

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 31
- V. Title I Requirements (optional) 35
- VI. ATSI, TSI and CSI Resource Review 38
- VII. Budget to Support Areas of Focus 39

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: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Melrose Elementary, we strive to nurture and inspire every child to love learning, think creatively, and grow into responsible citizens.

Provide the school's vision statement

At Melrose Elementary, our vision is to create a dynamic and inclusive learning community where every child is empowered to reach their full potential, equipped with the knowledge, skills, and character to thrive in a rapidly changing world.

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

Dania Garcia

Position Title

Principal

Job Duties and Responsibilities

To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. To provide a common vision for the use of databased decision-making. Ensures that the school-based team properly meets the social and academic needs of all learners. Ensures the effective implementation of standard based instruction, intervention, adequate professional development, and effective communication with all stakeholders.

Leadership Team Member #2

Employee's Name

Zamantha Rivera

Position Title

Assistant Principal

Job Duties and Responsibilities

To assist the principal in all capacities; including the safety and academic success of all students and providing a positive learning environment for students and staff; supports the principal's common vision for the use of data driven decision-making; assists in ensuring that the school based team properly meets the social and academic needs of all learners; assists in ensuring the implementation of intervention, adequate professional development, and effective communication with all stakeholders.

Leadership Team Member #3

Employee's Name

Karen Fernandez

Position Title

Reading Coach

Job Duties and Responsibilities

To provide curriculum support for reading teachers and students in grades kindergarten through fifth. Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with the District support personnel to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; anticipates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and conduct coaching cycles to support teachers.

Leadership Team Member #4

Employee's Name

Juana Garcia-Gutierrez

Position Title

Counselor

Job Duties and Responsibilities

To provide social-emotional support for all students. Participates in collection, interpretation, and analysis of data; provides assistance for behavior strategies and problem solving techniques for all stakeholders. Monitors student attendance and provides parental support based on the individual needs of the students and their families. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Leadership Team Member #5

Employee's Name

Glorianne Milanes

Position Title

ESOL Chairperson

Job Duties and Responsibilities

To ensure ELL Compliance at the school and provide support to the ESOL students. Provides quality services to English Learners by assisting classroom teachers in the endeavor of learning the language. Participates and facilitates professional development in English learning strategies to implement with English learners.

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 Melrose Elementary School Improvement team includes parents, students, teachers, staff, and community partners who participate in developing and reviewing the SIP. The school holds an EESAC meeting and an annual TITLE I meeting to share, review and make decisions about academic programs and their impact on student achievement. The school has a school-parent compact that describes the sharing of responsibility for improved student achievement. We make a commitment to provide opportunities for parents to become more involved in the improvement of school programs and the education of their children through monthly parent meetings and parent-teacher conferences. The data gathered from the teacher-student climate survey is also utilized in the development of the SIP.

SIP Monitoring

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

Melrose Elementary evaluates, monitors, and measures the impact of the SIP by conducting data chats, and instructional walkthroughs regularly, participating in collaborative planning and weekly leadership team meetings.

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	99.6%
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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	4	4	7	2	2				19
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)			4	28	16	17				65
Course failure in Math			5	14	2	16				37
Level 1 on statewide ELA assessment				13	20	32				65
Level 1 on statewide Math assessment				6	8	22				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		21	31	49						101
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		13	3	13	3					32

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	14	9	36	23	35				117

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	1	0	13	0	0				14
Students retained two or more times	0	0	0	1	0	0				1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	10	10	5	6	7	5				43
One or more suspensions										0
Course failure in ELA		4	11	25	13	26				79
Course failure in Math		2	3	17	11	18				51
Level 1 on statewide ELA assessment				27	23	32				82
Level 1 on statewide Math assessment				13	14	18				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		8	16	36						127

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			3	8	18	29				58

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				5						5
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43	63	57	43	60	53	42	62	56
ELA Grade 3 Achievement **	26	63	58	42	60	53			
ELA Learning Gains	63	64	60				56		
ELA Learning Gains Lowest 25%	62	62	57				59		
Math Achievement *	69	69	62	78	66	59	67	58	50
Math Learning Gains	65	65	62				75		
Math Learning Gains Lowest 25%	79	58	52				76		
Science Achievement *	59	61	57	52	58	54	46	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	54	64	61	50	63	59	65		

*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 (FPP) 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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	520
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	52%	61%	50%		70%	72%

* 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	41%	No		
English Language Learners	56%	No		
Hispanic Students	58%	No		
Economically Disadvantaged Students	61%	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	29%	Yes	1	1
English Language Learners	50%	No		
Hispanic Students	53%	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%
Economically Disadvantaged Students	52%	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	42%	No		
English Language Learners	57%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	60%	No		
Multiracial 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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	60%	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	43%	26%	63%	62%	69%	65%	79%	59%					54%
Students With Disabilities	8%	0%	46%		54%	57%	82%	33%					44%
English Language Learners	40%	16%	59%	59%	65%	67%	79%	61%					54%
Hispanic Students	44%	27%	62%	61%	69%	66%	81%	61%					54%
Economically Disadvantaged Students	48%	28%	66%	62%	76%	69%	87%	60%					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%	42%			78%			52%					50%
Students With Disabilities	11%	7%			63%			23%					42%
English Language Learners	41%	36%			74%			54%					46%
Hispanic Students	44%	43%			79%			52%					46%
Economically Disadvantaged Students	44%	50%			77%			45%					46%

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	42%		56%	59%	67%	75%	76%	46%					65%
Students With Disabilities	16%		36%	54%	43%	51%	60%	18%					55%
English Language Learners	42%		52%	50%	66%	71%	75%	33%					65%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	42%		55%	59%	67%	74%	75%	46%					65%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	42%		55%	56%	66%	75%	76%	43%					69%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	22%	56%	-34%	55%	-33%
Ela	4	32%	55%	-23%	53%	-21%
Ela	5	44%	56%	-12%	55%	-11%
Math	3	55%	65%	-10%	60%	-5%
Math	4	54%	62%	-8%	58%	-4%
Math	5	67%	59%	8%	56%	11%
Science	5	49%	53%	-4%	53%	-4%

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?

According to the 2024 Statewide Science Assessment overall proficiency is 60%, an increase of 8 percentage points when compared to last year's proficiency. Some new actions taken in this area included enrichment to reinforce benchmarks taught during whole group instruction. Students were also provided with differentiated instruction with fidelity. Students participated in ongoing scientific inquiries and extended learning opportunities.

Lowest Performance

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

According to the 2024 FAST ELA data, overall proficiency is 43%, a 5% decrease when compared to the previous year, we are still under the 50 percent threshold. Additionally, only 28% (13/47) of 3rd grade ELA students met achievement. The main contributing factors include the need for consistency in the implementation of Tier 2 and Tier 3 interventions, ensuring resources are properly aligned to student needs, and ensuring fidelity with push-in support.

Greatest Decline

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

According to the 2024 FAST Mathematics assessment, overall proficiency is 68%, a 12% decrease compared to the previous year. Over 50% of third graders' learning gap from the 2022-23 school year was two years or more below grade level, and although remediation was done with fidelity, it wasn't enough to get struggling students to proficiency.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2024 FAST ELA Grade 3 proficiency is 28% in comparison to the state at 54%, a 27-percentage points differential which is significantly low. Again, the main contributing factors include the need for consistency in the implementation of Tier 2 and Tier 3 interventions, ensuring

resources are properly aligned to student needs, and ensuring fidelity with push-in support.

EWS Areas of Concern

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

Reflecting on the EWS data, identify one or two potential areas of concern. After analyzing EWS school data, an area of concern for the 2024-2025 school year is student attendance which reflects a 5% decrease of students with 0-5 absences, from 34% in 2022-2023 to 29% in 2023-2024.

Highest Priorities

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

- 1) Differentiated Instruction in ELA
- 2) Collaborative Data Chats
- 3) Collaborative Planning
- 4) Staff Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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.

According to the 2024 FAST ELA data, our overall proficiency is 43%, which is a 5% decrease when compared to the previous year, we are still under the 50 percent threshold; additionally, only 28% (13/47) of 3rd grade ELA students met achievement. Based on the data and the identified contributing factors of needing consistency in the implementation of Tier 2 and Tier 3 interventions, ensuring resources are properly aligned to student needs, and ensuring fidelity with push-in support, we will implement the targeted element of standards-based collaborative planning.

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

2024 STAR Literacy data indicate that 78% of kindergarten through second grade students scored below the 40th percentile. More specifically, 80% of kindergarten, 77% of 1st grade students, and 79% of second grade students scored below the 40th percentile. The Instructional practice we will use to increase K-2 Reading/ELA student achievement is the implementation of standard-based collaborative planning. Ongoing collaborative planning will assist teachers to interpret their student data and plan intentionally to deliver targeted standards-based instruction.

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

FAST ELA data indicates that 57% of third through fifth grade students scored below a level 3. More specifically, 72% of third grade students, 55% of fourth grade students, and 45% of fifth grade students scored below a level 3. The instructional practice we will use to increase 3-5 Reading/ELA student achievement is the implementation of standards-based collaborative planning which will enable teachers to assess data and plan intentionally to deliver targeted standards-based instruction.

Grades K-2: Measurable Outcome(s)

With the implementation of collaborative planning, we anticipate a notable improvement in K-2 reading/ELA achievement. By fostering a culture of shared planning and data-driven instruction, we project that an additional 5 percentage points of K-2 students will score at grade level or above on the

2024-2025 statewide standardized ELA assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of standards-based collaborative planning, we expect to see significant improvements in student achievement for our 3rd-5th graders. By fostering a collaborative approach to lesson planning and data analysis, we project that an additional 5 percentage points of students in these grades will score at grade level or above on the 2024-2025 statewide standardized ELA assessment.

Monitoring

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

The school leadership team will monitor the implementation of collaborative planning and participate in monthly planning sessions.

Person responsible for monitoring outcome

Dania Garcia

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:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Through the implementation of collaborative planning led by the reading coach and monitored by the leadership team, we expect to Improve teacher preparedness which will in turn Increase student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Scheduling Collaborative Planning Sessions

Person Monitoring:

Karen Fernandez, Reading Coach

By When/Frequency:

August 23, 2024

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

The Reading Coach will create and disseminate a weekly collaborative planning session schedule and outline the expectations for each collaborative planning session with the teachers by the second week of school. As a result, teachers will be able to prepare for the sessions by previewing content, pacing guides, standards, and the year-at-a-glance documents. Administration will be included in the email dissemination of collaborative planning schedules to ensure teachers are scheduled in a way where they can maximize each session.

Action Step #2

Collaborative Planning Sessions

Person Monitoring:

Karen Fernandez, Reading Coach

By When/Frequency:

September 1, 2024/ Weekly

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

The Reading Coach will meet with each teacher one-to-one or by grade level to conduct the first common planning session. Teachers will collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns leading and modeling explicit instruction that addresses student needs. Strategies can include appropriate scaffolding, think-alouds, and student questioning. As a result, the teachers will be able to plan and prepare their lessons efficiently and effectively from the start of the curriculum instruction. We will also monitor this action step by ensuring all teachers sign in on the planning session agenda.

Action Step #3

Administrative Participation in Common Planning

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

September 1, 2024/ Monthly

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

The Assistant Principal will participate in at least one common planning session per month with each teacher/ grade level to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. We will also monitor this action step by ensuring the principal and/or the AP sign in on the planning session agenda.

Action Step #4

Survey to Teachers

Person Monitoring:

Karen Fernandez, Reading Coach

By When/Frequency:

November 15, 2024/ Once

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

The Reading Coach will send out a survey to all ELA teachers to gather feedback about the common planning sessions. Teachers will be asked to identify an area of need they would like to address during future sessions. We will monitor the impact of this action step by utilizing the feedback to make adjustments to our common planning agendas and discussing the changes with the teachers. This will ensure the sessions are improving and evolving as the school year progresses.

Action Step #5

Using Feedback to Improve

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

January 17, 2025/ Monthly

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

Using the data collected in the survey, the leadership team will meet to determine which of the suggested topics/changes should be addressed and the order in which we will address them. The agreed upon updates will be made to the common planning session agendas. Administration will monitor the impact of this step by attending common plannings and ensuring the teachers have implemented the discussed best practices with fidelity.

Area of Focus #2

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 ELA data, our overall proficiency is 43%, which is a 5 percentage points decrease when compared to the previous year, we are still under the 50 percent threshold; additionally, only 28% (13/47) of 3rd grade ELA students met proficiency. Based on the data and the identified contributing factors of needing consistency in the implementation of Tier 2 and Tier 3 interventions, ensuring resources are properly aligned to student needs, and ensuring fidelity with push-in support, we will implement the targeted element of differentiation.

Measurable Outcome

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

With the implementation of differentiated instruction, we anticipate a 5 percentage points increase of students achieving proficiency on the Spring 2025 ELA statewide assessment for an overall proficiency of 48%.

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 school leadership team will conduct weekly classroom walkthroughs to monitor the effectiveness of differentiated instruction. Administrators and reading coach will review ongoing progress monitoring data by grade-level teams in order to ensure students are mastering the standards. Lesson plans and student work products will also be monitored during classroom walkthroughs.

Person responsible for monitoring outcome

Zamantha Rivera, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Differentiation will provide students with standard-aligned resources based on the needs of the learners. Teachers will continually monitor student data to create small group instructional plans that target the students' academic needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

Karen Fernandez, Reading Coach

By When/Frequency:

By August 23, 2024/Weekly

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

The leadership team will provide opportunity for teachers to analyze FAST PM3 data and other relevant student data. As a result, teachers will create student DI groups. The impact of this action

step will be monitored by the teachers submitting their finalized groups to the leadership team. We will then monitor the students' progress by analyzing data to determine whether or not the groups need to be reconfigured.

Action Step #2

Creation of DI Lesson Plans

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

By August 30, 2024/Weekly

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

Teachers will create lesson plans for differentiated instruction based on last year's Spring PM3 ELA data. As a result, teachers will identify appropriate resources and develop lesson plans that reflect differentiation. The impact of this action step will be monitored by the leadership team and Reading Coach by conducting consistent, weekly walkthroughs and classroom observations during teachers' DI time. Furthermore, the impact of the instructional practice of DI will be monitored by administrators reviewing classroom ELA bi-weekly assessment scores.

Action Step #3

Classroom Walkthroughs

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

By August 26, 2024/Weekly

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

School Leadership team will conduct weekly classroom walkthroughs to monitor the implementation of DI and student work products. Our school will monitor the impact of this action step by conducting consistent, monthly data chats with teachers to review classroom data and student work products.

Action Step #4

Data Analysis

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

January 17, 2025/ Bi-Weekly

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

The leadership team will provide an opportunity for teachers to analyze FAST PM1 data and all progress monitoring and topic assessments. As a result, teachers will regroup their students according to the data. The impact of this action step will be monitored by the teachers submitting their updated groups to the leadership team. We will then monitor the students' progress by analyzing data to determine whether or not the groups need to be reconfigured.

Action Step #5

Utilizing DI Lesson Plans with Fidelity

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

January 17, 2025/ Bi-Weekly

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

Teachers will use the provided framework to create lesson plans for differentiated instruction based on PM1 ELA data. As a result, teachers will identify appropriate resources and develop lesson plans that reflect differentiation. The impact of this action step will be monitored by the leadership team

reviewing data, conducting consistent, weekly walkthroughs and classroom observations during teachers' DI time.

Area of Focus #3

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.

FAST ELA data indicates that only 43% of third through fifth grade students were proficient in ELA as compared to the district average of 53%. More specifically, 28% of third grade students, 45% of fourth grade students, and 55% of fifth grade students scored at a level 3 or above on the 2024 Spring FAST ELA Assessment. The instructional practice we will use to increase 3-5 Reading/ELA student achievement is the implementation of collaborative data chats which will ensure teachers and the leadership team are consistently analyzing student performance data and determining how the results will drive classroom instruction. In addition, collaborative data chats will help the school team to ensure fragile students are receiving the proper support to succeed academically.

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 collaborative data chats an additional 5-percentage points (for a total of 48%) of third-fifth grade students will score at grade level or above on the 2025 SPRING FAST ELA assessment.

Monitoring

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

The leadership team will conduct monthly data chats with teachers and support staff to monitor students' progress and adjust groups based on current data. Additionally, administrators will conduct weekly classroom walkthroughs and attend collaborative planning meetings to ensure lessons are data-driven and instruction is carried out with fidelity.

Person responsible for monitoring outcome

Dania Garcia, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RTI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

The evidence-based strategy of collaborative data chats was chosen as it addresses the need for tracking student progress and working collaboratively to find solutions that improve classroom instruction and ultimately, student achievement. By conducting regular, ongoing collaborative data chats, all stakeholders are also held accountable for maintaining high expectations for all students. As a result, greater student achievement can be attained.

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

School-wide Data

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

By August 12, 2024

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

The leadership team will meet with faculty and staff to discuss the school's current data results and implications. We will monitor the impact of this action step by ensuring all teachers receive the school-wide data and are able to review it further at their leisure. We will also inform them they should present any follow up questions or wonderings to the leadership team.

Action Step #2

Data Spreadsheet

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

By September 1, 2024/Monthly

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

The Assistant Principal and Reading Coach will develop data spreadsheets and share with teachers to monitor students' progress throughout the academic year. We will monitor the impact of this action step by closely examining the composition of each Differentiated Instruction group to ensure students

are being grouped and instructed according to their data.

Action Step #3

Data Chat Protocol

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

September 15, 2024/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 data chat protocol to share with teachers including reflection questions in advance of monthly collaborative data chat meetings. We will monitor the impact of this action step by allowing the teachers to drive the introductory conversation during monthly data chats. This will allow the leadership team to assess their familiarity with their students' data and individual needs so that feedback can be provided accordingly.

Action Step #4

Surveying for Professional Development

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

November 15, 2024/ Once

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

The leadership team will create a professional development needs assessment survey for our teachers. Through this survey, we will identify areas of need as they relate to our student's data so that we can either provide in-house professional development, or connect our staff with district provided resources. We will monitor the impact of this action step by ensuring our staff attend at least one of the identified growth sessions in the upcoming months and following up to ensure their needs have been met.

Action Step #5

Updating Data Spreadsheet

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

January 17, 2025/ Quarterly

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

The Assistant Principal and Reading Coach will update the data spreadsheets to include the latest FAST or STAR data, the progress monitoring, and the topic assessments quarterly. We will continue to share with teachers to monitor students' progress throughout the academic year. We will monitor the impact of this action step by closely examining the composition of each Differentiated Instruction group to ensure students are being grouped and instructed according to their data. We will also track the students' progress throughout the year to ensure the practices being implemented are effective.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

Area of Focus Description and Rationale

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

According to the 2023-2024 school attendance data and early warning signs, 52% of school staff members had 10 or more absences as compared to the district average of 36%. Based on this data, we want to ensure teachers are present in school daily so that student learning is not negatively affected. To do so, we will implement monthly incentives to celebrate successes related to high staff attendance.

Measurable Outcome

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

With the implementation of the targeted element of Celebrate Successes, we anticipate at least a 10-percentage point decrease in staff's excessive absences, from 52% to 42% of staff members with 10 or more absences.

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 plan and implement an ongoing attendance reward system to incentivize perfect attendance among staff members. Staff successes, specifically related to attendance, will be celebrated on a monthly basis during faculty meetings.

Person responsible for monitoring outcome

Dania Garcia, Principal

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:

Within the targeted element of teacher attendance, our school will focus on the evidence-based strategy of Celebrate Successes. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale:

Celebrating Successes will provide staff with recognition for their efforts and assist with maintaining a high level of staff morale. This will in turn increase staff attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Review Attendance Data

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

By August 12, 2024

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

At the Opening of Schools faculty meeting, the administration will share the 2023-2024 school attendance data. As a result, staff will be informed of the survey results and the leadership team will ask for staff input on ways to incentivize and increase staff attendance during the 2024-2025 academic year.

Action Step #2

Brainstorm Session

Person Monitoring:

Zamantha Rivera, Assistant Principal

By When/Frequency:

By August 16, 2024/Monthly

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

The leadership team will meet to discuss and brainstorm ways to incentivize and increase staff attendance. We will monitor the impact of this action step by organizing the ideas and suggestions of the group at the end of the brainstorming session to determine the order in which each idea will be implemented.

Action Step #3

Recognition

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

By September 4, 2024/Monthly

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

The leadership team will begin to recognize and reward staff members with perfect attendance. We will do so by recognizing teachers who had perfect attendance during the month of August at our September 4, 2024 faculty meeting. We will monitor the impact of this action step by documenting the staff attendance for the month of August and again at the end of September to compare the data and determine next steps.

Action Step #4

Analyzing Data and Reflecting on Incentives

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

January 17, 2025/ Monthly

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

The leadership team will meet to analyze the staff attendance data for the months of September through January. We will also discuss the attendance incentives used last month to determine whether the incentives used were sufficient and effective. If necessary, we will brainstorm new ideas

to further incentivize the staff in the future. We will monitor the impact of this action step by comparing the attendance data for the months of September through January.

Action Step #5

Recognition

Person Monitoring:

Dania Garcia, Principal

By When/Frequency:

January 17, 2025/ Monthly

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

The leadership team will select the incentives to recognize the staff with perfect attendance during the upcoming months. At our monthly faculty meetings, we will host a raffle of donated gift cards for those eligible staff members. We will monitor the impact of this action step by surveying the teachers to determine if different incentives and rewards should be used.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The school will share the SIP throughout the school year with stakeholders during meetings such as Opening of School's Meeting, Faculty Meetings, EESAC, Title I Annual Parent Meeting, and monthly Parent Academy meetings. Additionally, the SIP will be available via the school's website: www.merloseelementary.net, in the main office, and Title I Parent Office for all stakeholders

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))

The school will utilize all types of communication with our stakeholders such as social media, school website, flyers, School Messenger and ClassDojo in an effort to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress. All parents will be invited to participate in school-wide events, join the PTA and be cleared to be school volunteers.

www.melroseelementary.com

Plans to Strengthen the Academic Program

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

The school will program professional development to instructional staff in their areas of need in order

to provide support. Interventions will take place within the ELA instructional block. Before and After school tutoring will take place in ELA, mathematics and science. The leadership team will conduct weekly walkthroughs to ensure quality instruction is taking place and that teachers are providing bell to bell instruction. .

How Plan is Developed

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

The development of this plan includes our student services team and other school site staff members from the bilingual and special education program. These individuals engage various district and community partners that focus on areas that cause hardships and barriers to education. Also, the school ensures that all parents and students are aware of these programs by sending home information, sending out school messenger calls, emails, and texts so they are well informed.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00