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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

We, at John I. Smith K-8 Center, pledge to create an environment where everyone feels safe, valued, and accepted. We commit to implement technology to improve, enhance, engage, and stimulate learning for students of all cultures. We strive to prepare productive citizens for tomorrow by being productive citizens today.

Provide the school's vision statement

At John I. Smith K-8 Center, teachers and students work collaboratively in a safe and positive learning environment where respect, unity and a love for learning are nurtured.

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

Irledia Martinez

Position Title

Principal

Job Duties and Responsibilities

Oversees the daily activities and operations of the school. Instructional leader of the school focused on leading teachers and staff, setting goals and ensuring students meet their learning objectives.

Leadership Team Member #2

Employee's Name

Tarvaneisha Hope

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee school curriculum and instruction program. Responsible for faculty meetings with a focus on building teacher capacity through professional development.

Leadership Team Member #3

Employee's Name

Ines Arencibia

Position Title

Test Chair

Job Duties and Responsibilities

Manages the administration of numerous district, state, national, and international assessment programs.

Leadership Team Member #4

Employee's Name

Yendi Gari

Position Title

ESOL Chairperson/Media Specialist

Job Duties and Responsibilities

Provides instructional support for ESOL students. Works closely with teachers to redesign the Media Center for social innovation and support the creation and implementation of the school's signature programs.

Leadership Team Member #5

Employee's Name

Michelle Ranero

Position Title

PD Liaison

Job Duties and Responsibilities

Serve as the professional development coordinator of the school ensuring that training and development for the school improvement plan is provided to teachers to meet intended outcomes.

Leadership Team Member #6

Employee's Name

Melissa Coto-Gonzalez

Position Title

Lead Mentor

Job Duties and Responsibilities

The Lead Mentor will provide peer support to new and novice teachers. The Lead Mentor will demonstrate skills, knowledge and expertise, exhibit enthusiasm and value ongoing learning and growth in the field as Lead Mentor for new and novice teachers.

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 process for involving stakeholders in the School Improvement Plan (SIP) development includes identifying stakeholders, communicating the SIP process, holding stakeholder meetings, conducting surveys, reviewing and analyzing data, integrating stakeholder input into the SIP, drafting and reviewing the plan, finalizing the SIP, and ensuring ongoing engagement during implementation. By actively involving stakeholders such as school the leadership team, teachers, parents, students, and community leaders, their input and perspectives are incorporated into the plan, resulting in a more inclusive and effective strategy for improving the school and fostering a sense of shared responsibility for student success.

SIP Monitoring

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

The School Improvement Plan (SIP) will undergo regular monitoring through data collection, analysis, and progress reporting to assess its effectiveness in narrowing achievement gaps and improving student outcomes. Targeted Interventions and differentiated instruction will be provided to address the needs of students not meeting proficiency. The school will prioritize data-driven decision making, collaboration with stakeholders, and ongoing professional development to identify areas for improvement and make necessary revisions to the SIP, thereby ensuring continuous progress towards enhancing student achievement and meeting state academic standards.

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	96.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	47.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) 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	2	3	2	6	6	4	2	28
One or more suspensions	0	3	1	0	0	0	1	6	11	22
Course failure in English Language Arts (ELA)	0	0	1	4	9	3	3	2	2	24
Course failure in Math	0	0	2	7	8	12	1	12	5	47
Level 1 on statewide ELA assessment	0	0	0	5	14	28	18	20	29	114
Level 1 on statewide Math assessment	0	0	0	5	13	16	13	10	14	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)	1	10	24	33						68
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	4	18	6					36

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	1	3	5	23	17	30	21	25	38	163

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	1	0	0	5	1	0	1	0	3	11
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	8	13	9	11	8	7	17	10	35	118
One or more suspensions							3	5	11	19
Course failure in ELA		3	3	10	3				1	20
Course failure in Math		1	2	15	11	5	11		8	53
Level 1 on statewide ELA assessment				40	26	28	54	49	58	255
Level 1 on statewide Math assessment				37	15	25	16	22	36	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	20	15	40	52						443

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		36	18	18	25	23	40	162

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	9		1			1	13
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 *	68	65	58	64	61	53	63	62	55
ELA Grade 3 Achievement **	67	63	59	64	58	56			
ELA Learning Gains	70	64	59				67		
ELA Learning Gains Lowest 25%	57	58	54				53		
Math Achievement *	73	68	59	71	63	55	60	51	42
Math Learning Gains	69	66	61				67		
Math Learning Gains Lowest 25%	63	63	56				62		
Science Achievement *	65	60	54	62	56	52	54	60	54
Social Studies Achievement *	83	79	72	66	77	68	82	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	62	77	71	71	75	70	81	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	79	64	59	59	62	55	68	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)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	756
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
69%	67%	66%	63%		68%	

* 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	54%	No		
English Language Learners	64%	No		
Asian Students	86%	No		
Black/African American Students	85%	No		
Hispanic Students	68%	No		
White Students	78%	No		
Economically Disadvantaged Students	65%	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	37%	Yes	1	

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%
Disabilities				
English Language Learners	59%	No		
Asian Students	100%	No		
Hispanic Students	67%	No		
White Students	72%	No		
Economically Disadvantaged Students	67%	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	46%	No		
English Language Learners	63%	No		
Native American				

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				
Asian Students				
Black/African American Students				
Hispanic Students	65%	No		
Multiracial Students				
Pacific Islander Students				
White Students	80%	No		
Economically Disadvantaged Students	63%	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	68%	67%	70%	57%	73%	69%	63%	65%	83%	62%			79%
Students With Disabilities	43%	47%	56%	47%	54%	64%	62%	31%	83%	47%			57%
English Language Learners	56%	63%	66%	55%	68%	69%	63%	52%	71%	62%			79%
Asian Students	79%				93%								
Black/African American Students	90%				80%								
Hispanic Students	67%	65%	69%	56%	72%	68%	63%	64%	82%	59%			79%
White Students	78%		77%		89%	69%							
Economically Disadvantaged Students	67%	52%	70%	64%	71%	67%	52%	66%	85%	55%			70%

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	64%	64%			71%			62%	66%	71%			59%
Students With Disabilities	35%	35%			39%			20%	33%				58%
English Language Learners	53%	49%			66%			57%	53%	60%			73%
Asian Students	100%				100%								
Hispanic Students	64%	62%			70%			63%	66%	69%			73%
White Students	65%				79%								
Economically Disadvantaged Students	65%	66%			70%			61%	73%	71%			65%

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	63%		67%	53%	60%	67%	62%	54%	82%	81%			68%
Students With Disabilities	31%		54%	55%	25%	53%	62%	29%	57%				52%
English Language Learners	54%		64%	50%	56%	67%	65%	46%	77%	84%			68%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	61%		66%	51%	59%	66%	61%	53%	82%	81%			68%
Multiracial Students													
Pacific Islander Students													
White Students	83%		86%		79%	71%		80%					
Economically Disadvantaged Students	60%		67%	55%	55%	64%	56%	53%	82%	74%			68%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	56%	0%	55%	1%
Ela	4	66%	55%	11%	53%	13%
Ela	5	62%	56%	6%	55%	7%
Ela	6	62%	57%	5%	54%	8%
Ela	7	40%	55%	-15%	50%	-10%
Ela	8	46%	54%	-8%	51%	-5%
Math	3	64%	65%	-1%	60%	4%
Math	4	71%	62%	9%	58%	13%
Math	5	67%	59%	8%	56%	11%
Math	6	80%	60%	20%	56%	24%
Math	7	65%	49%	16%	47%	18%
Math	8	44%	58%	-14%	54%	-10%
Science	5	61%	53%	8%	53%	8%
Science	8	47%	42%	5%	45%	2%
Civics		77%	70%	7%	67%	10%
Algebra		67%	55%	12%	50%	17%
Geometry		75%	56%	19%	52%	23%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

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 Civics EOC data component showed the most improvement for the 2023-2024 school year. Results showed that 83% of students were proficient compared to 66% during the 2022-2023 school year, which represents a 17% increase. Actions taken by the school to assist students were civics boot camps, data chats, extended learning opportunities, and teaching critical thinking skills.

Lowest Performance

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

According to the 2023-2024 PM3 FAST English Language Arts (ELA) Lowest 25th Percentile Learning Gains data for grades 3-8 showed the lowest performance. Data showed that 57% of students in grades 3-8 in the lowest 25th percentile made learning gains in ELA. This is a slight increase when compared to 53% during the 2021-2022 school year, and a significant decrease from pre-covid 2020-2021 of 70% proficiency. A major factor affecting every grade level would be the lack of mastery in content knowledge and differentiated instruction.

Greatest Decline

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

The Middle School Acceleration data component showed the greatest decline from the prior year. In the 2023-2024 school year, the Middle School Acceleration proficiency was 62% compared to 71% proficiency during the 2022-2023 school year, a decrease of nine proficiency points. Factors contributing to the decrease in proficiency were progress monitoring and student engagement.

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.

According to the 2023-2024 Math FAST PM3 data, grades 6, 7 math showed the greatest gap when compared to the state average. In comparison, 47% of our grade 6 students were proficient as compared to the state average of 56%. This a gap of -9 percentage points and 35% of our grade 7 students were proficient as compared to the state average of 47%. This a gap of -12 percentage points. Some contributing factors to the gap were:

- Factors contributing to grade 6 student's average being below the state average were lack of participation in extended learning opportunities, differentiated instruction not fully implemented in the math classroom, and student engagement.
- Of the 131 grade 7 students, 25 students did not take the grade 7 Math FAST PM3 and took the Algebra EOC instead and 24 students took the Grade 8 Math FAST PM3. Therefore, the majority of the 82 students that did take the Grade 7 Math FAST PM3 were the lowest performing students in math for grade 7.

EWS Areas of Concern

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

Based on the attendance data from the 2023-2024 school year, our school met our goal. The attendance average during the 2023-2024 school year was 94.18%, compared to 92.77% the 2022-2023 school year, an increase of one percentage point. Attendance continues to be an area of concern with sixty-eight percent of students missing 16-30 days of school.

Highest Priorities

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

1. Middle School Acceleration
2. Grade 3 ELA Proficiency
3. Grades 3-8 ELA Lowest 25th Percentile Learning Gains
4. Grades 3-8 Math Learning Gains
5. Science Proficiency
6. Student 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 Math

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 Math data, 73% of students in grades 3-8 were proficient. Although this represents a 2 percentage point increase from 71 percent during 2023 assessments. We identified this as crucial need because we did not meet our goal from the prior year of 80 percent proficient.

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 the Targeted Element of Math with a focus on increasing student motivation, student readiness levels, and mastery of standards, an additional 5% for a total of 78% of students in grade 3-8 will score proficient in Math.

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.

Administrators will conduct quarterly data chats, adjust groups based on current data in real time, and follow up with regular walkthroughs to ensure that differentiation is evident during instruction.

Administrators will attend collaborative planning to ensure that student needs are driving instruction for indication of differentiation. Feedback will be provided as needed. An online tracker to monitor OPM data on a bi-weekly basis will be developed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth. Three actions steps to be taken:

- Professional Learning on Differentiated Instruction
- Content Development
- Data Chats

Person responsible for monitoring outcome

Irledia Martinez, Principal and Tarvaneisha Hope, 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:

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

Rationale:

The evidence based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students, as the teacher can tailor examples to match students' readiness levels.

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 on Differentiated Instruction

Person Monitoring:

Tarvaneisha Hope, Assistant Principal

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 for teachers on effectively implementing differentiated instruction for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, Mathematics proficiency will increase.

Action Step #2

Content Development

Person Monitoring:

Tarvaneisha Hope, Assistant Principal

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 numerous opportunities for teachers to improve their content development in math through professional learning, collaborative planning meetings, and teachers modeling best practices. Teachers will attend weekly collaborative meetings to collaborate and brainstorm challenges, needs, and share best practices. As a result, Mathematics proficiency will increase.

Action Step #3

Data Chats

Person Monitoring:

Tarvaneisha Hope

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 implement data chats with students after district and state assessments to empower them and help them take ownership of their learning. Through data chats, students will understand their areas of strength and identify the specific areas of concern. As a result, Mathematics proficiency will increase.

Action Step #4

Learning Walks

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

January 17, 2025

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

Math teachers will participate in Learning Walks during Math instruction to share in best practices. Learning Walks provide a meaningful opportunity for Math to observe and experience Math instruction firsthand from their colleagues to help improve their own Math instruction. Learning Walks will target standards-based differentiated instruction. As a result, Math teachers will feel empowered to implement standards-based differentiated instruction in their classroom and improve students' mastery of standards in need of improvement.

Action Step #5

i-Ready Incentive

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

January 17, 2025

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

Teachers will provide incentives to students for completion and passing of lessons on i-Ready Math. The data gathered from iReady will provide the teacher with accurate and up to date results for driving differentiated instruction.

Area of Focus #2

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

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 ELA PM3 data, 57% of students in grades 3-8 in the lowest 25 percentile were made learning gains. However, this was the lowest scoring school accountability component. Based on this data and the contributing factors of a large ELL/ESE population, bubble students were

the area of focus for proficiency and a lack of fidelity with DI, we will implement the Targeted Element of ELA.

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 the Targeted Element of ELA, 67% of students in grades 3-8 will demonstrate learning gains in the lowest 25 percentile on the Spring 2025 ELA assessment. This represents a 10% increase from the previous year of 57%

Monitoring

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

The Leadership Team will monitor data and conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure the differentiation of instruction. Administrators will attend collaborative planning to ensure that student needs are driving the lessons as well as review of lesson plans for indication of differentiation specially for the L25.

Actions steps to be taken:

- Implementation of DI for students in the L25 within the Reading class.
- Targeted Interventions for Tier 2 and Tier 3 students in the L25.
- Data Chats

Person responsible for monitoring outcome

Irledia Martinez, Principal and Tarvaneisha Hope, 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:

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

Rationale:

The evidence-based strategy of DI was chosen as it addresses student individual needs and at the same time holds the teachers accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Implementation of DI for students in the L25 within the Reading class.

Person Monitoring:

Tarvaneisha Hope, Assistant Principal

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 for teachers on effectively implementing differentiated instruction for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, L25 ELA learning gains and proficiency will increase.

Action Step #2

Targeted Interventions for Tier 2 and Tier 3 students in L25.

Person Monitoring:

Tarvaneisha Hope, Assistant Principal

By When/Frequency:

September 27, 2024

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

The L25 students will receive Research-Based Intervention strategies daily that target learning deficiencies based on individual needs of students based on lowest performance standards on FAST PM3.. As a result, L25 ELA learning gains and proficiency will increase.

Action Step #3

Data Chats

Person Monitoring:

Tarvaneisha Hope, Assistant Principal

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 conduct bi-weekly data chats with L25 students to monitor progress and adjust instruction. Administrators will conduct quarterly data chats with teachers to monitor and provide support as needed. As a result, L25 ELA learning gains and proficiency will increase.

Action Step #4

i-Ready Incentives

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

January 17, 2025

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

Teachers will provide incentives to students for completion and passing of lessons on i-Ready Reading. The data gathered from iReady will provide the teacher with accurate and up to date results for driving differentiated instruction.

Action Step #5

Learning Walks

Person Monitoring:

Tarvaneisha hope

By When/Frequency:

January 17, 2025

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

ELA teachers will participate in Learning Walks during ELA instruction to share in best practices. Learning Walks provide a meaningful opportunity for ELA teachers to observe and experience ELA Instruction firsthand from their colleagues to help improve their own ELA instruction. Learning Walks will target standards-based differentiated instruction. As a result, ELA teachers will feel empowered to implement standards-based differentiated instruction in their classroom and improve students' mastery of standards in need of improvement.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration

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 Middle School Acceleration component decrease -9 percentage points during the 2024 spring assessment. The data shows that 62% of students were proficient compared to 71% in 2023. This area is a critical need because the three year trend data from 2022 - 2004 shows a nineteen percentage point decrease from 81% in 2022. During the 2024 spring assessment 67% of Algebra EOC students were proficient, 75% of Geometry students were proficient.

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.

During the 2025 EOC Assessments, 72 percent of our students will demonstrate proficiency in the Middle School Acceleration data component. This is an increase of 10 percentage points compared to 2024 prior year data results of 62 proficiency.

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 and the Grade Level Chairs will ensure that Data-Driven Decision Making is taking place by attending collaborative planning sessions, monthly leadership meetings, and monthly Department meetings in the EOC test courses. In addition, weekly administrative walkthroughs will serve to monitor if teachers are implementing lessons and assessments that are aligned to the benchmarks and Data-Driven Decision Making. Action steps to be taken:

- Collaborative Planning
- Sharing Best Practices
- Ongoing Progress Monitoring

Person responsible for monitoring outcome

Irledia Martinez, Principal and Tarvaneisha Hope, 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 Decision Making 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. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale:

The rationale for Data-Driven Decision Making is based on the results of the 2024 Middle School Acceleration data component students will demonstrate 62% proficiency. Additionally, with the state's adoption of the BEST Standards and the three year decline in proficiency this is a strategy that needed to be addressed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

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

Collaborative Planning

Person Monitoring:

Tarvaneisha Hope

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 weekly collaborative planning sessions, the department chairs, and leadership team will work collaboratively with teachers teams to ensure that Data-Driven Decision Making lessons are created. As a result, Mathematics proficiency will increase.

Action Step #2

Sharing of Best Practices

Person Monitoring:

Tarvaneisha Hope

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 department meetings, teachers will rotate and share a best practice that has proven successful in their class. As a result, teacher teams will develop a bank of best practices to use with their students. As a result, Mathematics proficiency will increase.

Action Step #3

Ongoing Progress Monitoring (OPM)

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

September 27, 2024

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

Ongoing Progress Monitoring (OPM) will be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM will be implemented with individual students in the EOC tested courses. As a result, the Middle School Acceleration component will increase.

Action Step #4

Data Chats

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

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 conduct quarterly data chats with Algebra and Biology teachers to monitor the timely implementation of standards-based district assessments and the use of data-drive decision making to drive instruction. During data chats, student progress on standards will be reviewed and feedback will be provided. As a result, teachers will have access to timely data for which to plan for remediation and enrichment.

Action Step #5

Professional Learning Opportunities

Person Monitoring:

By When/Frequency:

Tarvaneisha Hope

January 17, 2025

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

The Algebra and Biology teacher will attend professional learning opportunities and share best practices with team to support the achievement in acceleration.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2023-2024 Attendance Data, the school's attendance average was 94% which represents one percentage point increase from the 2022 -2023 school year of 93%. Although the attendance average increased slightly, student attendance continues to be one of the main predictors of student success. Based on the data and the identified contributing factors of parents not being aware or understanding the impact of students missing instruction, the need for more recognition for students that do consistently attend school and teachers and staff's concern of student attendance, we will implement the Targeted Element of Student Attendance.

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 the Targeted Element of Student Attendance with the focus on improving attendance, our attendance will increase to 95% during the 2024-2025 school year compared 94% during the 2023-2024 school year. This represents a 1 percentage point increase from the 2023-2024 school year.

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 administration, counselors, and teachers will monitor the implementation of Student Attendance as it relates to attendance. The Attendance Review Committee will monitor attendance, implement attendance interventions, and provide incentives for students with perfect attendance in pre-K-8th grade. The input and perspective of multiple stakeholders will be included when determining

attendance initiatives. As a result, attendance will improve. The Attendance Review Committee will hold monthly meetings to review data, provide assistance to students and parents, and make referrals to community agencies if needed. The school staff will work closely with the school Social Worker for cases that require more intervention. As a result, attendance will improve. The Attendance Review Committee will hold monthly meetings to review data, provide assistance to students and parents, and make referrals to community agencies if needed. The school staff will work closely with the school Social Worker for cases that require more intervention. As a result, attendance will improve.

- Attendance Incentives
- Attendance Interventions
- Attendance Review Committee (ARC) Meetings

Person responsible for monitoring outcome

Tarvaneisha Hope

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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Strategic Attendance Initiatives was selected because loss of instructional time impacts student's attendance. Student's that attend school regularly are more likely to achieve academic success. Additionally, attendance data for the 2024 school year show that twenty students missed 10% or more of school attendance.

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

Attendance Incentives

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

September 27, 2024

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

The Attendance Review Committee will monitor attendance, implement attendance interventions, and provide incentives for students with perfect attendance in pre-K-8th grade. The input and perspective of multiple stakeholders will be included when determining attendance initiatives. As a result,

attendance will improve.

Action Step #2

Attendance Interventions

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

September 27, 2024

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

The Attendance Review Committee will create an action plan that includes monitoring individual grade levels to identify students with low attendance, having systematic interventions to help improve attendance, and planning attendance incentives. There will be a systematic approach inclusive of both interventions and incentives to improve student attendance. As a result, attendance will improve.

Action Step #3

Attendance Review Committee (ARC) Meetings

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

September 27, 2024

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

The Attendance Review Committee will hold monthly meetings to review data, provide assistance to students and parents, and make referrals to community agencies if needed. The school staff will work closely with the school Social Worker for cases that require more intervention. As a result, attendance will improve.

Action Step #4

Perfect Attendance and Tardy Initiative

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

January 17, 2025

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

The "Perfect Attendance" and No Tardies Initiative will be implemented. Students with perfect attendance or No Tardies will receive an incentive from the PTSA. As a result of this initiative, teachers and students can motivate each other to be present at school every day and on time and student attendance will improve.

Action Step #5

Wrap Around Services

Person Monitoring:

Tarvaneisha Hope

By When/Frequency:

January 17, 2025

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

Our school counselors will work to connect with families who struggle with their student's attendance and identify the root cause for the absenteeism, create a plan of action, and provide wraparound services.

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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