Miami-Dade County Public Schools

EARLINGTON HEIGHTS ELEM. SCHL

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:

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)

A school can be identified as CSI in any of the following four ways:

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

The staff, parents, and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth.

Provide the school's vision statement

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life-long learners who become productive citizens and leaders.

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
Jackson Nicolas

Position Title
Principal

Job Duties and Responsibilities

As the school's principal, Mr. Nicolas provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Nicolas establishes high expectations for all students and ensures that the school-based team is implementing a Multi-Tiered System of Support (MTSS).

Leadership Team Member #2

Employee's Name
Isahuri Cathey

Position Title
Assistant Principal

Job Duties and Responsibilities

As the assistant principal, Ms. Cathey works in collaboration with the principal in implementing the vision and mission for the school. Ms. Cathey ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

Leadership Team Member #3

Employee's Name
Shahllynn Ramontal

Position Title
Math Transformation Coach

Job Duties and Responsibilities

As the math coach, Ms. Ramontal provides direct instructional services related to improving and supporting classroom instruction. Ms. Ramontal utilizes the coaching model to support teachers in effective evidenced-based instructional strategies to improve students' academic success.

Leadership Team Member #4

Employee's Name
Adriane Floyd

Position Title
Transformation Literacy Coach

Job Duties and Responsibilities

As the reading coach, Ms. Floyd provides direct instructional services related to improving and supporting classroom instruction. Ms. Floyd utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Leadership team met during Synergy to review data and feedback from Climate and Professional Development surveys. During the Opening of Schools meeting SIP Areas of Focus will be shared and feedback from teachers will be solicited during team-building activities. Open House for parents will include a SIP overview and discussion on steps that the school will be taking to focus on Areas of Improvement. During EESAC meetings SIP will be reviewed and feedback will be included during EESAC minutes.

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 Leadership will review FAST data during faculty meetings after each administration. Data chats will be conducted during collaborative planning after each Topic Assessment and PMA to discuss Action Steps and make adjustments as needed. Intervention groups will be adjusted based on data and Transformation Coaches will plan for remediation. Review of data will occur after PM1, PM2, iReady Diagnostic 1/2 and after Topic Assessments.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: C*** **2021-22: A** **2020-21: C** **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	12	12	12	7	8	0	0	0	51
One or more suspensions	0	1	3	9	3	3	0	0	0	19
Course failure in English Language Arts (ELA)	0	0	7	18	15	3	0	0	0	43
Course failure in Math	0	0	8	14	4	6	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	14	12	14	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	7	9	15	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	9	40	49						98
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	11	19	4					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	0	4	19	36	22	21	0	0	0	102

Current Year 2024-25

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

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

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		29	17	18	9	12				85
One or more suspensions		1		1	1	1				4
Course failure in ELA			11	26	7	1				45
Course failure in Math			6	5	1	3				15
Level 1 on statewide ELA assessment				15	18	15				48
Level 1 on statewide Math assessment				13	19	12				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	29	40							129

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	11	18	18	12				60

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				16						16
Students retained two or more times				1	1	1				3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	56	63	57	43	60	53	48	62	56
ELA Grade 3 Achievement **	36	63	58	31	60	53			
ELA Learning Gains	79	64	60				59		50
ELA Learning Gains Lowest 25%	81	62	57				62		
Math Achievement *	75	69	62	62	66	59	72	58	50
Math Learning Gains	81	65	62				81		
Math Learning Gains Lowest 25%	75	58	52				73		
Science Achievement *	56	61	57	38	58	54	43	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	59	64	61	49	63	59	60		60

*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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	598
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	47%	62%	45%		43%	59%

* 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	65%	No		
English Language Learners	73%	No		
Black/African American Students	65%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	66%	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	43%	No		
English Language Learners	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	44%	No		
Hispanic Students	47%	No		
Economically Disadvantaged Students	49%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
English Language Learners	56%	No		
Native American Students				
Asian Students				
Black/African American Students	63%	No		

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	59%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	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	56%	36%	79%	81%	75%	81%	75%	56%					59%
Students With Disabilities	59%	50%	83%		78%	83%		47%					57%
English Language Learners	59%	46%	84%	83%	86%	81%		82%					59%
Black/African American Students	55%	37%	74%	81%	72%	81%	72%	45%					
Hispanic Students	59%	35%	86%	80%	80%	81%	80%	76%					59%
Economically Disadvantaged Students	58%	39%	78%	77%	72%	82%	77%	55%					55%

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	43%	31%			62%		38%						49%
Students With Disabilities	41%	31%			59%		21%						62%
English Language Learners	47%	25%			63%								62%
Black/African American Students	44%	36%			60%		37%						
Hispanic Students	43%	24%			65%		40%						62%
Economically Disadvantaged Students	43%	31%			61%		39%						71%

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	48%		59%	62%	72%	81%	73%	43%					60%
Students With Disabilities	46%		62%	75%	66%	80%	70%	35%					62%
English Language Learners	44%		56%		68%	75%		33%					60%
Native American Students													
Asian Students													
Black/African American Students	46%		59%	67%	73%	81%	69%	49%					
Hispanic Students	51%		62%		69%	81%		33%					60%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	48%		61%	65%	73%	82%	76%	43%					62%

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	30%	56%	-26%	55%	-25%
Ela	4	51%	55%	-4%	53%	-2%
Ela	5	58%	56%	2%	55%	3%
Math	3	59%	65%	-6%	60%	-1%
Math	4	61%	62%	-1%	58%	3%
Math	5	74%	59%	15%	56%	18%
Science	5	43%	53%	-10%	53%	-10%

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?

· Science had the greatest improvement. For the 2023-2024 school year our Science Achievement was projected to be a 56% proficiency. Compared to the 2022-2023 proficiency at a 38%.
· Contributing Factors:
· Students received enrichment opportunities that reviewed science content infused with reading strategies.
· Utilization of IXL science as tier 1 instruction. Teacher assigned IXL lessons based on topic assessment data. · Student incentives for topic assessments.

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

Grade 3 ELA (lack of foundational skills, language acquisition, developmental stages, trend data at Earlington Heights indicates two years of quality instruction will lead to proficiency by 5th grade.)

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

·   4th Grade Math had the "greatest" decline from 69% to 61% (not FTE), but it was still above the state's 58% average and 1% below the district's average. A first year Math teacher that did excellent. Decline was minor and could have been attributed to not receiving full support from instructional coach.
·   Attendance should be a concern as 31% of the school had 16 – 30 absences.

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.

·   3rd Grade ELA has the greatest gap with 38% compared to the state's 55%.

Grade 3 (lack of foundational skills, language acquisition, developmental stages, trend data at Earlington Heights indicates two years of quality instruction will lead to proficiency by 5th grade.

EWS Areas of Concern

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

·   The greatest decline from the prior year based on our Early Warning Signs was our Student Attendance.

·   For the 2023-2024 students' attendance in all categories of absences increased. This has been a declining trend for the past three years.

·   Factors that contributed to this decline included lack of consistent monitoring, parental engagement in ensuring student attendance is a priority, and students in various crisis situations.

Highest Priorities

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

1. Student Attendance
2. 3rd Grade Reading Proficiency
3. ELL Strategies and student growth
4. 4th and 5th grade Writing (Instructional Delivery and Monitoring)
5. Teacher and Student Feedback

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to 2024 FAST PM3 data English Language Arts , the overall student proficiency rate was 56% compared to the district at 63% and the state at 57%. The identified contributing factors are students' lack of foundational skills, academic vocabulary, and utilization of effective reading comprehension strategies. Students cannot meet grade-level proficiency without foundational skills, acquiring grade-level academic language, and effective comprehension strategies.

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 daily fluency practice, checking oral language fluency monthly, direct academic vocabulary instruction as a homework tool, the SPADE strategy, the MOPP strategy, and the SIT strategy, we will increase our overall reading proficiency by two percentage points, from 56% to 58%, evidenced by 2024-2025 FAST PM3 scores.

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. Data and student products will be analyzed, and the instructional coach will determine if additional strategies are needed.

Person responsible for monitoring outcome
Jackson Nicolas, Isahuri Cathey, Adriane Floyd

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:
Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

Rationale:
The evidence-based strategy of scaffolding was chosen because students lacked the basic foundational skills needed to access grade-level complex text. Implementing effective scaffolding strategies will allow students the help they need to access grade-level complex text. It will also increase student engagement and the ability to work independently on grade-level text.

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 scaffolding, fluency, academic vocabulary, and comprehension strategies.

Person Monitoring:	**By When/Frequency:**
Adriane Floyd	08/30/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional literacy Coach will deliver professional learning sessions on effective comprehension strategies, fluency, and direct academic vocabulary.

Action Step #2
Model of Scaffolding Strategies.

Person Monitoring:	**By When/Frequency:**
Adriane Floyd	09/06/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional literacy coaches will model the scaffolding strategies for teachers to implement in their instructional delivery and provide teacher feedback.

Action Step #3
Fluency and Monitoring

Person Monitoring:	**By When/Frequency:**
Adriane Floyd	09/16/2024

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

The literacy instructional coach will introduce the daily fluency program. Students will be given a grade-level passage. Students will practice reading this passage daily for the first 3 minutes of class. On the last day of the month, students will be monitored through an ORF of the same passage. The goal will be to read the passage in under 1 minute. Students will track their progress for time and words read correctly in one minute.

Action Step #4
Learning Walks

Person Monitoring:
Isahuri Cathey

By When/Frequency:
10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades 2-5 will have various opportunities to conduct learning walks based on their current needs. Teachers will identify an area of focus and will observe a peer. After the observation, the teacher will debrief the observation with the AP and Coach.

Action Step #5
Reading Strategy

Person Monitoring:
Adriane Floyd

By When/Frequency:
10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach during planning will discuss the reading strategy to be used during planning. The team will identify strategies such as MOP or SPADE to be implemented during tier 1 instruction.

Action Step #6
Data Chats with teachers

Person Monitoring:
Isahuri Cathey

By When/Frequency:
2/10/25-2/14/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will meet with all teachers to identify bubble students, L25, and students regressing. During the meeting, students will be identified for small group interventions based on data and resources.

Action Step #7
Resources Training for Teachers during Tier 1 Instruction

Person Monitoring:
Adriane Floyd

By When/Frequency:
01/20/-2/17

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach will provide refresher trainings for interventionist and teachers with a focus on vocabulary during tier 1 instruction.

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 2023-2024 PM3 data, Grade 3 students scored 38% proficiency compared to the district average of 53% and the state average of 54%. Students lacked foundation skills (phonics, fluency, and vocabulary), language acquisition, and comprehension. Due to a lack of literacy skills, students cannot read, comprehend, and meet benchmark expectations. This weakness was identified as a crucial need due to the results of the FAST PM3, ready AP2, and bi-weekly progress monitoring assessments.

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

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

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

According to the 2024 FAST PM3 data, only 38% of our 3rd-grade students are proficient in English Language Arts (ELA), which is significantly lower than the state average of 54% and the district average of 53%. This performance gap is attributed to deficiencies in foundational skills, language acquisition, and early warning signals identified in the primary grades.

To improve proficiency levels, the third-grade team will implement targeted scaffolding strategies, with a particular emphasis on enhancing tier-1 instructional delivery. This approach will focus on providing structured support to address these foundational deficits and ensure all students have the necessary skills to succeed.

Grades K-2: Measurable Outcome(s)

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.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Before, During, and After Reading (BDA) Reading Strategies, with a focus on tier 1 instruction, an additional 2% (for a total of 40%) 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 meet with instructional coaches to plan for professional development on the Before, During, and After Reading strategy, and the utilization of high-fluency words. Impact cycles will be developed based on the implementation plan. The Leadership Team will conduct monthly walkthroughs to ensure that the Before, During, and After reading strategies are being planned for during collaborative planning, and used during tier 1 instructional delivery. Data chats will be conducted with teachers to provide feedback and adjust groups based on current data.

Person responsible for monitoring outcome
Jackson Nicolas ,Isahuri Cathey,Adriane Floyd

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:
Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Rationale:
This evidence-based strategy of Before, During, and After Reading was selected because students need to comprehend grade-level text to meet benchmark expectations on the FAST PM3. With the use of the Before, During, and After Reading Strategy, students will be able to respond to higher-order complexity questions and have a deeper understanding of a grade-level text.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Learning

Person Monitoring:	**By When/Frequency:**
Adriane Floyd	08/30/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional literacy Coach will deliver professional learning sessions on the Before, During and After Reading Stratergy.

Action Step #2
Impact Cycles

Person Monitoring:	**By When/Frequency:**
Adriane Floyd	09/05/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional Coach and grade three ELA teacher(s) will develop and conduct impact cycles focusing on the Before, During, and After Reading strategy to keep students engaged and improve their reading comprehension.

Action Step #3
Collaborative Planning with a focus on Before, During, and After Reading strategy.

Person Monitoring:	**By When/Frequency:**
AdrianeFloyd	09/16/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning, the instructional literacy coach and the grade 3 ELA teacher will plan lessons using the RWC with a focus on a Before, During, and After Reading Strategy to improve students' reading levels.

Action Step #4
Power Hour

Person Monitoring:	**By When/Frequency:**
Adriane Floyd/Isahuri Cathey	10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach and administrative team will meet to discuss walkthrough observations as a team Power Hours (one-hour professional development sessions) will be planned for based on needs and teacher request.

Action Step #5
Enrichment

Person Monitoring:	**By When/Frequency:**
Adriane Floyd/Isahuri Cathey	10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Enrichment groups will be developed based on student data. The groups identified will focus on reading comprehension. The use of the Literature Library will be implemented to enrich students in grades 3-5.

Action Step #6
Regrouping of Enrichment Students

Person Monitoring: **By When/Frequency:**
Shallynn Ramontal   01/17/25-2/24/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coaches will meet with teachers in grades 1-5 to review current FAST and iReady data. Students will be identified for the enrichment program and will be regrouped.

Action Step #7
IXL Implementation during Tier 1 Instruction

Person Monitoring: **By When/Frequency:**
Shallynn Ramontal   01/17/25-05/19/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach will provide overall training to all teachers in grades 2-5 on how to assign lessons based on standards being addressed during whole group instruction. IXL will be utilized during tier 1 instruction as part of the differentiated instruction rotation.

Area of Focus #3

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.

The area of focus will be differentiated instruction with a focus on math. Differentiated instruction is an excellent strategy to meet students at their instructional levels and enable them to reach grade-level benchmarks. To keep our math proficiency and learning gains in the 70th percentile, differentiated instruction will be a tool to drive small-group instruction.

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 target element of differentiated instruction and a better understanding of grade three BEST benchmarks, support from the transformation coach, and expectations of small group instruction during tier 2/tier 3 instruction, we will anticipate a 3% increase from the previous year's 81% to 84%

on the FAST PM3 for grade three math. With the target element of differentiated instruction

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.

Differentiated instruction will be monitored during math collaborative planning and leadership walkthroughs. Students will take ongoing progress monitoring assessments by topic to track and ensure standard mastery. As a result, teachers will know the strands of weakness to address and remediate. The Leadership Team will conduct bi-weekly walkthroughs and attend data chats to review overall data and trends.

Person responsible for monitoring outcome

Jackson Nicolas, Isahuri Cathey, Shahllynn Ramontal

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:

This evidence-based strategy was selected because students need remediation based on topic assessment trends not mastered.

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

Rotation time

Person Monitoring:	By When/Frequency:
Jackson Nicolas, Isahuri Cathey, Shahllynn Ramontal,	08/30/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Instructional math coach will meet, plan, and model differentiated instruction during collaborative planning and math block. The administrative team will observe the math coach during collaborative planning and the modeling of lessons during the math block. The administrative team will observe the teacher to ensure the framework and proper resources are used.

Action Step #2
Resources

Person Monitoring:	**By When/Frequency:**
Shahllynn Ramontal	09/06/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After topic assessments, the transformation coach will meet with all math teachers to analyze data and identify the weakest benchmarks. The coach and teacher will develop differentiated packets to remediate the weakest trends. The administrative team will conduct walkthroughs to ensure DI packets are utilized during the small-group instruction section of the framework.

Action Step #3
Impact Cycles

Person Monitoring:	**By When/Frequency:**
Shahllynn Ramontal	09/06/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach will develop and conduct impact cycles with teachers in grades 3-5 to ensure effective differentiated instruction is taking place. The transformation coach will have ongoing communication and adjust cycles as needed to ensure the success of the impact cycle. The administration will conduct walkthroughs to ensure the effectiveness of the impact cycle.

Action Step #4
Fluency Practice

Person Monitoring:	**By When/Frequency:**
Shallynn Ramontal	10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The math transformation coach will meet with each grade level and discuss a fluency goal and initiative in order to ensure students are fluent in basic multiplication facts.

Action Step #5
New Teacher Learning Walks

Person Monitoring:	**By When/Frequency:**
Shahllynn Ramontal	10/14/24-01/17/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coach will provide new teachers with opportunities to observe the experienced math teachers during DI. The teachers will then debrief the findings and next steps.

Action Step #6
Regrouping based on FAST PM2 and iReady AP2

Person Monitoring:
Adriane Floyd and Shallynn Ramontal

By When/Frequency:
02/10/25-02/24/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The transformation coaches will meet with teachers to review current data, create new DI groups, and train staff as needed to address the needs of students.

Action Step #7
Target Groups

Person Monitoring:
Isahuri Cathey

By When/Frequency:
02/10/25-05/12/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will select target groups based on data and provide additional intervention to students during special areas time.

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.

Based on the 2023-2024 student attendance data, 60% of students had eleven or more absences during the school year. Contributing factors include inconsistent monitoring of attendance, insufficient parental involvement in prioritizing attendance, and students facing various crises.

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 a positive attendance program, the use of incentives and rewards systems, effective communication platforms, thorough documentation, and consistent collaboration between attendance personnel and families, we anticipate a 20% reduction in the percentage of students with more than eleven absences for the 2024-2025 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, in conjunction with the attendance committee, will be responsible for monitoring

the Power BI report and collaborating to ensure that appropriate measures are taken to address students who exceed eleven absences.

Person responsible for monitoring outcome
Isahuri Cathey, Jackson Nicolas, Crystal Young

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:
This evidence-based strategy was selected to ensure students, teachers, administration, families, and local agencies can work together to improve overall attendance during the 24-25 school year.

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

Person Monitoring:	By When/Frequency:
Isahuri Cathey, Jackson Nicolas	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will develop a positive attendance program and committee. The committee will develop a plan that includes incentives such as rewards for students with 17 consecutive days of perfect attendance, or for classes achieving 10 days of perfect attendance. A member of the committee will also be responsible for calling all families of students not in school by 9:00 am.

Action Step #2
Class Dojo

Person Monitoring:	By When/Frequency:
Jackson Nicolas, Isahuri Cathey, Shahllynn Ramontal	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All teachers will be encouraged to use Class Dojo and receive professional training on its features. Class Dojo serves as an efficient tool to communicate with as many families as possible. Teachers can promptly reach out when a student is absent and facilitate their return to the school building. Additionally, teachers will maintain a communication log that includes an attendance section to

ensure parents are contacted when a student is absent for two consecutive days or more than one day in a week. Teachers will also submit an attendance report every Friday. The attendance committee will review these reports during their monthly meetings and contact parents to ensure any concerning trends do not continue.

Action Step #3
Communication

Person Monitoring:	**By When/Frequency:**
Jackson Nicolas, Cathey Isahuri, Arlene Arias, Crystal Young	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
An official school letter will be sent home to all students who have missed two or more days in a week, detailing the importance of regular attendance and the consequences of missing school. Parents will be required to sign the letter and provide reasons for their child's absences.

Action Step #4
ARC Meetings-Parent/School Admin Meetings

Person Monitoring:	**By When/Frequency:**
Isahuri Cathey	October 14, 2024-January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The AP will pull the Power BI report weekly and conduct ARC meetings for students with over 10 days.

Action Step #5
Home Visits

Person Monitoring:	**By When/Frequency:**
Isahuri Cathey/S. Carson	October 14, 2024-January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Home visits will be conducted weekly for students with excessive absences.

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.

Title I school dissemination of SIP will be provided to parents via Parent Handbook, school website, Title I Annual Meeting, EESAC, and by parents visiting the Title I Resource area in the Attendance Office.
https://earlingtonheightselementary.com/

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))

At Earlington Heights Elementary building positive relationships with parents is essential for creating a supportive and collaborative school community. By providing regular communication our school will keep parents informed through weekly flyers, emails, and a dedicated parent support staff. This consistent communication will ensure parents are aware of important events, school news, and their child's progress.
Title I school dissemination of SIP will be provided to parents via the Parent Handbook. Information regarding Title I resources throughout the school year. Our school website, Title I Annual Meeting, EESAC, and parents visiting the Title I Resource area in the Attendance Office.

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))

As a school, we will strengthen our academic program by supporting teachers and students through the use of modeling, planning, and development by Transformation Coaches. After School programs will focus on Tier 1 instruction and remediation of the lowest standards in reading and math. Interventionists will be used to provide small-group support.

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))

As a school we will strengthen our academic resources and programs through the use of Head Start and Federal support.

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))

Our school is ensuring counseling services on a daily basis through the use of school counselor, mental health coordinator and social worker. Students are referred based on needs and receive either individual counselling or group counseling.

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))

Since we are in an elementary school setting, we currently provide after school opportunities.

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)).

Our school provides all students with the district's Code of Conduct and teachers use various means to review school rules with all students. Students receive tier 2 interventions by the use of our mental health support team.

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)).

School staff engage in data chats, weekly planning sessions to review data and align resources to student needs.

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))

Students participate in transition sessions with family and students. We have meetings with parents and students. Students are able visit kindergarten classes.

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.

N/A

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