

Miami-Dade County Public Schools

# CAMPBELL DRIVE K-8 CENTER



2024-25 Schoolwide Improvement Plan

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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:

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

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),<br>(7)(A)(iii)(I-V)-(B)<br>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

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## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

### Provide the school's vision statement

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Campbell Drive K-8 Center enriches the community through the conveyance of the multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

## 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

Kim Berkey

#### Position Title

Principal

#### Job Duties and Responsibilities

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Principal maintains budget and staffing records. Presents summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Oversees class staffing, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from district, region, parents, and students regarding attendance, registration requirements and procedures, etc. Checks and monitors immunization status of children, oversees routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. Maintains and monitors Custodial, Budget, ESE, ESOL , and yearly property audits.

## Leadership Team Member #2

**Employee's Name**

Christopher Valdes

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation.

## Leadership Team Member #3

**Employee's Name**

Lema Gilliard

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and

monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation.

## **Leadership Team Member #4**

### **Employee's Name**

Julie Nuhfer

### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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The Reading Coach directs instructional services related to literacy for students in grades 6-8 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.

## **Leadership Team Member #5**

### **Employee's Name**

Lesley Ramos

### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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The Reading Coach directs instructional services related to literacy for students in grades K-5 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.

## **Leadership Team Member #6**

### **Employee's Name**

Stephanie Ortega

### **Position Title**

## Instructional Coach

### **Job Duties and Responsibilities**

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The Mathematics Coach directs instructional services related to math for students in grades K-8 and provides technical assistance to teachers implementing mathematics instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Mathematics Coach provides a pivotal role in the success of the school's mathematics plan.



## 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.*

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The school EESAC team meets monthly to discuss, review, and provide feedback on the SIP developmental process. The EESAC committee is comprised of Administration, teachers, parents, and student representatives.

### 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))

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The SIP will be monitored and updated each nine weeks based on student data trends. The Impact Review will be conducted twice annually to address progress monitoring, provide interventions, and implement strategies to close the achievement gap.

## D. Demographic Data

|   |  |
|---|--|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)  | <b>ACTIVE</b>  |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)   | <b>COMBINATION<br/>PK-8</b>  |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)  | <b>K-12 GENERAL EDUCATION</b>  |
| <b>2023-24 TITLE I SCHOOL STATUS</b>  | <b>YES</b>   |
| <b>2023-24 MINORITY RATE</b>  | <b>97.9%</b>   |
| <b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>  | <b>100.0%</b>  |
| <b>CHARTER SCHOOL</b>   | <b>NO</b>  |
| <b>RAISE SCHOOL</b>   | <b>YES</b>   |
| <b>2023-24 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 7/25/2024  | <b>N/A</b>   |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT<br/>(UNISIG)</b>   |  |
| <b>2023-24 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE<br>IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)<br/>ENGLISH LANGUAGE LEARNERS<br/>(ELL)<br/>BLACK/AFRICAN AMERICAN<br/>STUDENTS (BLK)<br/>HISPANIC STUDENTS (HSP)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED<br/>STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN<br/>INFORMATIONAL BASELINE.</i>  | <b>2023-24: C<br/>2022-23: B*<br/>2021-22: B<br/>2020-21:<br/>2019-20:</b>   |

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

| INDICATOR   | GRADE LEVEL |    |    |    |    |    |    |    |    | TOTAL |
|---|-------------|----|----|----|----|----|----|----|----|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Absent 10% or more school days  | 0           | 5  | 11 | 20 | 5  | 12 | 15 | 8  | 11 | 87    |
| One or more suspensions   | 0           | 0  | 3  | 2  | 4  | 7  | 9  | 10 | 13 | 48    |
| Course failure in English Language Arts (ELA)   |             | 1  | 14 | 38 | 19 | 12 | 11 | 5  | 10 | 110   |
| Course failure in Math  |             | 1  | 10 | 26 | 12 | 10 | 23 | 12 | 33 | 127   |
| Level 1 on statewide ELA assessment   |             |    |    | 17 | 23 | 41 | 41 | 24 | 24 | 170   |
| Level 1 on statewide Math assessment  |             |    |    | 14 | 19 | 30 | 33 | 10 | 18 | 124   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             | 18 | 52 | 65 |    |    |    |    |    | 135   |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             | 11 | 18 | 35 | 11 |    |    |    |    | 75    |

#### 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           | 12 | 34 | 60 | 36 | 47 | 52 | 35 | 47 | 323   |

#### 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           | 3 | 0 | 17 | 0 | 0 | 5 | 1 | 0 | 26    |
| Students retained two or more times | 0           | 0 | 0 | 2  | 0 | 1 | 4 | 1 | 4 | 12    |

**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  |             | 22 | 15 | 20 | 17 | 15 | 12 | 23 | 21 | 145   |
| One or more suspensions   |             |    |    | 3  | 2  | 5  | 5  | 15 | 5  | 35    |
| Course failure in ELA   |             |    | 10 | 34 | 24 | 18 | 5  | 4  | 10 | 105   |
| Course failure in Math  |             | 7  | 15 | 24 | 16 | 11 | 39 | 9  | 4  | 125   |
| Level 1 on statewide ELA assessment   |             |    |    | 54 | 54 | 32 | 64 | 38 | 52 | 294   |
| Level 1 on statewide Math assessment  |             |    |    | 34 | 58 | 48 | 22 | 6  | 20 | 188   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 35          | 38 | 52 | 65 |    |    |    |    |    | 525   |

**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 |             |   | 6 | 37 | 25 | 48 | 31 | 42 | 23 | 212   |

**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     |             |   |   | 29 |   |   |   |   |   | 29    |
| Students retained two or more times |             |   |   | 3  | 1 | 3 |   | 2 | 5 | 14    |

## 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 *              | 39     | 65        | 58     | 36     | 61        | 53     | 38     | 62        | 55     |
| ELA Grade 3 Achievement **     | 43     | 63        | 59     | 38     | 58        | 56     |        |           |        |
| ELA Learning Gains             | 51     | 64        | 59     |        |           |        | 60     |           |        |
| ELA Learning Gains Lowest 25%  | 52     | 58        | 54     |        |           |        | 60     |           |        |
| Math Achievement *             | 57     | 68        | 59     | 53     | 63        | 55     | 42     | 51        | 42     |
| Math Learning Gains            | 62     | 66        | 61     |        |           |        | 70     |           |        |
| Math Learning Gains Lowest 25% | 56     | 63        | 56     |        |           |        | 67     |           |        |
| Science Achievement *          | 46     | 60        | 54     | 44     | 56        | 52     | 32     | 60        | 54     |
| Social Studies Achievement *   | 72     | 79        | 72     | 54     | 77        | 68     | 55     | 68        | 59     |
| Graduation Rate                |        | 78        | 71     |        | 76        | 74     |        | 53        | 50     |
| Middle School Acceleration     | 78     | 77        | 71     | 91     | 75        | 70     | 81     | 61        | 51     |
| College and Career Readiness   |        | 76        | 54     |        | 73        | 53     |        | 78        | 70     |
| ELP Progress                   | 49     | 64        | 59     | 45     | 62        | 55     | 56     | 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                  | 55% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 605 |
| Total Components for the FPPI                | 11  |
| Percent Tested                               | 97% |
| Graduation Rate                              |     |

| ESSA OVERALL FPPI HISTORY |         |         |         |          |         |         |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24                   | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 55%                       | 54%     | 56%     | 31%     |          | 51%     | 49%     |

\* 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          | 44%                             | No                 |   |   |
| English Language Learners           | 52%                             | No                 |   |   |
| Black/African American Students     | 51%                             | No                 |   |   |
| Hispanic Students                   | 56%                             | No                 |   |   |
| White Students                      | 53%                             | No                 |   |   |
| Economically Disadvantaged Students | 54%                             | 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          | 33%                             | Yes                | 4   |   |

## 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% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| English Language Learners           | 45%                             | No                 |   |   |
| Black/African American Students     | 33%                             | Yes                | 1   |   |
| Hispanic Students                   | 56%                             | No                 |   |   |
| Economically Disadvantaged Students | 54%                             | 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 | 38%                             | Yes                | 3   |   |
| English Language Learners  | 51%                             | No                 |   |   |
| Native American Students   |                                 |                    |   |   |
| Asian Students             |                                 |                    |   |   |

## 2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| Black/African American Students     | 53%                             | No                 |   |   |
| Hispanic Students                   | 56%                             | No                 |   |   |
| Multiracial Students                |                                 |                    |   |   |
| Pacific Islander Students           |                                 |                    |   |   |
| White Students                      |                                 |                    |   |   |
| Economically Disadvantaged Students | 56%                             | 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                                   | 39%      | 43%              | 51%    | 52%         | 57%       | 62%     | 56%          | 46%      | 72%     | 78%       |                   |                   | 49%          |
| Students With Disabilities                     | 17%      | 31%              | 36%    | 56%         | 45%       | 60%     | 44%          | 39%      | 53%     |           |                   |                   | 59%          |
| English Language Learners                      | 34%      | 36%              | 51%    | 54%         | 54%       | 64%     | 58%          | 43%      | 66%     | 67%       |                   |                   | 49%          |
| Black/African American Students                | 36%      | 47%              | 43%    | 52%         | 50%       | 51%     | 47%          | 38%      | 61%     | 82%       |                   |                   |              |
| Hispanic Students                              | 40%      | 41%              | 53%    | 53%         | 59%       | 65%     | 59%          | 48%      | 75%     | 76%       |                   |                   | 49%          |
| White Students                                 | 36%      |                  |        |             | 70%       |         |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 38%      | 40%              | 51%    | 53%         | 56%       | 63%     | 57%          | 45%      | 71%     | 76%       |                   |                   | 46%          |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|  | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2021-22 | C&C<br>ACCEL<br>2021-22 | ELP<br>PROGRESS |
| All Students                                   | 36%         | 38%                    |           |                   | 53%          |            |                    | 44%         | 54%        | 91%          |                         |                         | 45%             |
| Students With<br>Disabilities                  | 18%         | 25%                    |           |                   | 37%          |            |                    | 20%         | 24%        |              |                         |                         | 72%             |
| English<br>Language<br>Learners                | 33%         | 40%                    |           |                   | 50%          |            |                    | 38%         | 49%        |              |                         |                         | 60%             |
| Black/African<br>American<br>Students          | 27%         | 29%                    |           |                   | 43%          |            |                    | 25%         | 40%        |              |                         |                         |                 |
| Hispanic<br>Students                           | 38%         | 40%                    |           |                   | 55%          |            |                    | 50%         | 58%        | 93%          |                         |                         | 60%             |
| Economically<br>Disadvantaged<br>Students      | 36%         | 35%                    |           |                   | 53%          |            |                    | 43%         | 59%        | 93%          |                         |                         | 60%             |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|  | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2020-21 | C&C<br>ACCEL<br>2020-21 | ELP<br>PROGRESS |
| All Students                                   | 38%         |                        | 60%       | 60%               | 42%          | 70%        | 67%                | 32%         | 55%        | 81%          |                         |                         | 56%             |
| Students With<br>Disabilities                  | 19%         |                        | 48%       | 49%               | 23%          | 62%        | 61%                | 16%         | 25%        |              |                         |                         | 39%             |
| English<br>Language<br>Learners                | 35%         |                        | 57%       | 53%               | 37%          | 66%        | 73%                | 27%         | 51%        |              |                         |                         | 56%             |
| Native<br>American<br>Students                 |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Asian<br>Students                              |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 38%         |                        | 60%       | 57%               | 42%          | 74%        | 68%                | 28%         | 60%        |              |                         |                         |                 |
| Hispanic<br>Students                           | 38%         |                        | 60%       | 63%               | 41%          | 68%        | 66%                | 33%         | 55%        | 80%          |                         |                         | 56%             |
| Multiracial<br>Students                        |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Pacific<br>Islander<br>Students                |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 37%         |                        | 60%       | 60%               | 42%          | 69%        | 66%                | 31%         | 55%        | 81%          |                         |                         | 55%             |

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## 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     | 36%  | 56%      | -20%              | 55%   | -19%           |
| Ela            | 4     | 33%  | 55%      | -22%              | 53%   | -20%           |
| Ela            | 5     | 32%  | 56%      | -24%              | 55%   | -23%           |
| Ela            | 6     | 27%  | 57%      | -30%              | 54%   | -27%           |
| Ela            | 7     | 38%  | 55%      | -17%              | 50%   | -12%           |
| Ela            | 8     | 35%  | 54%      | -19%              | 51%   | -16%           |
| Math           | 3     | 49%  | 65%      | -16%              | 60%   | -11%           |
| Math           | 4     | 46%  | 62%      | -16%              | 58%   | -12%           |
| Math           | 5     | 35%  | 59%      | -24%              | 56%   | -21%           |
| Math           | 6     | 68%  | 60%      | 8%                | 56%   | 12%            |
| Math           | 7     | 29%  | 49%      | -20%              | 47%   | -18%           |
| Math           | 8     | 70%  | 58%      | 12%               | 54%   | 16%            |
| Science        | 5     | 32%  | 53%      | -21%              | 53%   | -21%           |
| Science        | 8     | 55%  | 42%      | 13%               | 45%   | 10%            |
| Civics         |       | 67%  | 70%      | -3%               | 67%   | 0%             |
| Algebra        |       | 90%  | 55%      | 35%               | 50%   | 40%            |
| Geometry       |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |

### III. Planning for Improvement

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#### 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?

---

Based on the 2023-2024 data, Civics was the area with the most improvement with 72% proficient. A new teacher was hired to teach Civics using a co-teacher model and support was given to the teacher from the ETO-CSS and instructional coach.

##### **Lowest Performance**

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

---

Based on the 2023-2024 data, the area with the lowest performance was 7th grade math with 29% proficient. Although the teacher had support from ETO, it was the first year the teacher taught the core curriculum.

##### **Greatest Decline**

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

---

Based on the 2023-2024 data, the area with the greatest decline was the learning gains of the lowest 25% in ELA and Math. The factors that contributed to this decline was a lack of participation from the L25 students in extended learning opportunities. In addition, not implementing Differentiated Instruction with fidelity and poor attendance.

##### **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.

---

Based on the 2023-2024 ELA achievement data, the greatest gap when compared to the state shows the school at 39% compared to the district which is 58%. The factors that contributed to this gap includes students coming in deficient, and an increase of ELL student population throughout the school year.

##### **EWS Areas of Concern**

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

---



Based on the EWS 2023-2024 data, one area of concern show that 375 out of 872 students (43%) show a Substantial Reading Deficiency.

### **Highest Priorities**

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

---

Based on the 2023-2024 data, the following areas are highest priorities:

1. Increase the L25 students in the areas of Language Arts and Math.
2. Positive Behavior System
3. Increase attendance
4. Teacher development
5. Improve ESE department

## 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 Differentiation

#### Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 data for Language Arts, 43% of our 3rd grade students were proficient in ELA as compared to the state average of 59% and district average of 63%. Based on the data and the identified contributing factors of high number of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations, we will implement purposeful Differentiated Instruction with fidelity during the Language Arts block.

#### 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 Differentiated Instruction with fidelity during the Language Arts block, an additional 2% (for a total of 45%) of the third-grade students will score at grade level or above in the area of ELA 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.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time,

and follow-up with regular walkthroughs to ensure that differentiated instruction is evident during the Language Arts block. Administrators will attend collaborative planning to ensure that all students' needs are met.

#### Person responsible for monitoring outcome

Kim Berkey, Lema Gilliard, Christopher Valdes

#### 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**

Differentiated Instruction

**Person Monitoring:**

Kim Berkey; Lema Gllliard; Christopher Valdes

**By When/Frequency:**

Quarterly

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

Create a framework and schedule for Differentiated Instruction. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success. Administration will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with weekly walkthroughs to ensure that differentiation and setting high standards for all students are evident during instruction.

**Action Step #2**

Common Planning for Differentiated Instruction

**Person Monitoring:**

Julie Nuhfer, and Lesley Ramos

**By When/Frequency:**

Bi-Weekly

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

Teachers will attend weekly collaborative planning meetings. Coaches will conduct collaborative planning to ensure that students' needs and current data is being used to align bi-weekly focus lessons that differentiate instruction to meet the needs of all students. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction.

**Action Step #3**

**Monitor Differentiated Instruction****Person Monitoring:**

Kim Berkey; Lema Gllliard; Christopher Valdes

**By When/Frequency:**

Bi-Weekly

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

Teachers will consistently develop lesson plans that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups. Student data trackers to monitor OPM data on a bi-weekly basis will be implemented. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Action Step #4**

Coaching Support

**Person Monitoring:**

Stephanie Ortega; Christopher Valdes

**By When/Frequency:**

Bi-Weekly

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

Provide coaching support and impact cycles with the Mathematics coach to support the teacher during planning and classroom instruction bi-weekly. October 14, 2024 - January 17, 2025

**Action Step #5**

Professional Development

**Person Monitoring:**Stephanie Ortega; Lesley Ramos; Julie Nuhfer;  
Kim Berkey**By When/Frequency:**

November 5, 2024

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

Professional development sessions with teachers on the standards and focusing best practices for planning and delivery. As a result teachers will be able to provide standards aligned instruction. October 14, 2024 - January 17, 2025

**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.

Based on ELA FAST 2024 PM3 data for Language Arts , 43% of our 3rd grade students were proficient in ELA as compared to the state average of 59% and district average of 63%. Students lacked foundation skills (phonics, fluency, and vocabulary), language acquisition, and comprehension. Due to a lack of literacy skills, students have difficulty comprehending, and meet

benchmark expectations. This weakness was identified as a crucial need due to the results of the FAST PM3, i-ready AP2, and bi-weekly progress monitoring assessments.

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

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Based on current STAR and iReady data trends in first and second grade, students lack foundational skills that enable them to become fluent readers. The primary grades will implement a high-frequency word daily routine and monthly ongoing progress monitoring using oral reading fluency passages.

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

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To improve proficiency levels, the 3rd through 5th grade team will implement the gradual release model to ensure explicit instruction during the Language Arts block. This approach will focus on providing structured support to address the foundational deficits and ensure all students have the necessary skills to succeed during Tier Instruction.

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**Grades K-2: Measurable Outcome(s)**

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With the implementation of a daily high-frequency routine in kindergarten through second grade, we will see an increase in students' oral language fluency assessments and an increase in students performance on STAR PM3.

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**Grades 3-5: Measurable Outcome(s)**

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With the implementation of the Gradual Release Model using explicit instruction an additional 2% (for a total of 45%) of the third-grade students will score at grade level or above in the area of ELA 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.

---

The Leadership Team will conduct monthly walkthroughs to ensure that the daily high-frequency routine and the gradual release model with explicit instruction is being planned for during collaborative planning, and used during tier 1 instruction delivery. Data chats will be conducted with teachers to provide feedback and adjust groups based on current data.

---

**Person responsible for monitoring outcome**

Kim Berkey, Lema Gilliard, Chris Valdes

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**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:**

Daily High-Frequency Routine practices are designed to create a supportive learning environment where students can develop their reading fluency, ultimately leading to better academic outcomes. The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill.

**Rationale:**

The rationale behind using evidence-based intervention practices for daily high-frequency fluency instruction is grounded in research that highlights the importance of fluency in overall reading comprehension and literacy development. The Gradual Release Model's structured approach ensures that students receive the support they need while gradually becoming more autonomous and confident in their abilities.

**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**

Teachers and the Instructional Coach will meet according to the Common Planning Schedule.

**Person Monitoring:**

Chris Valdes, Lema Gilliard

**By When/Frequency:**

Weekly

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

Coaches will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to brainstorm challenges, needs, and shared best practices. Administrators will attend collaborative planning.

**Action Step #2**

Teacher Data Chats.

**Person Monitoring:**

Kim Berkey, Lema Gilliard, Chris Valdes

**By When/Frequency:**

Quarterly

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

On-going data chats and data disaggregation will be conducted each quarter to ensure fidelity with standards based instruction.

**Action Step #3**

Provide coaching support to the teachers during planning and classroom instruction.

**Person Monitoring:**

**By When/Frequency:**

Chris Valdes, Lema Gilliard

Weekly

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

Coaches will assist classroom teachers during instruction by modeling and co-teaching as needed. The school will use the Weekly Coaches Log to monitor the implementation of this strategy.

**Action Step #4**

Grades K-2 Data Review

**Person Monitoring:**

Lesley Ramos; Stephanie Ortega; Christopher Valdes

**By When/Frequency:**

Monthly

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

Instructional coaches and teachers will continue on-going review of STAR and iReady results for students in grades Kindergarten - 2nd grade to analyze the performance of the lowest 25% to determine if on-going progress monitoring practices and activities are effective. Interventions will be adjusted to meet the needs of the learners. October 14, 2024 - January 17, 2025

**Action Step #5**

Grades 3-5 Data Review

**Person Monitoring:**

Lesley Ramos; Stephanie Ortega; Kim Berkey

**By When/Frequency:**

Monthly

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

Instructional coaches, and teachers will continue on-going review of F.A.S.T. - AP2, iReady - AP2, and topic assessments results for students in grades 3rd - 5th and analyze the performance of proficiency to determine if on-going progress monitoring practices and activities are effective. Interventions and coaching cycles will be adjusted to meet the needs of the instructional personnel and learners. October 14, 2024 - January 17, 2025

**Area of Focus #3**

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.

Based on the 2023-2024 data, the area with the lowest performance was 7th grade math with 29% proficient. The identified contributing factors are students' lack of foundational skills, and limited teacher content. Students cannot meet grade level proficiency without foundational skills, and teacher knowledge.

**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 instructional frameworks we will increase our overall math proficiency by 3% from 57% to 60%, however, we will increase the 7th grade math by 10% from 29% to 39%, evidenced by the 2025 FAST PM3.

### **Monitoring**

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

---

The leadership team will conduct bi-weekly walkthroughs to review the implementation of targeted strategies throughout the whole group and independent practice. In addition, Transformation Coaches will conduct weekly collaborative planning with a focus on effective scaffolding strategies.

### **Person responsible for monitoring outcome**

Kim Berkey, Lema Gilliard, Chris Valdes, Stephanie Ortega

### **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:**

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

#### **Rationale:**

Using instructional frameworks in math education provides several key benefits that enhance both teaching and learning. By using instructional frameworks, educators can create a more effective and supportive learning environment that fosters student success in mathematics.

#### **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**

Teachers will attend weekly collaborative planning meetings to discuss open routines, whole group, small group, and closing activities that promotes bell-to-bell instruction.



**Person Monitoring:**

Stephanie Ortega

**By When/Frequency:**

Weekly

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

Math Coach will conduct collaborative planning to ensure that teachers are utilizing resources.

**Action Step #2**

Create a framework and schedule for Differentiated Instruction. As a result, teachers will be able to identify appropriate resources for student success.

**Person Monitoring:**

Chris Valdes, Kim Berkey, Lema Gilliard,  
Stephanie Ortega

**By When/Frequency:**

Weekly

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

Administration will conduct weekly walkthroughs to ensure that the instructional frameworks are implemented and are evident during instruction.

**Action Step #3**

Focus will be placed on the grouping of students for instruction based on relevant student data.

**Person Monitoring:**

Chris Valdes, Lema Gilliard, Kim Berkey,  
Stephanie Ortega

**By When/Frequency:**

Weekly

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

Math Coach will conduct collaborative planning to ensure that teachers are utilizing current data to create fluid instructional groups.

**Action Step #4**

Monitoring progress of SWD subgroup

**Person Monitoring:**

Stephanie Ortega; Christopher Valdes

**By When/Frequency:**

Monthly

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

Focus on increasing monitoring, tracking, both teacher and SWD student data chats and data disaggregation to ensure fidelity to adjustments of whole group, small group, D.I., and interventions groups and strategies. As a result, SWD intervention data will be used to adjust instruction as needed. October 14, 2024 - January 17, 2025

**Action Step #5**

Learning Walks

**Person Monitoring:**

Christopher Valdes; Lema Gilliard

**By When/Frequency:**

Monthly

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

Provide teachers the opportunity to engage in learning walks to observe best practices and modeling across grade levels to align Math instruction to benchmarks. October 14, 2024 - January 17, 2025

## IV. Positive Culture and Environment

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### 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.

---

Using 2023-2024 data, 10% of students were absent 10% or more school days based on the Early Warning Systems report.

- 1st grade - 5
- 2nd grade - 11
- 3rd grade - 20
- 4th grade - 5
- 5th grade -12
- 6th grade - 15
- 7th grade - 8
- 8th grade - 11

With the implementation of an attendance initiative, students will attend school more regularly and we will see an increase in student attendance as well as participation in school clubs and extended learning opportunities.

#### 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.

---

Our school will decrease absenteeism by 5% in grade levels 1,2,4,5,6,7,8 and since 3rd grade is an area of focus and had the highest number of absent students last year we will decrease absenteeism by 10% in third grade.

#### 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 and student services team will monitor absences and reach out to students and their families to provide support to ensure students are in school by conducting daily reviews of the attendance bulletin and truancy documentation as required.

**Person responsible for monitoring outcome**

Lema Gilliard, Chris Valdes, Norma Gutierrez, Brittany Davri, Pharaoh McKever

**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:**

Attendance Initiatives are designed to create a positive and supportive learning environment, ultimately leading to better educational outcomes for all students.

**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**

Quarterly attendance challenge by homeroom.

**Person Monitoring:**

Valdes, Chris

**By When/Frequency:**

Quarterly

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

Daily attendance bulletin will be checked for accuracy and documented based upon homeroom percentage of students in attendance. The homeroom with the highest quarterly average will receive an incentive.

**Action Step #2**

Recognition of students with perfect attendance each quarter.

**Person Monitoring:**

Gilliard, Lema

**By When/Frequency:**

Quarterly

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

Social media and school messenger information will be sent to parents reminding them of the importance of daily school attendance. At the conclusion of the grading period, a report will be run to identify the students with perfect attendance. Those students will be provided with an incentive (ice cream social, popcorn and movie, or other activity).

## V. Title I Requirements (optional)

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### 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.

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<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=0651>

In the parent resource center and the main office there are copies provided for parents. The SIP is also reviewed during EESAC committee meetings and posted on the school's website. Parent notification is also sent home via the Title 1 Notification Flyer.

#### 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))

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<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=0651>

Our school creates experiences throughout the year to engage with parents and families and to ensure they have information to support their children. The leadership team maintains an open door policy with

parents and families to reduce attendance, curriculum, and disciplinary issues. We continue to build our skill-set in ensuring our classroom and instruction are highly engaging through the use of weekly collaborative planning sessions.

**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))

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There is a need to focus on Collaborative Planning between the ELA and Math Coaches and the teachers in order to increase student achievement on Topic Assessments and teacher familiarity with the standards that will be assessed on the next years F.A.S.T. assessment. There will be a focus on providing interventions targeting the specific needs of students to ensure learning gains are achieved.

**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))

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Resources and support are provided to families through Project Upstart and Title I.

## **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))

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Student services and the Attendance Review Committee engage in monitoring student's for regular attendance and other early warning indicators. Teachers are also provided professional development to assist in identifying students in needs of mental health services.

#### **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))

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Students are provided opportunities to explore post-secondary options through magnet fairs, curriculum expos, and the availability of advanced coursework at the high school level.

#### **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)).

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Students are provided guidance with the progressive discipline system in place at the school site in accordance with the Code of Student Conduct. Through collaboration with ESE support, grade level chairpersons, guidance counselors, and other leadership team members, students are identified and redirected through behavioral challenges.

#### **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)).

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At the school level, teachers and paraprofessionals engage in professional development that centers around scaffolding learning, ESE and ELL strategies, and mentoring new educators. Faculty is also encouraged to participate in district-wide professional development sessions that are relevant to their teaching assignments.

### **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))

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Teachers and paraprofessionals work collaboratively with Kindergarten teachers to ensure children are provided the foundation necessary to transition successfully both academically and socially. PreK students are frequently interacting with students in Kindergarten and 1st grade in school-wide activities and events.

## VI. ATSI, TSI and CSI Resource Review

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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.

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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).

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No Answer Entered



## VII. Budget to Support Areas of Focus

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

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |