

Miami-Dade County Public Schools

HIALEAH ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 9
 - E. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 31
- V. Title I Requirements (optional) 36
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

School Board Approval

This plan has not yet been approved by the Dade County School Board.

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

The staff, parents, and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together we will strive to develop each student's academic, social, physical and emotional potential, thus creating productive citizens in our multi-cultural and changing world.

Provide the school's vision statement

We are committed to providing educational excellence to all students, while ensuring that it is also a happy, safe, welcoming and supportive learning environment.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rosa B. Iglesias

Position Title

Principal

Job Duties and Responsibilities

To lead and guide the school and oversee the activities and daily operations within the school. In addition, job duties and responsibilities include but are not limited to; facilitating and collaborating with all stakeholders while overseeing curriculums and above all ensuring that the school environment is safe for all students and staff members. Inclusive of the job is to work within the given budget, hire, evaluate, and observe instructional staff and encourage staff members and support parental involvement.

Leadership Team Member #2

Employee's Name

Madelyn Almeida-Fernandez

Position Title

Assistant Principal

Job Duties and Responsibilities

Under the direction of the Principal, the AP assists the principal in planning, coordinating and directing the activities and programs related to curriculum, staff and students. The AP also observes and evaluates teachers and provides viable feedback to assist in improving instruction. In addition, the AP handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to.

Leadership Team Member #3

Employee's Name

Natalie Wagner

Position Title

Literacy Coach

Job Duties and Responsibilities

Collaborates with educators and school administrators to follow curriculum and lesson planning. The reading coach also works with administrators to set goals with teachers and serve as advocates for the literacy program. In addition, the reading coach also mentors new teachers and provides intervention for selected students that are in need of additional support. The reading coach also attends reading curriculum meetings and provides support to ensure all mandated instruction is taking place.

Leadership Team Member #4

Employee's Name

Miriam Rijo

Position Title

Math Coach

Job Duties and Responsibilities

The primary role of the math coach is to support best practices in using data to drive instruction and to assist and work directly with classroom teachers to improve student learning of mathematics and to provide academic support. The math coach is also aware of the most current teaching practices and keeps the math teachers abreast of what is mandated by the Math Department.

Leadership Team Member #5

Employee's Name

Shanna Patterson

Position Title

Grade Level Chair, UTD, P.D. Liasion

Job Duties and Responsibilities

S. Patterson works closely with all 4th and 5th grade teachers. She supports them all with overall school-wide information and resources. She meets weekly to collaborate with both grade levels to ensure effective instruction. She is also the UTD Steward and the P.D. Liasion.

Leadership Team Member #6

Employee's Name

Kimberly Lubin

Position Title

Department Chair

Job Duties and Responsibilities

Kimberly Lubin serves as a teacher leader for the 2nd and 3rd grade teachers and prepares and plans with teachers for effective instruction that supports all learners. She specifically focuses on working with the teachers with disseminating school wide information, planning and implementing activities.

Leadership Team Member #7

Employee's Name

Maythe Delgado

Position Title

Department Chair

Job Duties and Responsibilities

Maythe Delgado is an intermediate SPED teacher that serves as the Department Chair for all Special Area teachers. She is the teacher leader for this group and is responsible for collaborating with admin, the leadership team and effectively supports her peers in her group with disseminating pertinent information to keep them abreast of all necessary information happening school-wide.

Leadership Team Member #8

Employee's Name

Maria Menendez

Position Title

Department Chair

Job Duties and Responsibilities

M. Menendez serves as a teacher leader for the primary teachers and prepares and plans with teachers for effective instruction that supports all learners. She specifically focuses on working and supporting Pre-K, 1st and Kindergarten teachers with school-wide information, planning and activities.

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 meets continually throughout the school year to update and address the needs of the school according to recent data collected. Primarily, the key stakeholders that represent the school are identified, this includes; administrators, the school leadership team, parents and community members. Next, clear communication of the expectations and input involving the stakeholders will be discussed while developing the plan. Additionally an engagement plan will be implemented with stakeholders as we look at data collected, parent, staff and student surveys conducted within the last school year. High consideration will be given to common concerns that affects our school academically. Firstly addressing the learning loss, lack of academic growth and lack of achievement, and the mental well being of all staff and student members. The action plan developed will be based on identified priorities that will be goal specific with strategies to monitor and timelines for improvement. The stakeholders will be informed throughout this process through grade level meetings, faculty meetings, leadership meetings and regularly scheduled EESAC meetings. Involving our stakeholders will be a continuous process that will require open communication and collaboration to ensure the school's growth and success.

SIP Monitoring

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

The School Improvement plan will be specifically written to address weaknesses that have been identified and will be closely monitored throughout the year to make sure that results from regular assessments, baseline testing and progress monitoring is given our undivided attention. Guidelines from the district and professional development will have to match the needs of our teachers and students while addressing what can be done better. Data analysis, and teacher feedback will be a priority as well while addressing specifically the students that have the greatest achievement gap. Targeted interventions and progress tracking will be implemented with fidelity and this may involve additional support if available and use of approved resources. Open and ongoing communication with

all stakeholders will be key to ensuring that needs are being met and that progress is being made. Our school will review the plan regularly to discuss progress, share insights and make necessary modifications to the plan. Additionally, improving communications as a whole will provide needed feedback to adjust strategies and to maintain collaboration among stakeholders so that the School Improvement Plan can effectively address the achievement gap among students. Special attention through ELL resources will have to be adhered to so that we will also meet the needs of our influx of newcomers.

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	99.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: A

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	1	8	9	6	11	7				42
One or more suspensions	0	0	0	0	0	1				1
Course failure in English Language Arts (ELA)	0	0	4	6	6	0				16
Course failure in Math			15	8	15	6				44
Level 1 on statewide ELA assessment				6	46	49				101
Level 1 on statewide Math assessment				3	41	37				81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	28	46	57						132
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	5	17	21					53

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	2	12	17	25	53	53				162

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	2	1	0	6	0	0				9
Students retained two or more times	0	0	0	0	0	1				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	17	15	11	8	5	3				59
One or more suspensions										0
Course failure in ELA		9	6	4	8	2				29
Course failure in Math		9	1	14	13	9				46
Level 1 on statewide ELA assessment				64	59	60				183
Level 1 on statewide Math assessment				57	39	42				138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	35	54	76	69						368

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	8	2	51	37	37				137

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	3	1		12						16
Students retained two or more times					1					1

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 *	62	63	57	53	60	53	59	62	56
ELA Grade 3 Achievement **	58	63	58	49	60	53			
ELA Learning Gains	66	64	60				68		
ELA Learning Gains Lowest 25%	68	62	57				49		
Math Achievement *	50	69	62	54	66	59	59	58	50
Math Learning Gains	54	65	62				80		
Math Learning Gains Lowest 25%	58	58	52				73		
Science Achievement *	36	61	57	49	58	54	37	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	63	64	61	50	63	59	55		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	515
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
57%	53%	60%	50%		64%	68%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	3	
English Language Learners	53%	No		
Black/African American Students	38%	Yes	2	
Hispanic Students	58%	No		
Economically Disadvantaged Students	57%	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	30%	Yes	2	1
English Language Learners	50%	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	30%	Yes	1	1
Hispanic Students	54%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American 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%
Hispanic Students	60%	No		
Multiracial Students				
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	62%	58%	66%	68%	50%	54%	58%	36%					63%
Students With Disabilities	31%	32%	63%		22%	50%	54%	0%					51%
English Language Learners	51%	41%	65%	67%	45%	55%	57%	30%					63%
Black/African American Students	43%		36%		29%	45%							
Hispanic Students	63%	57%	67%	67%	51%	55%	57%	40%					63%
Economically Disadvantaged Students	60%	59%	66%	69%	47%	57%	61%	32%					62%

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	53%	49%			54%			49%					50%
Students With Disabilities	19%	9%			28%								62%
English Language Learners	50%	44%			52%			45%					58%
Black/African American Students	17%				42%								
Hispanic Students	55%	51%			55%			51%					58%
Economically Disadvantaged Students	53%	44%			52%			50%					51%

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	59%		68%	49%	59%	80%	73%	37%					55%
Students With Disabilities	13%		41%	38%	24%	76%	70%	10%					33%
English Language Learners	61%		69%	42%	60%	82%	71%	27%					55%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	60%		67%	46%	59%	80%	72%	37%					55%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	59%		68%	50%	59%	81%	74%	35%					56%

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	42%	56%	-14%	55%	-13%
Ela	4	44%	55%	-11%	53%	-9%
Ela	5	40%	56%	-16%	55%	-15%
Math	3	37%	65%	-28%	60%	-23%
Math	4	43%	62%	-19%	58%	-15%
Math	5	36%	59%	-23%	56%	-20%
Science	5	26%	53%	-27%	53%	-27%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement overall was that of ELA. After digging deeper into the data component that demonstrated the most improvement, the data shows that 3rd grade ELA demonstrated the most with an increase of 10 points in proficiency from the previous year. Our school was a targeted Tiered support school that the assigned support personnel supported both the classroom teachers and our Reading Coach with fidelity.

Lowest Performance

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

The data component that showed the overall lowest performance was Mathematics. One of the contributing factors to last year's low performance was that we had a teacher in 4th grade teaching Math for the first time and the ongoing trend of incoming ESOL students with minimal academic knowledge from their home country.

Greatest Decline

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

The data component that showed the greatest decline from the previous year is that of Mathematics. A few factors that contributed to this decline were the influx of ESOL students with limited to no strong academic preparation from their home country and teachers new to the core subject or grade level.

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.

The data component that showed the greatest gap when compared to the state average was 3rd grade Mathematics. Factors that contributed to this gap were the style of teaching and assessments administered from the previous year in 2nd grade.

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 from part I of the SIP shows that one potential area of concern is that of student attendance.

Highest Priorities

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

Mathematics, ELA, Science and Student Attendance.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

According to our data, our SWD/BLK subgroups which is 46% of our enrollment do not have the foundational skills that are necessary to support fluency or comprehension.

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.

The leadership team will ensure all students in the SWD/BLK subgroup receive the proper intervention according to their individual level. Some will require Tier 2 intervention while others need Tier 3. Data reports and fidelity monitoring reports will be reviewed along with iReady and Horizons usage reports to ensure students are working and progressing appropriately. SWD/BLK students will increase by 10 percentage points from 16% in 2024 to 26% by the end of the 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.

This will be monitored by Imagine Learning data and records that will be checked on a weekly basis. Progress monitoring and I-Ready data will also be used to determine growth and progress on all biweekly and ongoing assessments.

Person responsible for monitoring outcome

Natalie Wagner, Reading Liaison

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy being implemented for this Area of Focus will be to ensure that students complete the lessons daily and participate in small group instruction during their reading block.

Rationale:

This specific strategy was chosen because past data shows that students that received small group instruction and tutoring showed improvement in mastery of foundational reading skills and their fluency had increased.

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

Common Planning

Person Monitoring:

Miriam Rijo, Math Liaison and Natalie Wagner,
Reading Liaison

By When/Frequency:

September 27, 2024 / Weekly

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

Both Reading and math liaison will work closely with all teachers and assist them with tier 1 common planning to ensure fidelity and pacing is on point. As a result, all SWD students will receive effective on grade level Tier 1 instruction by their classroom teacher and additional academic support via Tier 2 and or Tier 3 instruction from the assigned teacher/interventionist. This will support them in better understanding what they are learning and set their mind to achieve their daily learning objective.

Action Step #2

Intervention Support

Person Monitoring:

Natalie Wagner, Reading Liaison

By When/Frequency:

September 27, 2024 / Biweekly

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

Teachers will use ELA Reading Horizons pacing guides and manuals to help them guide and pace their intervention lessons. Additionally, they will refer to the Intervention Framework for resources to implement for each group. As a result, the administrative team will observe through walkthroughs students in intervention and monitor progress monitoring reports for individual student progression.

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.

According to the 2024 FAST PM3 data, 42% of our 3rd to 5th grade students were proficient in ELA as compared to the state average of 54% and district average of a 56%. Based on this data and the identified contributing factor of our large population of ELL students whose readiness levels limit their ability to master grade level tasks, we will implement the Evidence Based Intervention of Standards-Based Collaborative Planning to give teachers the opportunity to share best practices and resources that will improve lesson quality and student performance.

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

During standards-based collaborative planning, teachers will dissect their classroom data to create small groups, gather resources, and plan for targeted instruction.

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

During standards-based collaborative planning, teachers will dissect their classroom data to create small groups, gather resources, and plan for targeted instruction.

Grades K-2: Measurable Outcome(s)

With the implementation of the Evidence-Based Intervention of Standards-Based Collaborative Planning, K-2nd grade ELA proficiency will increase by 5% for a total of 23% proficiency on the FAST ELA PM3 State Assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Evidence-Based Intervention of Standards-Based Collaborative Planning, 3rd-5th grade ELA proficiency will increase by 3% for a total of 45% proficiency on the FAST ELA PM3 State Assessment.

Monitoring

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

Ms. R. Iglesias Principal, Ms. Almeida-Fernandez, Assistant Principal, and Ms. Wagner, Reading Liaison will lead weekly common planning meetings, conduct classroom observations, review progress monitoring results, and conduct data chats to ensure instruction effectiveness and student achievement.

Person responsible for monitoring outcome

Rosa Iglesias, 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:

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:

The evidence-based strategy of Standards-Based Collaborative Planning was chosen as it provides teachers with the opportunity to share best practices that will ensure relevant, recent, and data aligned lessons that will provide instructional effectiveness and 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

Data Analysis Protocols

Person Monitoring:

Natalie Wagner

By When/Frequency:

September 27, 2024 / Biweekly

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

Establish Data Analysis Protocols: The literacy leadership team will develop protocols for analyzing assessment data, including the FAST Star Reading results for grades K-2nd. Regular meetings will be held to collaboratively review data, spot trends, and pinpoint areas of concern. As a result, the team will set targeted goals for each grade based on students' needs. Collaborative planning sessions will be utilized to adjust strategies based on instructional needs.

Action Step #2

Collaborative Planning

Person Monitoring:

Natalie Wagner

By When/Frequency:

September 27, 2024 / Weekly

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

step:

Leadership Support for Collaborative Planning: The literacy leadership team will ensure grade levels participate in collaborative planning sessions. They will ensure that designated time is allocated within the school day for teachers to engage in Standards-Based Collaborative Planning. As a result, the leadership team will increase collaboration, provide resources, and foster a conducive environment for productive planning sessions.

Action Step #3

Magnetic Reading

Person Monitoring:

Natalie Wagner, Reading Liaison

By When/Frequency:

September 27, 2024 / Monthly

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

Provide professional development on scaffolding Magnetic Reading. As a result, teachers will use strategies to provide effective implementation of high quality, grade-level text examining the relationship between background knowledge and reading comprehension.

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.

Instructional coach will collaborate with teachers to enhance their skills in differentiated instruction through collaborative planning. Coach will provide personalized support to teachers, assisting them in adapting teaching methods collaboratively to meet the diverse learning needs. As a result, this will involve modeling strategies, offering resources, and providing feedback on joint implementation to decrease the number of students below the 40th percentile in ELA.

Measurable Outcome

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

With the implementation of the targeted element of Differentiation, 46% of the students will achieve proficiency, showing an increase of 4 percentage points, as evidenced by the 2024-2025 F.A.S.T. PM3 state assessment.

Monitoring

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

The Leadership Team will provide scheduled time for differentiated instruction in order to target

specific student needs. Administration will also conduct data chats with teachers and conduct classroom walkthroughs to ensure differentiated instruction is being provided to students with fidelity. Teacher differentiated instructional groups will be monitored and adjusted according to current progress monitoring data.

Person responsible for monitoring outcome

Natalie Wagner, Teacher/Reading Liaison

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:

Within the targeted element of Differentiation, our school will focus on the evidence-based intervention of Ongoing Progress Monitoring. The implementation of Ongoing Progress Monitoring will assist teachers in maintaining fluid differentiable instructional groups using real time data. This will ensure an increase in the number of proficient students in grades 3rd, 4th and 5th grade for ELA.

Rationale:

Ongoing Progress Monitoring will allow for students to participate in individualized instructional groups focusing on their targeted weaknesses. In previous years, progress monitoring has shown academic improvements for the students in our school, therefore we will continue to implement ongoing progress monitoring.

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 Chats

Person Monitoring:

Madelyn Almeida-Fernandez, Assistant Principal

By When/Frequency:

September 27, 2024 / Biweekly

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

Teachers will hold data chats based on 2024 F.A.S.T. PM1 data and i-Ready AP1 data with students. As a result, teachers will work with students to create individualized goal settings to close achievement gaps. Teachers will use collaborative planning to plan for standards-based instruction focusing on differentiated instruction that is based on progress monitoring results from F.A.S.T. PM1 and i-ready AP1. As a result, teachers will be able to modify current differentiated instructional groups based on current progress monitoring data.

Action Step #2

Collaborative Planning

Person Monitoring:

Madelyn Almeida-Fernandez, Assistant Principal

By When/Frequency:

September 27, 2024 / Biweekly

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

Teachers will use the district Differentiated Instruction 10 Day Cycle Lesson Plan during collaborative planning to plan for standards-based instruction focusing on differentiated instruction that is based on progress monitoring results from F.A.S.T. PM1 and i-ready AP1. As a result, teachers will be able to modify current differentiated instructional groups based on current progress monitoring data.

Action Step #3

Disseminating Data

Person Monitoring:

Madelyn Almeida-Fernandez, Assistant Principal

By When/Frequency:

September 27, 2024 / Monthly

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

The School Leadership Team will disseminate the 2023-2024 state assessment data to instructional staff members. As a result, teachers will be able to disaggregate their individual class data to create differentiated instructional groups.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

According to the 2024 Power BI School Improvement Data, 118 students in K-5th grade had referrals. Based on the data, we will implement school-wide system of support that includes proactive strategies to create a more positive school environment.

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 Evidence-Based Intervention of Positive Behavior Support, our school-wide disciplinary referrals will decrease by at least 18 to aim for at least only 100 students or less with referrals for the 2025 Power BI School Improvement Data Report.

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.

Ms. Almeida-Fernandez, Assistant Principal, and the school counselor, Ms. Marina Saurez will implement a school-wide discipline program to promote a more positive learning environment that will promote school pride and self-confidence in our students.

Person responsible for monitoring outcome

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:

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale:

Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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

Do the Right Thing

Person Monitoring:

Marina Suarez, Counselor

By When/Frequency:

September 27, 2024 /Monthly

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

Teachers will nominate students based on special character traits that have been presented monthly. As a result, select students will receive recognition for their exemplary behavior, accomplishments, and good deeds through the unique partnership with the Do the Right Thing Program.

Action Step #2

Counseling Meetings

Person Monitoring:

Marina Suarez, Counselor

By When/Frequency:

September 27, 2024 / Monthly

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

step:

The school counselor will create a calendar to visit classrooms to promote an environment of positive behavior by teaching them coping strategies. As a result, students will have the strategies to learn.

Area of Focus #2

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.

Due to an increase of students absent with 6 or more days, we need to focus on strategies to mitigate student attendance. In ----- we had ----of our students with 6 or more absences, this is an increase of --- percentage points with having had ----in 2021 with 6 or more absences.

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.

We would like to see a decrease in the percentage of students missing 6 or more days of school during the ----- school year by 10 percentage points. We aim to see a decrease from -----in ----- school year to at least -----% by the end of the ----- 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.

Attendance bulletin will be posted on a daily basis by members of the leadership team. Each member will be assigned a grade level and they will contact the parents of the absent students daily. By the end of the -----school year all students that were absent will be contacted personally by one of the members of the leadership team (in addition to their regular automated call about the absence and their classroom teacher).

Person responsible for monitoring outcome

Marina Suarez, Counselor

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:

The evidence-based strategy being implemented for this area of focus is Attendance Initiatives such as incorporating interventions including calling parents to inquire on the reason of absence, offer

resources and assistance and explain the importance of regular attendance. Incentives provided for classes with the highest rate of attendance.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data showed an annual increase in students with 6 or more absences. Therefore, the strategy being used will mitigate absences and yield an increase of attendance through interventions and incentive plan.

Rationale:

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

8/31/22 - 10/14/22 Each leadership team member will be assigned to a grade group and will be responsible for contacting parents of absent students daily. As a result, we will have reached out personally to all parents/guardians of absent students to inform them about the importance of being present at school and offer resources if needed.

Person Monitoring:

Marina Suarez, Counselor

By When/Frequency:

September 27, 2024 / Weekly

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

Attendance review committee meeting will be held after a students fifth absence. As a result, parents will understand the importance of attendance and see the school team is invested in offering their child the best education possible.

Action Step #2

Attendance Incentives

Person Monitoring:

Marina Suarez, Counselor

By When/Frequency:

September 27, 2024 / Weekly

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

Incentives and rewards for classrooms when they have 100% perfect attendance for two weeks in a row. As a result, the entire class will motivate one another to come to school knowing their entire class will be recognized.

Action Step #3

Attendance Recognition

Person Monitoring:

Liliana Garcia, Designated Attendance Support

By When/Frequency:

September 27, 2024 / Weekly

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

Morning announcements are and will continue to be made recognizing the home rooms with 100% perfect attendance. We will also take weekly pictures of the classes that had 100% attendance for the week and recognize them on social media,

Action Step #4

Parental Contact

Person Monitoring:

Greydis Cordova, CIS

By When/Frequency:

September 27, 2024 / Weekly

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

We will continue to contact parents/guardians of students that are absent and documenting all communication. All their documentation will be recorded with the classroom teacher and the members of the Attendance Review Committee.

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 SIP information is shared through various methods. During the Title I Opening of School Meeting the SIP is shared with families and students. During our first School Faculty Meeting the SIP is shared with the staff. The SIP is also reviewed and approved by our EESAC team members which consist of teachers, parents, students, and business liaison. The SIP is also available to view at any time on our school's webpage at hialeahelem.dadeschools.net.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school provides various opportunities to build positive relationships with parent, families and stakeholders. At the beginning of the school year there are various meetings and orientations for all students. There is also a Meet & Greet before the start of the school year that gives parents the opportunity to meet the teachers and gather pertinent information about the upcoming school year. During September, the school invites parents and families to learn about the Title I program and the school's mission in supporting all students. Throughout the year, monthly parent meetings are created to provide parents with opportunities to learn about the various programs available to support parents as well as students. Parents are also invited to participate in Honor Roll Ceremonies throughout the school year. All Title I documentation like the Parental and Family Engagement Plan can be found on our school's website she.dadeschools.net under the Title I link.

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))

Academic programs will target specific areas where students demonstrated low performance on assessments administered during the previous school year. Quarterly data chats to target student needs and monthly parent meetings addressing various topics.

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))

Monthly parent meetings and trainings address topics such as violence prevention, mental health, parent portal, and student nutrition.

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 prioritizes students' well-being and growth using various strategies. We offer counseling services to address personal, social, and emotional issues, along with school-based mental health services provided by professionals who deliver therapy and support.

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))

Our school plans a yearly Career Day to introduce our students to a variety of professions and help them understand that different types of jobs people do. It aims to inspire curiosity about the world of work, broaden their understanding of potential career paths, and motivate them to think about their interests and how they might align with future careers.

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)).

The Tier 1 Support focuses on establishing clear behavioral expectations and teaching them to all students with the goal of creating a positive school environment where positive behaviors are encouraged and reinforced, reducing the likelihood of problem behaviors.

The Tier 2 Support provides more targeted interventions. This may include small group sessions and other strategies aimed at addressing the specific behavior.

The Tier 3 Support offers more individualized support like one-on-one counseling, behavior plans, or collaboration with mental health professionals and parents to address underlying issues. Significant problem behavior may qualify for special educational services under IDEA.

Throughout the implementation, coordination with IDEA ensures that students with disabilities receive appropriate evaluations, individualized education plans (IEPs), and specialized instruction and services.

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)).

Professional development and activities for teachers, paraprofessionals, and school personnel are essential for enhancing instruction and effectively using academic assessment data. To achieve these objectives and attract/retain effective educators, several strategies can be employed.

We offer professional development program focused on our school's instructional and academic needs, data analysis, and assessment methods. These programs enable educators to improve their skills and knowledge. Additionally, establishing collaboration platforms like professional learning communities can promote knowledge sharing and reflective discussions among teachers.

By investing in professional development, subject-specific training, mentoring, and coaching, our school fosters a culture of continuous improvement in instruction, data utilization, and teacher recruitment/retention (MINT Program). These efforts contribute to the overall success of the school and enhance students' learning experiences.

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))

Our school provides several strategies to assist preschool children in transitioning from early childhood education programs to kindergarten. These strategies include orientation programs to familiarize children and parents with the new school environment. Having effective communication and collaboration between preschool and kindergarten teachers will make a smooth transition for students and parents.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school's improvement funding allocations and resources are reviewed by the EESAC Committee on a monthly basis which is shared with a variety of stakeholders, parents, community members and staff members. The information is also shared on a monthly basis with the faculty and staff during our monthly faculty meetings.

Specifics to Address the Need

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

Horizon's and Elevate are district resources that provide data throughout instruction. The use of the Intervention program, done with fidelity, is proven to help students in all subgroups diminish the learning gap. Student's data will be analyzed weekly during collaborative planning.

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