

Miami-Dade County Public Schools

AGENORIA S PASCHAL/OLINDA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 32
- V. Title I Requirements (optional) 35
- VI. ATSI, TSI and CSI Resource Review 39
- VII. Budget to Support Areas of Focus 40

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

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs are designed to develop family literacy, lifelong learning and cultural sensitivity to enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan. This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

Provide the school's vision statement

We at Agenoria S. Paschal/Olinda Elementary School believe that all students can and will learn. We believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

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

Ms. Cisely Scott

Position Title

Principal

Job Duties and Responsibilities

The principal is the school-wide instructional leader.

Leadership Team Member #2

Employee's Name

Maria Paul

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal's responsibilities include, but are not limited to, the following: supervise instructional staff members, support personnel, and students daily, alongside the Principal; meet with instructional coaches to discuss and implement the latest strategies to benefit student achievement as Curriculum Chair.

Leadership Team Member #3

Employee's Name

Tamoya Joseph

Position Title

ELA Coach

Job Duties and Responsibilities

The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilize the coaching model with the implementation of evidence based instructional strategies to improve students academic success.

Leadership Team Member #4

Employee's Name

Ashlee Jones

Position Title

Math Coach

Job Duties and Responsibilities

The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilize the coaching model with the implementation of evidence based instructional strategies to improve students academic success.

Leadership Team Member #5

Employee's Name

Adriana Sanabria

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor is trained in child development, learning strategies, self- management and social skills. The guidance counselor helps promote a student's well being.

Leadership Team Member #6

Employee's Name

Vilena Wright

Position Title

BMT

Job Duties and Responsibilities

The Behavioral Modification Teacher (BMT) develops and implements plans to address behavioral issues. The BMT provides on-site procedural and curricular assistance to all school based personnel with regards to the education of students with disabilities.

Leadership Team Member #7

Employee's Name

Regina Smith

Position Title

ESE Chair

Job Duties and Responsibilities

The primary goal of the ESE department chairperson is to provide leadership in the development of quality instruction for students in the ESE program. The ESE department chairperson will assist teachers with strategies which facilitate improved student achievement as well as coordinate ASD/ ESE meetings, monthly monitoring and coordination of IEP meetings, professional development, and ESE data disaggregation and monitoring.

Leadership Team Member #8

Employee's Name

Marthenia Mapps

Position Title

Reading Coach

Job Duties and Responsibilities

The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilize the coaching model with the implementation of evidence based instructional strategies to improve students academic success.

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 leadership team meets with the faculty during a faculty meeting to discuss the SIP. Administration discuss the SIP with community shareholders and parents during the EESAC meeting throughout the school year to learn about concerns and revise the SIP to address concerns. A copy of the SIP is available on the school's website once approved. Notification is sent home and posted on Dojo to notify parents and stakeholders on how to access a copy of the SIP.

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 SIP was shared with the staff during our Opening of Schools meeting on August 12, 2024. Once the SIP is approved, it will be shared with the faculty and staff. The SIP is then monitored quarterly to ensure that goals are being met. Administration will collect data through classroom walkthroughs and student progress monitoring. Instructional coaches meet weekly with grade levels through collaborative planning. The school counselor and ESE chair meet with parents to gather parental and community feedback. The school leadership team meet weekly to debrief. The data provided will be used to make adjustments to the SIP as necessary.

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	98.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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:

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	10	10	7	6				36
One or more suspensions	0	0	3	2	4	2				11
Course failure in English Language Arts (ELA)			12	11	7	7				37
Course failure in Math			7	4		2				13
Level 1 on statewide ELA assessment				11	10	8				29
Level 1 on statewide Math assessment				9	11	9				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		12	28	30						70
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	15	22	5					49

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	6	20	30	18	12				86

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	0	0	0				0
Students retained two or more times					2					2

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	12	20	11	15	17	9				84
One or more suspensions	1			4	4	5				14
Course failure in ELA		8	10	15	3	7				43
Course failure in Math		4	6		5	5				20
Level 1 on statewide ELA assessment				26	16	17				59
Level 1 on statewide Math assessment				20	24	27				71
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	24	26	38						160

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	1	7	5	30	23	20				86

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				14						14
Students retained two or more times				4						4

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	44	63	57	40	60	53	44	62	56
ELA Grade 3 Achievement **	26	63	58	40	60	53			
ELA Learning Gains	70	64	60				55		
ELA Learning Gains Lowest 25%	81	62	57				61		
Math Achievement *	42	69	62	42	66	59	39	58	50
Math Learning Gains	70	65	62				61		
Math Learning Gains Lowest 25%	70	58	52				55		
Science Achievement *	14	61	57	24	58	54	30	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	52	64	61	44	63	59	69		

*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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	469
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	40%	52%	34%		51%	

* 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	39%	Yes	2	
English Language Learners	52%	No		
Black/African American Students	52%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	51%	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	36%	Yes	1	
English Language Learners	44%	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%
Black/African American Students	32%	Yes	1	
Hispanic Students	48%	No		
Economically Disadvantaged Students	38%	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	51%	No		
English Language Learners	50%	No		
Native American Students				
Asian Students				
Black/African American Students	49%	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	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	51%	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	44%	26%	70%	81%	42%	70%	70%	14%					52%
Students With Disabilities	24%		47%		40%	59%		27%					
English Language Learners	42%	36%	59%		46%	76%							52%
Black/African American Students	45%	21%	71%	91%	40%	71%	64%	14%					
Hispanic Students	41%	35%	70%	70%	47%	70%							52%
Economically Disadvantaged Students	43%	23%	71%	82%	42%	68%	67%	10%					50%

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	40%	40%			42%			24%					44%
Students With Disabilities	36%	35%			52%			20%					
English Language Learners	38%	33%			54%								52%
Black/African American Students	36%	44%			37%			10%					
Hispanic Students	47%	31%			53%			58%					52%
Economically Disadvantaged Students	38%	41%			39%			23%					50%

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	44%		55%	61%	39%	61%	55%	30%					69%
Students With Disabilities	41%		63%	60%	42%	64%		38%					
English Language Learners	44%				38%								69%
Native American Students													
Asian Students													
Black/African American Students	43%		54%	63%	38%	60%	53%	32%					
Hispanic Students	48%		58%		48%	67%							69%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	43%		56%	61%	39%	60%	53%	28%					69%

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	22%	56%	-34%	55%	-33%
Ela	4	54%	55%	-1%	53%	1%
Ela	5	54%	56%	-2%	55%	-1%
Math	3	22%	65%	-43%	60%	-38%
Math	4	53%	62%	-9%	58%	-5%
Math	5	45%	59%	-14%	56%	-11%
Science	5	13%	53%	-40%	53%	-40%

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 content area with the greatest improvement was ELA Learning Gains. The 2022 FSA ELA Learning Gains were 45%. The 2024 FAST ELA Learning Gains are at 70%, representing an increase of 25 percentage points. The number of reading interventionists was increased from 2 to 4. Additional small group instruction was implemented. i-Ready lessons were modified for targeted students.

Lowest Performance

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

The 5th Grade Statewide Science Assessment (SSA) showed the lowest performance, with a 2024 SSA proficiency rate of 14%. The 5th grade cohort consisted of 37 students, with only 5 students scoring a level 3 or higher on the 2024 SSA. At the start of the year, 10 students were identified as potentially proficient in science based on their performance on the 2023 FSA Grade 4 Reading Assessment, where they scored a level 3 or higher. However, no students demonstrated proficiency on the Science Baseline Assessment, and only 8 students showed proficiency on the Mid-Year Science Assessment. Contributing factors included a change in teaching assignment, limited science instruction during the previous year, and inadequate 5th grade science instruction.

Greatest Decline

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

The 5th Grade Statewide Science Assessment (SSA) showed the lowest performance. Our 2024 SSA proficiency was 14%. This is a 10 percentage points decrease from the 2023 SSA proficiency rate. Factors that contributed to the decrease are a change in teacher's assignment and the FSAA assessment being removed from the overall proficiency rate.

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.

Grade 3 Mathematics had the greatest gap when compared to the state average. On the 2024 FAST Grade 3 Math Assessment, the state's average was at 60%. Our 2024 FAST Grade 3 Math Assessment was 22% proficiency. This is a difference of 38 percentage points. Contributing factors attributing to their poor performance on their FAST Math assessment includes lack of student engagement, poor attendance, and lack of student apathy.

EWS Areas of Concern

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

Two areas of concern within our Early Warning Signs are

- ◇ **Students' Attendance:** According to PowerBi Data reports, 51 out of 305 students have an attendance rate below 90%. Additionally, 11% of students have more than 31 days of absence.
- ◇ **Students with Substantial Deficiencies in Reading and Math:** PowerBi Data reports indicate that during the 2023-2024 school year, 126 students had substantial deficiencies in Reading. Based on the 2024 FAST Reading assessment, 43 students scored a level 1. Similarly, on the 2024 FAST Math assessment, 49 students scored a level 1.

Highest Priorities

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

Our Top 5 Priorities are the following:

1. **5th Grade Science**
2. **School-wide Science instruction**
3. **Grade 3 and Grade 4 Math**
4. **Grade 3 Reading**
5. **Students' Attendance**

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

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

Area of Focus #1

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

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 2024 Statewide Science Assessment data, 14% of 5th graders were proficient in Science, compared to the state average of 53%. The data indicates that contributing factors included students' inability to read and comprehend scientific texts, which impacted their performance. Inconsistent Science instruction across the school also played a critical role in student proficiency. To address these issues, targeted Elements of Professional Learning Communities for Science, Science Interventions, and consistent instructional practices will be implemented with fidelity school-wide.

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 implementation of targeted elements of Instructional Support and Professional Learning Communities, focusing on consistency in instructional delivery, an additional 17% of 5th grade students (for a total of 30%) are expected to score at or beyond grade level on the Science State Assessment.

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.

During science instructional planning, teachers and administration will conduct product reviews to analyze students' science journals. Weekly administrative walkthroughs will be conducted during science instructional time to ensure that science group rotations are taking place. Additionally, weekly administrative walkthroughs will be conducted in the Science lab to ensure that hands-on labs are being implemented.

Person responsible for monitoring outcome

Maria L. Paul

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:

Instructional Support involves collaborative efforts among teachers to establish measurable goals aimed at enhancing instructional outcomes. The primary focus is on identifying objectives and promoting student achievement and engagement by maximizing teacher performance. This process incorporates both student-centered and teacher-centered approaches to enhance instructional decision-making.

Rationale:

The evidence based strategy of Instructional Support was chosen as it addresses teacher accountability and instructional delivery to focus on student individual needs and readiness to maintain high expectations for all students school wide.

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

Professional Learning Communities

Person Monitoring:

Mrs. Paul

By When/Frequency:

September 27, 2024

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

Provide Professional Learning Communities for teachers on effectively implementing student labs and setting high standards for all students. Focus will be placed on building teacher capacity to deliver quality science instruction. As a result, teachers will be able to identify areas of deficiency and select appropriate resources and strategies for student success. During science instructional planning, the teachers and administration will conduct product reviews to analyze students' science journals.

Action Step #2

Science Intervention

Person Monitoring:

Ms. Smith

By When/Frequency:

September 27, 2024

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

Teachers will utilize Science Baseline Data and Topic assessments to identify areas of deficiency and remediate low-performing benchmarks during Science Intervention. As a result, teachers will have student groups, resources, and activities to reflect and improve targeted benchmarks. Weekly administrative walkthroughs will be conducted during science instructional time to ensure that science group rotations are taking place.

Action Step #3

Instructional Labs

Person Monitoring:

Ms. Smith

By When/Frequency:

September 27, 2024

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

Teachers will align lab instruction with standards to provide opportunities for hands-on exploration and student inquiry. As a result, students will think critically and develop a deeper understanding of science concepts in 5th grade. Weekly administrative walkthroughs will be conducted during science instruction in the science lab to ensure that hands-on labs are taking place.

Action Step #4

STEAM PL

Person Monitoring:

Maria L. Paul

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Provide Professional Learning for teachers on effectively implementing STEAM lessons using the science labs and setting high standards for all students. Focus will be placed on building teacher capacity to deliver quality science instruction using STEAM lessons. Administration will conduct product reviews to analyze STEAM lessons.

Action Step #5

Science Data Chats

Person Monitoring:

Maria L. Paul

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Teachers will utilize Topic assessments to identify areas of deficiency and remediate low-performing benchmarks during the Science block. As a result, students will improve on their topic and quarterly assessments. Weekly administrative walkthroughs will be conducted during science instructional time to ensure that science instruction is taking place.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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 area of focus is ELA. Based on the 2024 FAST PM3 ELA assessment, 44% of 3rd - 5th grade students scored level 3 or higher. This is the highest ELA proficiency level the school has had since 2013. However, the school has yet to surpass over 50% proficiency in ELA.

Differentiated instruction is a teaching approach that has brought success with students. Learning gains in ELA increased from 55% (2023) to 70% (2024). This strategy meets the diverse needs of students.

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

According to the 2024 AP2 i-Ready Reading data, 44% of students in Kindergarten are proficient, 20% in 1st grade, and 19% in 2nd grade. Instructional support and coaching will be utilized to improve instructional delivery, resulting in increased student proficiency and engagement.

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

According to the 2024 AP2 i-Ready Reading data, 19% of students in 3rd grade, 49% of 4th grade students, and 40% of 5th grade students scored at or above grade level. Instructional support and coaching will be utilized to improve instructional delivery, resulting in increased student proficiency and engagement.

Grades K-2: Measurable Outcome(s)

For Grades K-2, students will use the i-Ready lessons weekly. By i-Ready AP2, at least 75% of students in Kindergarten, 50% in 1st grade, and 50% in 2nd grade will score at or above grade level on the reading diagnostic by May 2025. Progress on i-Ready lessons will be tracked.

Grades 3-5: Measurable Outcome(s)

For Grades 3-5, students will use the i-Ready lessons weekly. By i-Ready AP2, at least 50% of students in 3rd grade, 50% in 4th grade, and 60% in 5th grade will score at or above grade level on the reading diagnostic by May 2025. Progress on i-Ready lessons will be tracked.

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 area of focus is ELA. Reports from i-Ready will be pulled to monitor i-Ready lessons and Performance Matters on a bi-weekly basis to analyze students' performance and identify trends in order to adjust instructional delivery during whole group and/or differentiated instruction. This will create an increase in student achievement in Reading.

Person responsible for monitoring outcome

Tamoya Joseph

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:

The school will focus on the evidence-based strategy of differentiation. Differentiation will assist in increasing the proficiency of students as it is a systematic approach to instruction to meet students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations.

Rationale:

Although reading proficiency has increased from 33% to 44%, students continue to struggle to hit over 50% proficiency. It is necessary for instruction to be adjusted to meet students' needs. This assists students in retaining critical information.

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

Differentiated Instruction in ELA (Students identified)

Person Monitoring:

Tamoya Joseph

By When/Frequency:

September 27, 2024

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

Teachers will analyze the 2024 FAST PM3 ELA scores to group students appropriately for DI instruction. As a result, DI groups should address the specific needs of learners. Administration will conduct weekly walkthroughs to ensure that DI groups and DI rotations are displayed and differentiated instruction is taking place.

Action Step #2

Differentiated Instruction in ELA (Collaborative Planning)

Person Monitoring:

Tamoya Joseph

By When/Frequency:

September 27, 2024

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

Instructional coaches facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, students' PMA proficiency should increase. During leadership meetings, the team will review the data tracker, which documents students' progress.

Action Step #3

Differentiated Instruction in ELA (Lesson Plans)

Person Monitoring:

By When/Frequency:

Tamoya Joseph

September 27, 2024

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

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, student groups, appropriate resources, and lesson plans will reflect DI instruction. On a weekly basis, administration will conduct walkthroughs to view lesson plans.

Action Step #4

DI grouping

Person Monitoring:

Tamoya Joseph

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Teachers will analyze the 2024 i-Ready Reading AP1 Diagnostic scores to group students appropriately for DI instruction. As a result, DI groups should address the specific needs of learners. Administration will conduct weekly walkthroughs to ensure that DI groups and DI rotations are displayed and differentiated instruction is taking place.

Action Step #5

DI Ongoing Progress Monitoring

Person Monitoring:

Tamoya Joseph

By When/Frequency:

October 14, 2024 and ends on January 17, 2025

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

Teachers will remediate the lowest standards to students during their Teacher Led Center. Students will then track their progress on their DI trackers located in their DI folders.

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.

According to the 2024 FAST PM3 Math Assessment, 42% of students in grades 3rd - 5th scored level 3 or higher. This is an increase of 10 percentage points compared to the 2023 FAST PM3 Math Assessment, which had 32% proficiency. The Federal Index was above the 41% threshold in all subgroups except Students with Disabilities (SWD). The Federal Index overall for SWD students was 36%.

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 implementation of differentiated instruction, the focus will be on remediating standards and providing instructional delivery. As a result, an additional 18% (for a total of 40%) of third grade students will score at or above grade level in Math on the 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.

Administration will continue to monitor the progress of Math proficiency within the school by participating in Collaborative Planning sessions. Administration will conduct weekly walkthroughs and provide feedback to teachers to improve instruction. The Leadership team will analyze data weekly by reviewing the school-wide data tracker.

Person responsible for monitoring outcome

Ashlee Jones

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:

The school will focus on the evidence-based strategy of differentiation. Differentiation will assist in increasing the proficiency of students as it is a systematic approach to instruction to meet students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations.

Rationale:

Differentiation will ensure that relevant, recent, and aligned data is used to plan lessons customized to students' needs. Adjustments to instruction, plans, and instructional delivery will be made continually as new data becomes available.

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

Professional Learning

Person Monitoring:

Maria L. Paul

By When/Frequency:

September 13, 2024

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

Professional learning was provided for teachers to effectively implement differentiated instruction and set high standards for all students. Teachers were introduced to PowerBi and how to utilize the reports to gather relevant student data. As a result, appropriate resources for student success will be identified.

Action Step #2

Math Intervention Groups and Resources

Person Monitoring:

Ashlee Jones

By When/Frequency:

September 27, 2024

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

Math topic assessments will be utilized to identify areas of deficiency and remediate low-performing benchmarks during Math Intervention. As a result, student groups, resources, and activities will reflect and improve targeted benchmarks. ESE teachers will facilitate DI instruction for SWD students.

Action Step #3

Analyzing Student Data Trackers

Person Monitoring:

Ashlee Jones

By When/Frequency:

September 27, 2024

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

An online tracker will be utilized to monitor data on a bi-weekly basis. Data analysis of formative assessments will be reviewed monthly to observe student progress. A separate data tracker will monitor all SWD students.

Action Step #4

Student Data Monitoring

Person Monitoring:

Ashlee Jones

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Based on the 2024 i-Ready Math AP1 Diagnostic results, there was a deficiency in Numbers and Operations and Algebraic Thinking and Reasoning. Students will receive personalized lessons that target those domains and teachers will monitor students' Personalized Lesson data. Students will track their progress in their DI trackers. As a result, students will see an increase in the domains of Numbers and Operations and Algebraic Thinking in i-Ready Math AP2.

Action Step #5

Math DI Ongoing Progress Monitoring

Person Monitoring:

Ashlee Jones

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Teachers will remediate the lowest benchmark to students during their Teacher Led Center. Students will then track their progress on their DI trackers located in their DI folders.

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.

According to the 2024 School Climate Survey, 75% of staff agreed with the statement “there is a lack of concern/support from parents.” Some contributing factors include, but are not limited to, poor attendance at parent meetings and low turnout for PTA meetings. If parents do not feel part of the school culture, this may contribute to decreased parent engagement. Based on this, the strategy of “Shared Leadership” will be implemented.

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.

On the 2025 School Climate Survey, 50% of staff will agree that there is more concern and support from parents.

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.

Data will be collected through surveys during parent events to get feedback from parents and community members.

Person responsible for monitoring outcome

Vilena Wright

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:

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school’s organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members.

Rationale:

Increased participation in meetings such as PTA and EESAC will make students more accountable

for their academics. This will lead to an increase in student achievement.

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

2nd Cup of Coffee Monthly Meetings

Person Monitoring:

Cisely Scott

By When/Frequency:

Monthly

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

Parents will attend 2nd Cup of Coffee meetings with the Principal to share their ideas for increasing student and school culture.

Action Step #2

Title 1 Annual Meeting (School Compact)

Person Monitoring:

Maria L. Paul

By When/Frequency:

August 29, 2024

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

Parents will attend the Annual Title 1 meeting to share ideas on Parent and School Compact.

Action Step #3

PTA (reinstated)

Person Monitoring:

Maria L. Paul

By When/Frequency:

November 1, 2024

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

The leadership team will plan team building activities to encourage parents to participate in the PTA.

Action Step #4

PTA (reinstated)

Person Monitoring:

Maria L. Paul

By When/Frequency:

October 14, 2024 - January 17, 2025

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

The leadership team will plan team building activities to encourage parents to participate in the PTA.

Action Step #5

STEAM Showcase

Person Monitoring:

Maria L. Paul

By When/Frequency:

October 14, 2024 - January 17, 2025

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

Parents will attend an afterschool meeting to observe and learn more about STEAM activities at the school.

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.

The leadership team meets with the faculty during a faculty meeting to discuss the School Improvement Plan (SIP). The SIP is shared with community shareholders and parents during the EESAC meeting throughout the school year. Flyers will be sent home and posted on all social platforms to inform that a copy of the SIP is available electronically online. A copy will also be available on the school's website. A few hard copies will be available in the Parent Resource Room. EESAC meetings are used for parents and community stakeholders to share their concerns and revise the SIP to address their concerns. The school's website is aspolinda.net .

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))

During the Title 1's Parent Meeting, Parent Engagement surveys were distributed to find out parents' needs for workshop topics and availability to meet for parent meetings. EESAC meetings are scheduled monthly, and all parents and community stakeholders are invited to attend. Based on the survey responses, the Community Involvement Specialist contacts the Parent Academy to schedule meetings. Translators are available to speak in parents' native languages. The school's website is aspolinda.net.

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))

The school has 3 instructional coaches: primary reading coach, intermediate reading coach, and math coach. Weekly meetings with administration are held to discuss how support is provided to teachers and students to increase student achievement. Two reading interventionists are hired to target tier 2 and tier 3 students with small group instruction. Extended learning opportunities are provided through before-school and after-school tutoring.

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))

The school's SIP is developed after receiving feedback from parents at the Title 1's Annual Parent's Meeting. Project UPSTART surveys were sent home to identify families that are homeless. During an EESAC meeting, more feedback is received from staff and community stakeholders. Two reading interventionists are hired to target tier 2 and tier 3 students with small group instruction.

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))

The student services team is comprised of a counselor, mental health coordinator, behavior modification teacher, behavior specialist, and social worker. The counselor provides small group and one-to-one sessions to students regularly. The student services team schedules presentations throughout the year to present to classrooms.

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))

Articulation meetings are held with 5th grade students during the 4th quarter. Career day is presented to students to expose them to a variety of careers. "Take Your Child to Work Day" is another opportunity for students to be immersed in various career paths.

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)).

An Alternative to Suspension plan was created by the leadership team. The Student Services Team held school-wide assemblies at the start of the year to discuss school rules, procedures, and protocols. A school-wide discipline plan was created in alignment with the Code of Student Conduct.

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)).

The instructional coaches presented a professional development on August 13th on effective teaching. The PD liaison proposes Professional Learning Opportunities monthly to the instructional staff.

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))

A "Kindergarten Rocks" presentation is given annually to inform Pre-K parents of the process of enrolling their children into kindergarten. School tours are provided to parents upon request.

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 leadership team convenes at the beginning of the academic year to analyze the previous year's data with teachers. Instructional coaches utilize a decision tree to categorize students into tiers. Once students are grouped, teachers collaborate with instructional coaches to establish objectives for each group and determine the necessary resources to achieve these goals. The resources allocated will be spent on interventionists to focus on closing the student achievement gap in English Language Arts through small group instruction.

Specifics to Address the Need

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

During the 2023-2024 academic year, differentiated instruction was implemented to enhance learning gains. Last year's DI resources were Magnetic Reading, I-Ready Tools for Scaffolding, and Measuring Up. The same resources will be utilized for this school year during DI. By the end of the first quarter in the 2024-2025 academic year, data chats will be conducted with teachers and the leadership team to review student progress and adjust goals. By the end of the second quarter, data from i-Ready AP2 will be reviewed alongside FAST data to identify students making progress and those regressing. Students who are regressing or plateauing will be offered extended learning opportunities.

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