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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

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

At Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

Provide the school's vision statement

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals.

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

Julissa Piña

Position Title

Principal

Job Duties and Responsibilities

Mrs. Julissa Pina serves as the School Principal, she provide leadership in developing, implementing and supporting school wide efforts. Her leadership encourages positive school school culture while addressing students academic and social-emotional needs.

Leadership Team Member #2

Employee's Name

Irene Gancedo

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Irene Gancedo serves as the Assistant Principal, under the direction of Mrs. Julissa Pina, she plans and coordinates the school's decision-making processes to enhance student learning.

Leadership Team Member #3

Employee's Name

Jennifer Juncosa

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Jennifer Juncosa serves as the Guidance Counselor, she provides counseling services to assist students with coping strategies to effectively deal with personal, social and academic concerns. Additional, Ms. Juncosa consults with parents, teacher, administrators, and supporting agencies concerning the individual needs of students.

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.

During the 2024-2025 school year, our school will involve stakeholders through EESAC collaboration and the PTA in the decision-making process by seeking their input on prioritizing goals, selecting strategies, and defining action steps. We will facilitate collaborative discussions where stakeholders can provide feedback on proposed goals and strategies. This collaborative approach will ensure that the SIP reflects collective ideas from the school community.

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))

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

During the 2024-2025 school year, we will provide regular updates on progress, successes, and challenges during the implementation phases of the SIP. Our school will maintain open lines of communication and seek ongoing input and involvement from the aforementioned stakeholders as the plan is implemented and evaluated. This collaborative approach will foster a sense of ownership and collective responsibility, ultimately leading to more effective school improvement efforts.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	82.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	12.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

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	0	3	1	4	4	8	0	2	2	24
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	1	1	4	1	0	0	7
Course failure in Math	0	0	0	2	0	4	0	4	3	13
Level 1 on statewide ELA assessment	0	0	0	1	8	19	3	5	9	45
Level 1 on statewide Math assessment	0	0	0	0	2	14	6	3	8	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	4	9	7						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	1	2	1					6

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	2	0	1	3	8	23	3	6	12	58

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	3	0	0	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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		3	5	6	6	2	3	2	1	28
One or more suspensions										0
Course failure in ELA				2	1		2	1		6
Course failure in Math			1	1	1					3
Level 1 on statewide ELA assessment				1	11	7	11	4	2	36
Level 1 on statewide Math assessment				1	4	5	9	2	4	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			11	9						69

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				2	2	2	8	2	2	18

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	1	1		1						3
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†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	74	65	58	76	61	53	83	62	55
ELA Grade 3 Achievement **	77	63	59	79	58	56			
ELA Learning Gains	64	64	59				71		
ELA Learning Gains Lowest 25%	52	58	54				66		
Math Achievement *	79	68	59	78	63	55	84	51	42
Math Learning Gains	64	66	61				73		
Math Learning Gains Lowest 25%	48	63	56				52		
Science Achievement *	68	60	54	61	56	52	69	60	54
Social Studies Achievement *	76	79	72	89	77	68	93	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	71	77	71	43	75	70	83	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	70	64	59	68	62	55	77	75	70

*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)	ATSI
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	743
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	71%	75%	66%		73%	75%

* 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	34%	Yes	2	
English Language Learners	63%	No		
Hispanic Students	67%	No		
White Students	64%	No		
Economically Disadvantaged Students	60%	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	31%	Yes	1	1
English Language Learners	68%	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%
Hispanic Students	71%	No		
White Students	78%	No		
Economically Disadvantaged Students	62%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	71%	No		
Native American Students				
Asian Students				
Black/African American Students				

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	74%	No		
Multiracial Students				
Pacific Islander Students				
White Students	77%	No		
Economically Disadvantaged Students	68%	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	74%	77%	64%	52%	79%	64%	48%	68%	76%	71%			70%
Students With Disabilities	22%	18%	37%	32%	38%	38%	38%						50%
English Language Learners	66%	73%	60%	48%	74%	59%	47%	53%	83%				70%
Hispanic Students	73%	77%	63%	56%	78%	64%	49%	69%	72%	64%			71%
White Students	79%	80%	67%	31%	81%	67%	44%	68%					62%
Economically Disadvantaged Students	58%	60%	58%		70%	61%		54%					

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	76%	79%			78%			61%	89%	43%			68%
Students With Disabilities	28%	18%			44%			18%					47%
English Language Learners	70%	72%			76%			49%					72%
Hispanic Students	75%	77%			77%			61%	92%	42%			74%
White Students	83%	86%			81%			62%					
Economically Disadvantaged Students	64%	93%			64%			28%					

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	83%		71%	66%	84%	73%	52%	69%	93%	83%			77%
Students With Disabilities	50%		43%	33%	57%	60%	46%						
English Language Learners	82%		72%	69%	83%	72%	50%	60%					77%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	83%		73%	67%	84%	72%	48%	69%	91%	77%			76%
Multiracial Students													
Pacific Islander Students													
White Students	84%		65%	59%	84%	71%	64%	67%	100%	93%			81%
Economically Disadvantaged Students	76%		75%	63%	77%	70%	55%	61%					67%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	74%	56%	18%	55%	19%
Ela	4	65%	55%	10%	53%	12%
Ela	5	84%	56%	28%	55%	29%
Ela	6	54%	57%	-3%	54%	0%
Ela	7	52%	55%	-3%	50%	2%
Ela	8	64%	54%	10%	51%	13%
Math	3	88%	65%	23%	60%	28%
Math	4	74%	62%	12%	58%	16%
Math	5	74%	59%	15%	56%	18%
Math	6	64%	60%	4%	56%	8%
Math	7	71%	49%	22%	47%	24%
Math	8	75%	58%	17%	54%	21%
Science	5	69%	53%	16%	53%	16%
Science	8	55%	42%	13%	45%	10%
Civics		72%	70%	2%	67%	5%
Algebra		78%	55%	23%	50%	28%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the greatest improvement was the Algebra I EOCs.

Data from the Spring 2024 administration indicated that 75% of students were proficient, a significant increase from the 43% proficiency rate in the Spring 2023 administration.

This improvement can be attributed to strategic actions, including the careful selection of students for the accelerated course and the assignment of qualified personnel to teach it.

Lowest Performance

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

Based on Spring 2024 FAST data, Grade 7 ELA has shown the lowest performance, with only 54% of students achieving proficiency. Several factors contributed to this outcome, including a significant increase in the number of NewComer ESOL students, which led to larger class sizes. Consequently, the availability of personnel was stretched thin, and many students were unable to receive the necessary interventions to support their learning effectively.

Greatest Decline

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

Spring 2024 FAST PM3 data indicates a significant decline in proficiency for Grade 4 ELA and Mathematics. In the Spring 2023 administration, 94% of students were proficient in ELA, and 92% were proficient in Math. However, in Spring 2024, these numbers dropped to 69% proficient in ELA and 77% proficient in Math.

An analysis of historical data for this cohort reveals a large number of Exceptional Student Education (ESE) students and Newcomers. Additionally, there was an increase in class size during the school year, which hindered the ability to adequately meet the needs of all students for Differentiation and Tier II Intervention.

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.

There were no data in the category.

EWS Areas of Concern

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

EWS data analysis from the 2023-2024 school year indicates a significant increase in the percentage of rising grade 5 students who scored Level 1 on statewide ELA and Math Assessments.

Highest Priorities

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

1. Increase ELA/Math/Science/Social Sciences Proficiency
2. Increase opportunities for Tired Interventions
3. Utilization the M-DCPS Topic Assessments as a progress monitoring tool during the school year
4. Decrease student discipline referrals and suspensions (indoor and outdoor)
5. Decrease the percentage of instruction personnel missing 10+ days

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

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.

The decline in fourth-grade reading proficiency from 90% in 2023 to 65% in 2024 warrants attention and targeted intervention. Reading proficiency is a fundamental skill that impacts learning across all subjects. Strong reading abilities enable students to comprehend complex texts, access information, and engage critically with content. Proficient readers are more likely to succeed academically and professionally. By emphasizing reading and language arts, we equip students with essential tools for lifelong learning and personal growth. Reading proficiency extends beyond language arts. It supports learning in science, social studies, mathematics, and other subjects. Students who struggle with reading may face challenges across the curriculum.

Measurable Outcome

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

According to the Spring ELA FAST results, fourth grade decreased proficiency from 90% in 2023 to 65% in 2024. With the successful implementation of small-group interventions, content-area writing, and constancy of topic assessments, an additional 5% of students in Grade 4 will show proficiency in the ELA FAST by June 2025.

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.

Administrative walkthroughs will be conducted to ensure fidelity with District Pacing Guides, implementation of small group interventions, and publishing of student written works.

Administrative data analysis of completed K-2 Topic Assessments by grade levels in Performance Matters (PowerSchool) will correspond with shout outs during faculty meetings. Data tracking and analysis will assure that interventions are conducted with specified students. Administrative Team will meet with leadership teams, PLST, and teachers to track, analyze, and discuss data. Any missing data will be addressed. Continuous monitoring will increase teacher submission of ELA Topic

Assessments which will result in an increase of student data results.

Person responsible for monitoring outcome

Ms. Julissa Piña, Principal & Irene Gancedo, 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:

Data-Driven Instruction It is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. It involves collecting and analyzing student data on performance, behavior, and other relevant factors. Sources of data include standardized tests, formative assessments, attendance records, and student surveys. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

Rationale:

Data-driven instruction improves academic achievement by addressing individual student needs. Educators gain insights into students' needs and progress, allowing them to personalize instruction and provide timely interventions. It helps teachers optimize their instructional practices and enhance 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

Fidelity of Tier-2 Interventions

Person Monitoring:

Grade Level Chairs, Administrative Team

By When/Frequency:

September 27, 2024

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

Monitor progress and implement targeted tier 2 interventions (small group or individual) through data tracking and data chats. Data chats will help identify individual students' progress to guide instructional personnel to create differentiated small groups for tiered interventions.

Action Step #2

Completion of Topic Assessments in Grades K-2

Person Monitoring:

Grade Level Chairs, Administrative Team

By When/Frequency:

September 27, 2024

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

step:

Implement regular progress monitoring assessments for students in grades K-2. Administrative walkthroughs will ensure that teachers are administrating ELA Topic Assessments. Grade Level Chairs and the Administrative Team will analyze ELA Topic Assessment data and perform shout outs during Faculty Meetings.

Action Step #3

Content-Area Writing

Person Monitoring:

Grade Level Chairs, Administrative Team

By When/Frequency:

September 27, 2024

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

step:

Require teachers to focus on content-area specific writing and encourage students to publish at least 2 pieces of writing each quarter. Administrative walkthroughs during writing lessons will ensure that students are working through the writing process. Teachers will display student published writing in classrooms and hallways throughout the year.

Action Step #4

Adjust Intervention Roster

Person Monitoring:

Administrative Team

By When/Frequency:

January 17, 2025

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

step:

Based on FAST and i-Ready assessment data new students will be added to Tier II and Tier III intervention. After administrative data chats and teacher input, intervention rosters will be adjusted to meet student needs. Ongoing fidelity will be monitored through intervention attendance rosters.

Action Step #5

ELA Differentiated Instruction Groupings

Person Monitoring:

Administrative Team

By When/Frequency:

January 17 , 2025 / Monthly

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

step:

Based on Topic Assessment and Progress Monitoring data, small groups for differentiated instruction will be adjusted based on specific benchmark performance. Implementation of differentiated instructional groupings will be observed through administrative walkthroughs.

Area of Focus #2

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

Instructional Practice specifically relating to 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.

According to the Science Statewide Assessment data for eighth grade, the proficiency percentage in

the 2023-2024 school year was 55%; an increase of 18% due to the action plan utilized last school year. Based on this data and the contributing factors we are targeting an additional increase for the 2024-2025 school year.

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.

With the successful implementation of instructional practices an additional 5% of students will score proficient on the Statewide Assessments by June 2025.

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.

Collaborative Planning will be facilitated by grade levels on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place. Additionally, in grade 5 and 8 data trackers will be implemented to track students' progress. By tracking data over time, instructional personnel will gain insights into individual students' progress, identify areas of growth or areas where additional support may be needed, and make informed instructional decisions accordingly.

Person responsible for monitoring outcome

Julissa Pina, 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 Collaborative Planning, our school will focus on the evidence-based strategy of Standards Aligned Instruction

Rationale:

Student-Centered Learning provides varied teaching and learning experiences and instructional strategies that are aimed towards students achieving proficiency.

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

Implement PowerPoint Presentations

Person Monitoring:

Grade Level Chairs

By When/Frequency:

September 27, 2024

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

Collaborate with grade level to ensure the use of PowerPoint presentations during classroom instruction to reinforce key concepts, provide visual aids, and enhance student understanding.

Action Step #2

Implement Quarterly Assessments

Person Monitoring:

Grade Level Chairs

By When/Frequency:

September 27, 2024

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

Administer quarterly Science assessments. Analyze student performance data during grade level meetings to identify areas of improvement and adjust instruction accordingly.

Action Step #3

Integrate STEM (Science, Technology, Engineering, and Mathematics) Lessons

Person Monitoring:

STEM Liaison, Grade Level Chairs

By When/Frequency:

September 27, 2024

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

Grade level chairs will collaborate to develop interdisciplinary lessons that incorporate STEAM principles to encourage critical thinking, creativity, and collaboration among students in support of Science instruction. STEM Liaison will monitor fidelity to lessons per quarter through the school's STEM Schoology.

Action Step #4

Science Differentiated Instruction Groupings

Person Monitoring:

Administrative Team

By When/Frequency:

January 17, 2025 / Monthly

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

Based on science quarterly assessment data differentiated instruction groups will adjusted based on student outcomes. Implementation of differentiated instructional groupings will be observed through administrative walkthroughs.

Action Step #5

Monitoring Fidelity to STEM Lessons

Person Monitoring:

STEM Liaison, Grade Level Chairs

By When/Frequency:

January 17, 2025 / Quarterly

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

step:

After STEM lessons, teachers will incorporate lesson content and student artifacts into the interactive science journal. Grade level chairs will monitor documentation of STEM lesson into interactive science journals during grade-level meetings.

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**

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.

Prioritizing Students with Disabilities(SWD) helps address and close the achievement gaps between them and their general education peers. Focusing on explicit instruction in the core subjects of ELA and Math involves a systematic method of teaching that proceeds in small steps, ensuring students grasp each concept before moving on. Explicit instruction can be especially helpful for students who learn and think differently, as it breaks down learning into manageable parts. As a result, it will create an environment that supports the academic and social development of Students with Disabilities. Not only will this help Students with Disabilities and the school as a whole, but it will also comply with the Individuals with Disabilities Education Act (IDEA). Students with Disabilities will be able to meet the threshold of 41% Federal Percent of Points Index (FPPI), helping to increase their participation in general education settings. Providing a high-quality education that meets the needs of all students will also raise trust and confidence in our school. It affirms our commitment to provide a high-quality education for all students, regardless of their abilities or challenges. It meets legal obligations but also fosters a supportive and inclusive learning environment.

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.

For two consecutive years, Students with Disabilities have performed below 41% FPPI in ELA and Math accountability components. Students with Disabilities earned 34% FPPI in 2023-2024 and 31% in 2022-2023. With the implementation of explicit instruction in ELA and Math school-wide, the percentage of SWD meeting proficiency standards in ELA and Mathematics will increase to 41% as measured by the FAST by June 2025.

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.

Special Education teachers will analyze data and plan strategies in conjunction with the General

Education teachers accordingly. Data analysis of completed K-8 Topic Assessments in Performance Matters by teachers and administrators will be used to guide instruction. Data tracking and analysis will assure that interventions are conducted with specified students. Administrative Team will meet with leadership teams, and teachers to track, analyze, and discuss data. This will ensure that strategies are monitored and modified as needed.

Person responsible for monitoring outcome

Ms. Julissa Piña, 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:

Collaborative Data Chats During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed.

Rationale:

Collaborative data chats ensures students are receiving the proper support. It also helps identify teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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

Explicit Instruction

Person Monitoring:

Administrative Team

By When/Frequency:

September 27, 2024

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

Explicit instruction during core subjects, ELA and mathematics, begins with clear statements of the lesson's goals, helping students understand what is to be learned and its importance. It involves a systematic method of teaching that proceeds in small steps, ensuring students grasp each concept before moving on. Students are guided through the learning process with clear explanations and demonstrations, followed by supported practice with feedback until mastery is achieved. This

provides students with numerous opportunities to practice skills and receive immediate feedback, which is crucial for learning.

Action Step #2

Special Education Support

Person Monitoring:
Administrative Team

By When/Frequency:
September 27, 2024

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

During reading and math instruction a second certified special education teacher will provide support to the classroom teacher to ensure students' academic needs are met. Special education teacher will utilize current data points to drive individual support.

Action Step #3

Adjust Intervention Roster

Person Monitoring:
Administrative Team

By When/Frequency:
January 17, 2025 / Monthly

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

Based on FAST and i-Ready assessment data all SWD students will be reviewed and added to Tier II and Tier III intervention on an as-needed basis. After administrative data chats and teacher input intervention rosters will be adjusted to meet student needs. Ongoing fidelity will be monitored through intervention attendance rosters.

Action Step #4

ELA Differentiated Instruction Groupings

Person Monitoring:
Administrative Team

By When/Frequency:
January 17, 2025 / Weekly

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

Based on Topic Assessment and Progress Monitoring data, small groups for differentiated instruction will be adjusted based on specific benchmark performance with additional support from ESE personnel. Differentiated instructional groupings will be observed through administrative walkthroughs.

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.

Improve school culture as evidenced by teacher self reporting on school climate survey, above 50%

participation. A strong school culture encourages continuous learning, positive student-teacher interactions, and job satisfaction. Student learning is positively impacted by a positive school culture; strong student-adult relationships support emotional well-being and positively influences cognitive functioning and learning outcomes. The need was identified through the school climate survey participation rate. A low participation rate suggests disengagement or lack of investment, evidenced by 23% participation.

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.

Last year's staff survey participation rate was 23% For the 2024-2025 school year, our goal is to improve school culture as evidenced by staff climate survey participation above 50%.

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.

Positive school culture outcomes will be monitored through the staff climate survey, grade level meeting frequency and participation, and school involvement roles. School-wide teacher involvement ensures alignment with learning objectives, curriculum development, and student engagement.

Person responsible for monitoring outcome

Julissa Piña

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:

Collective Efficacy is our staff's shared belief that through their collective action, they can positively influence student outcomes and achievement.

Rationale:

Collective Efficacy positively impacts both school culture for teachers and student achievement by fostering collaboration, shared belief, professional growth, reduced stress, and effective teaching practices, thereby increasing staff climate survey participation.

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

PLC: Sharing Best Practices

Person Monitoring:

Julissa Piña

By When/Frequency:

September 27, 2024

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

Weekly/biweekly Grade level meetings and monthly faculty meetings will serve to establish collaborative space for teachers, administrators, and staff to share best practices, discuss challenges, and learn from each other.

Action Step #2

Faculty Highlights/Callouts

Person Monitoring:

Julissa Piña

By When/Frequency:

September 27, 2024

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

During monthly faculty meetings, school principal and select staff will celebrate milestones, such as years of service or certifications, to boost morale and foster a sense of pride. Recognize outstanding faculty members through highlighting achievements, innovative teaching methods, and positive contributions.

Action Step #3

School Community and Activities Involvement

Person Monitoring:

Julissa Piña

By When/Frequency:

September 27, 2024

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

Establish committee led by teachers to address specific areas, such as academic competitions, academic program management, and school events. This step will be monitored by sign up sheets and event deliverables. Lead mentor will encourage experienced teachers to mentor newer colleagues, fostering professional growth and collaboration, monitored by Mentor/PLST List.

Action Step #4

Instructional Coaching

Person Monitoring:

Administrative Team, MINT Lead Mentor

By When/Frequency:

January 17, 2025 / Monthly

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

As teacher needs surface, teacher leaders will coach teachers to create best practices based on their area of need. Teacher support will be monitored through MINT documentation logs and support calendar.

Action Step #5

Teacher Appreciation Events

Person Monitoring:

Administrative Team

By When/Frequency:

January 17, 2025 / Monthly

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

step:

The first Friday of every month breakfast will be provided to celebrate teacher dedication and promote team building and collaboration. Event logistics and implementation will be monitored by the administrative team.

Area of Focus #2

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.

Increase positive student intra and interpersonal competencies. When students feel safe, supported, and connected to their school environment (as reflected in positive survey responses), they are more likely to engage in learning. This need was identified through negative sentiments on student self report questions, 40% for Q06, 50% for Q26, 28% for Q28, and 28% for Q35.

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.

Increase positive student self reports on the school climate survey for questions 6, 26, 28, and 35 as evidenced by a 15% increase in positive outcomes for all categories.

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.

This area will be monitored through student self reports through monthly SEL activities and school climate survey.

Person responsible for monitoring outcome

Jennifer Juncosa, School Counselor

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:

Inclusivity, Tolerance, and Anti-Bullying Initiatives ensure staff support for implementing schoolwide programs that promote inclusivity, build tolerance, and reduce bullying. Such initiatives establish an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.

Rationale:

Inclusivity, Tolerance, and Anti-Bullying Initiatives improve student intra and interpersonal relationships to promote a positive school culture and increases sense of belonging.

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**

SEL Lessons Led by Student Services

Person Monitoring:

Jennifer Juncosa

By When/Frequency:

September 27, 2024 / Monthly

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

Collaborate with student services staff to design and deliver targeted SEL lessons across K-8. Student services will focus on topics such as self-awareness, empathy, conflict resolution, and emotional regulation. They will engage students in interactive activities, role-playing, and discussions to enhance their SEL skills.

Action Step #2

Monthly SEL Read Aloud/Lesson from Media Specialist

Person Monitoring:

Jennifer Juncosa

By When/Frequency:

September 27, 2024 / Monthly

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

Media specialist will work with student services team to incorporate SEL content into monthly read-aloud sessions. The media specialist will select age-appropriate books that address SEL themes (e.g., kindness, resilience, friendship). After reading, media specialist will collaborate with teachers to facilitate discussions and activities related to the book's message.

Action Step #3

Parent Workshops for Home-School Connection

Person Monitoring:

Julissa Piña

By When/Frequency:

September 27, 2024 / Twice a year

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

School administration will coordinate workshops with Parent Academy and/or community partners for parents/guardians to learn about SEL and its importance. Stakeholders will provide practical strategies for fostering SEL at home (e.g., active listening, emotional validation) and encourage parents to reinforce SEL concepts through family discussions and activities.

Action Step #4

Community Based Events

Person Monitoring:

Administrative Team

By When/Frequency:

January 17, 2025 / Monthly

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

Host community-based events to foster child-teacher-parent relationships through PTSA. Event logistics and implementation will be monitored by the administrative team.

Action Step #5

Student of the Month

Person Monitoring:

Administrative Team

By When/Frequency:

January 17, 2025 / Monthly

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

Celebrate Monthly Core Values through Values matter student of the month gatherings. Individual students from every homeroom will be selected as role models for each trait. Event logistics and implementation will be monitored by the administrative team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Interventionists will use the reading horizon's intervention program with fidelity. The administrative team will monitor quarterly to ensure groups are receiving targeted interventions with fidelity.

Specifics to Address the Need

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

Data from the 2023-2024 school year indicates our SWD population obtained a 34% Federal Percent of Points Index; ELA achievement was 22%. This data warrants additional targeted reading supports for select students. For the 2024-2025 school year we will target our SWD subgroup and L25 using the district mandated intervention program [Reading Horizons], during weekly recommended times for Tier II & Tier III interventions. The administrative team will ensure fidelity through administrative walkthroughs, student intervention checkpoints, and attendance logs.

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