficiency has remained in the 30's since 2022.

Highest Priorities

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

#1: Reading: Focus on schoolwide independent reading to strengthen vocabulary, background knowledge, and comprehension.

#2: Science: Focus on enhancing science instruction and accountability in grades K-5 to increase prerequisite skills assessed in grade 5.

#3: Writing: Focus on schoolwide writing instruction to enhance overall written communication skills.

#4: Mathematics: Focus on schoolwide improvement of numeracy skills to free-up mental resources needed for higher level thinking and complex processes needed to multi-step word problems.

#5: Critical Thinking/Reasoning Skills: Focus on strengthening student skills critical thinking/reasoning skills through active learning.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2024 FAST PM3 data, 61% of kindergarten students evidenced At or Above Benchmark on the Star Early Literacy assessment; 44% of first grade students evidenced At or Above Benchmark; and, 34% of second grade students evidenced At or Above Benchmark on the Star Reading assessment.

Based on the data and the identified contributing factors of a high percentage of ELL, limited grade level readiness, and deficiencies in vocabulary/background knowledge, we will implement the targeted element of Student-Centered Learning.

Area of Focus Description and Rationale

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

Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

The evidenced-based strategy of Student-Centered Learning was chosen as it addresses the need to provide varied learning experiences that spark students' interests and align with varied learning styles.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2024 FAST PM3 data, grade 3-5 ELA proficiency was 43%, a 4-percentage point increase from 39% in 2024. ELA proficiency was 14-percentage points below the district's average of 55%. ELA proficiency has trended in in the 30's since 2020, prior to that proficiency was 49% in 2018 and 46% in 2019. Grade 4 had the highest ELA proficiency at 51% an increase of 13 percentage points since 2023 whereas proficiency was 38%. Despite some improvements in student

achievement, ELA proficiency remains below 50%.

Based on the data and the identified contributing factors of a high percentage of ELL, limited grade level readiness, and deficiencies in vocabulary/background knowledge, we will implement the targeted element of Student-Centered Learning.

Grades K-2: Measurable Outcome(s)

If the targeted element of ELA is successfully implemented, the percent of kindergarten students scoring

At or Above Benchmark on the 2025 Star Early Literacy PM3 assessment will increase by 10 percentage points to 71%; the percent of first grade students scoring At or Above Benchmark will increase by 10 percentage points to 54%, and the percent of second grade students scoring at At or Above Benchmark will increase by 10 percentage points to 47% on the 2025 Star Reading PM3 assessment.

Grades 3-5: Measurable Outcome(s)

If the targeted element of ELA/RAISE is successfully implemented, grade 3-5 ELA instruction will be enhanced and proficiency on the 2024 FAST ELA PM3 will increase by at least 5 percentage points.

Monitoring

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) will meet monthly to plan for and monitor the implementation of professional learning initiatives at the school.

The administration will conduct walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

Person responsible for monitoring outcome

Anailene Marban, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale:

The evidenced-based strategy of Student-Centered Learning was chosen as it addresses the need to provide varied learning experiences that spark students' interests and align with varied learning styles.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Independent Reading Promotion

Person Monitoring:

Anailene Marban

By When/Frequency:

Monthly (8/15/24-9/27/24)

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

1. Develop a schoolwide Accelerated Reader program implementation plan and share with teachers to spearhead initiative to promote independent reading.

Action Step #2

Schoolwide Reading/Writing Activities and Showcases

Person Monitoring:

Niurka Garcia, Teacher Leader

By When/Frequency:

Quarterly (8/15/24-9/27/24)

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

2. Plan for first quarter activities that promote/showcase students' literacy skills.

Action Step #3

Vocabulary

Person Monitoring:

Tangela Goa, Principal

By When/Frequency:

Weekly (8/15/24-9/27/24)

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

3. Initiate a schoolwide word of the week program where students are encouraged to incorporate the new word into their oral and written communication each week.

Area of Focus #2

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

Instructional Practice specifically relating to Math, Science

Area of Focus Description and Rationale

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

Science proficiency is an area of concern due to only 36% of students scoring at proficiency, and only a 1-percentage point increase from 35% in 2023. Science proficiency was 17 percentage points below the district's average of 53%. Science proficiency has remained in the 30's since 2022.

Grade 5 Math proficiency demonstrated the greatest decline when compared to the previous year. 29% of grade 5 students scored at proficiency on PM3, a 15-percentage point decrease in proficiency when compared to the 2023 Math PM3, whereas students scored at 44% proficiency. Factors that may have contributed to the decline in student performance include lack of math coach to support teachers during collaborative planning, the need for spaced out practice to help in long-term skills retention, and limited math fact fluency.

Based on the data and the identified contributing factors of limited prerequisite skills in science, limited opportunities for scientific inquiry, and limited numeracy and problem-solving skills in math, we will implement the targeted element of Instructional Coaching/Support.

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.

If the targeted element of Instructional Coaching/Support is successfully implemented, grade 5 Math and Science proficiency will improve by at least 5 percentage points on the 2025 FAST PM3.

Monitoring

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader, Niurka Garcia, Teacher Leader) will meet monthly to plan for and monitor the implementation of professional learning initiatives at the school. The administration will conduct walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

Person responsible for monitoring outcome

Anailene Marban, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Within the targeted element of Math and Science we will focus on the evidenced-based intervention of Instructional Support/Coaching. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The evidenced-based strategy of Instructional Support/Coaching was chosen as it addresses the need to provide teachers with support and guidance to enhance instruction and learning outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Planning

Person Monitoring:

Anailene Marban

By When/Frequency:

Weekly (8/15/24-9/27/24)

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

1. Grade 3-5 teachers will collaboratively plan for first quarter science labs to enhance classroom experiences and student outcomes.

Action Step #2

Spiral Review

Person Monitoring:

Anailene Marban

By When/Frequency:

Weekly (8/15/24-9/27/24)

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

2. Devise spiral reviews for grade 4-5 math and science to provide students with spaced-out extended practice and application of skills.

Action Step #3

Math DI

Person Monitoring:

Anailene Marban

By When/Frequency:

Weekly (8/15/24-9/27/24)

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

3. Initiate weekly Math DI Wednesdays to remediate deficient skills.

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), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 data, grade 3-5 ELL ELA proficiency was 21%; grades 3-5 SWD ELA proficiency was 21%; and, grades 3-5 proficiency among Economically Disadvantaged Students was 43%.

Based on the data and the identified contributing factors of inconsistent use of instructional scaffolds to support diverse learner needs, insufficient time allotted for practice and master of new skills, and below grade level readiness, we will implement the targeted element of Differentiation. Differentiation provides accommodations and supports to better meet the diverse needs of learners.

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.

If the targeted element of Differentiation is successfully implemented, students will strengthen their Reading skills and ELA proficiency will increase by at least 5 percentage points on the 2025 FAST ELA PM3.

Monitoring

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader, Niurka Garcia, Teacher Leader) will meet monthly to review ESSA subgroup ELA data and allocate support as needed. The administration will conduct walkthroughs to monitor the implementation of instructional scaffolds, interventions, and extended-learning opportunities to provide feedback and support.

Person responsible for monitoring outcome

Tangela D. Goa, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

The evidenced-based strategy of differentiated instruction was chosen as at-risk learners benefit from a learning environment where instructional scaffolds are provided, instruction is differentiated, and sufficient practice and remediation is provided.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Scheduling/Grouping

Person Monitoring:

Anailene Marban

By When/Frequency:

Quarterly (8/15/24-9/27/24)

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

1. Strategic scheduling of SWD and ELL students to maximize differentiated support and resource allocation.

Action Step #2

Instructional Scaffolds

Person Monitoring:

Patricia Castro-Sanchez, Teacher Leader

By When/Frequency:

Quarterly (8/15/24-9/27/24)

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

2. Provide professional learning on resources/instructional scaffolds available to support ELL/SWD and at-risk students.

Action Step #3

Brain Boosters

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

Weekly (8/15/24-9/27/24)

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

3. Incorporate weekly schoolwide brain boosters to develop students reasoning and problem-solving skills.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

Based on data from the school climate survey that 82% of teachers like working at the school and 63% believe staff morale is high at the school. The contributing factors of limited stakeholder involvement, teacher burnout/stress, and faculty commitment/motivation, we will implement the targeted element of Stakeholder Involvement/Satisfaction. A school culture where all stakeholders feel valued and satisfied, garners support and increased commitment to the school community. It is important to continue to cultivate a school culture where all stakeholders feel welcomed, valued, and supported.

Within the targeted element of Stakeholder Involvement/Satisfaction, our school will focus on Celebrating Successes, School Spirit, and Family Involvement.

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.

If the targeted element of Stakeholder Involvement/Satisfaction is successfully implemented, student learning outcomes will improve and ELA and Math proficiency will increase by at least 5 percentage points on the 2025 FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader; Niurka Garcia, Teacher Leader) along with the EESAC and PTA will collaborate to identify and address areas of need and provide support. The administration will collect feedback via surveys to monitor efficacy of school culture initiatives.

Person responsible for monitoring outcome

Tangela D. Goa, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale:

Building a positive school culture/environment requires the involvement and commitment of all stakeholders. Taking measures to ensure the school community feels welcomed, valued, and supported is needed in order to maximize motivation and commitment and sustain a school culture of ongoing improvement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Calendar of Events/Activities

Person Monitoring:

Niurka Garcia, Teacher Leader

By When/Frequency:

Quarterly

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

1. The leadership team will meet to develop a calendar of school activities that promote student and family involvement.

Action Step #2

Celebrate Successes

Person Monitoring:

Anailene Marban

By When/Frequency:

Quarterly

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

3. Provide rewards/recognition to boost

Action Step #3

Rewards/Incentives

Person Monitoring:

Anailene Marban

By When/Frequency:

Monthly

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

4. Provide quarterly rewards and incentives to promote student attendance, achievement, and behavior.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

1. School message/email to families
2. Plan presented/discussed at EESAC meetings and Faculty Meetings
3. SIP Summary devised to provide stakeholders with a one page summary of plan
4. Flyer sent home with families with link and QR code to view final published plan
5. Final published plan posted on school website (eneidamhartner.org)
6. Teachers send a Class Dojo message to families with link to plan
7. Hardcopies of plan available onsite at Parent Resource Center.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

In the School Culture and Environment area of focus, our school plans to strengthen Stakeholder Commitment and Satisfaction through the research-based interventions of School Spirit/Branding, Communication/Relations, Customer Service, and Celebrate Successes.

School Culture and Environment is embedded into the School Improvement Plan (SIP). Action steps were developed focused on building positive relationships with all stakeholders to include parents, teachers, students, and the collective school community were incorporated. Communication is key to

soliciting support and ensuring families feel valued and welcomed. Our school communicates with stakeholders through a variety of methods including automated school messages/emails, social media posts, school website (www.eneidamhartner.org), flyers sent home with students, and phone calls.

Plans to Strengthen the Academic Program

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

In the Instructional Practice area of focus, our school plans to strengthen Science and Math through the research-based interventions of instructional coaching/support. Building teacher capacity through professional learning and support will strengthen instruction and improve learning outcomes.

To address the needs of the underperforming ESSA Subgroups (ELL, SWD, Hispanic, Black, Economically Disadvantaged), our school plans to strengthen Differentiation through the research-based interventions of interactive learning environment, interventions, and extended learning opportunities. At-risk learners benefit from varied activity formats and modalities that engage them in meaningful practice and learning. Opportunities for additional practice, remediation, and individualized support are essential to their academic achievement.

In the RAISE area of focus, our school plans to strengthen ELA through the research-based interventions of student-centered learning. Students benefit from instruction that is interactive and engaging. Students need opportunities to practice and develop literacy skills both in and out of the classroom.

How Plan is Developed

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

Coordination of federal, state, and local resources and programs that support implementation of the SIP include: Title I funds are utilized to provide academic support and learning opportunities and acquire instructional resources that reinforce existing curriculum, technology, and parental involvement. Additionally, Title I provides support and resources to families in transition. Title III funds

are utilized to provide academic support and learning opportunities for English Language Learners and acquire instructional resources that reinforce learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Student-services are available to address and support students' individual needs outside academic subject areas. These services includes school-based counseling and mental health services which support students' socioemotional wellbeing, develop interpersonal skills, build resilience, self-confidence, and other valuable qualities for success in both academic and personal life.

Preparing for Postsecondary Opportunities and the Workforce

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

To prepare students for postsecondary career/workforce readiness, our school incorporates activities that spark students' interests and broaden their understanding of various careers. The school's annual career fair aims to inspire students and help them see the connection between their education and future career possibilities. Additionally, the school emphasizes the importance of foundational skills, such as teamwork, problem-solving, and communication, which are essential in any career.

Addressing Problem Behavior and Early Intervening Services

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

The school implements a schoolwide tiered model to prevent and address problem behaviors. At the foundational level, the school establishes clear expectations and routines, promotes positive behavior through recognition and rewards, and integrates social-emotional learning into the curriculum. For students who require additional support, more targeted interventions are employed to include behavioral support plans, more intensive support to include specialized staff, and close collaboration with parents and caregivers.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

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

Our school fosters a culture of ongoing professional growth and support. Teachers participate in ongoing professional learning to improve instruction. Schoolwide data is analyzed to identify areas of need and identify professional learning needs. Professional learning activities focus on innovative teaching strategies, differentiated instruction, and the integration of technology in the classroom. These sessions also cover the analysis and application of data from academic assessments to inform instruction and improve student outcomes.

Strategies to Assist Preschool Children

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

The Transition to Kindergarten Program provides technical assistance and support to all stakeholders involved in the transition of children from early childhood education programs to kindergarten. Orientations, tours, field- trips, and readiness tips are provided to help families prepare their children for success in kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school utilizes district adopted instructional materials to instruct students. Processes are in place at the state and district level to review and approve resources that meet identified student needs.

Specifics to Address the Need

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

Tier 1 instructional materials Reading Wonders, Big Ideas Math, and Ellevate Science. Tier 2-3 instructional materials include Reading Horizons. Additionally, supplemental instructional technology resources vetted by the district to address learner needs include i-Ready, Imagine Learning, IXL, Reflex, and Accelerated Reader.

VII. Budget to Support Areas of Focus

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

No

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