

Miami-Dade County Public Schools

NATHAN B. YOUNG ELEM. SCHOOL



2024-25 Schoolwide Improvement Plan

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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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Nathan B. Young Elementary School is committed to providing students with innovative educational experiences in and out of the classroom.

Provide the school's vision statement

We prepare our students to live in a global society with a focus on literacy, physical and mental well-being, and experiential learning. We lead students on paths of educational discovery that prepare them to become quality, responsible citizens, who live purpose filled lives.

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

Niurka Davis

Position Title

Principal

Job Duties and Responsibilities

The duties and responsibilities of the principal is to provide strategic direction of the school. The principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.

Leadership Team Member #2

Employee's Name

Kamie Hicks

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal with duties and responsibilities to provide strategic direction of the school. The assistant principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.

Leadership Team Member #3

Employee's Name

Cyntheria Henderson

Position Title

Instructional Coach

Job Duties and Responsibilities

The job duties and responsibilities of the teacher is to instruct students, using various methods including whole group instruction, small group instruction, utilizing technology and other hands on activities. Also, teachers prepare and administer tests to evaluate student's progress. Meet with parents to discuss student's academic, social and behavioral progress. Participate in faculty and professional development meetings.

Leadership Team Member #4

Employee's Name

Verdell Sands-Hollis

Position Title

Instructional Coach

Job Duties and Responsibilities

To generate improvement in reading instruction and reading achievement by conducting on-site, on-going literacy-related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.

Leadership Team Member #5

Employee's Name

Nakesheae Byrd

Position Title

ESE Chairperson

Job Duties and Responsibilities

The ESE teacher is responsible for the instruction of exceptional students through the teaching of academic, social skills in accordance with the students Individualized Educational Plan (IEP). She meets with parents, administrators, staffing specialist , social workers, and develop individual plans for students. Participates in faculty and professional development meetings.

Leadership Team Member #6

Employee's Name

Quinnesha Brown

Position Title

Counselor

Job Duties and Responsibilities

Provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.

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 Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Teachers elect teachers; Parents elect parents; Students elect students; Educational support employees elect educational support employee; The Principal appoints business/community representative -- to ensure council diversity. The Principal and UTD designated steward are automatic members. Meetings are held monthly to discuss the School Improvement Plan process and to solicit input for the implementation of goals.

SIP Monitoring

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

The School Improvement Plan (SIP) provides the school with the opportunity to identify the academic, culture and priority goals along with strategies for improvement. The school's leadership team in conjunction with stakeholders refine the SIP quarterly to define the academic and priority goals to increase student achievement. This plan is a living document and is revised according to formative assessment data, stakeholder input and other data collection tools such as surveys.

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	99.7%
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: A 2022-23: C* 2021-22: B 2020-21: 2019-20: C

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	11	3	5	4	2				25
One or more suspensions	0	0	1	1	2	2				6
Course failure in English Language Arts (ELA)			7	12	6	4				29
Course failure in Math			5	10	5	12				32
Level 1 on statewide ELA assessment				8	7	10				25
Level 1 on statewide Math assessment				5	6	9				20
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	17	21						46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	6	9	2					20

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	8	19	10	13				54

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	10	0	0				10
Students retained two or more times	0	0	0	3	0	4				7

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		13	11	13	5	5				47
One or more suspensions				1		1				2
Course failure in ELA			12	20	5	7				44
Course failure in Math			13	12		7				32
Level 1 on statewide ELA assessment				6	9	18				33
Level 1 on statewide Math assessment				5	11	17				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		14	26	31						106

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			10	15	10	19				54

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				7						7
Students retained two or more times						2				2

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 *	65	63	57	47	60	53	38	62	56
ELA Grade 3 Achievement **	68	63	58	58	60	53			
ELA Learning Gains	70	64	60				76		
ELA Learning Gains Lowest 25%	65	62	57				80		
Math Achievement *	63	69	62	54	66	59	37	58	50
Math Learning Gains	73	65	62				73		
Math Learning Gains Lowest 25%	75	58	52				74		
Science Achievement *	49	61	57	28	58	54	11	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	82	64	61		63	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	610
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
68%	47%	56%	22%		51%	58%

* 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	36%	Yes	2	
English Language Learners	67%	No		
Black/African American Students	68%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	70%	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	27%	Yes	1	1
Black/African American Students	47%	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%
Hispanic Students	54%	No		

Economically Disadvantaged Students	49%	No		
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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	43%	No		

English Language Learners				
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Native American Students				
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Asian Students				
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Black/African American Students	55%	No		
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Hispanic Students	20%	Yes	2	1
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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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%	68%	70%	65%	63%	73%	75%	49%					82%
Students With Disabilities	28%		43%		22%	57%		30%					
English Language Learners			36%			82%							82%
Black/African American Students	64%	68%	74%	69%	64%	72%	77%	57%					
Hispanic Students	67%		53%		47%	76%							
Economically Disadvantaged Students	70%	78%	73%	67%	65%	71%	83%	50%					

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	47%	58%			54%			28%					
Students With Disabilities	35%				18%								
Black/African American Students	46%	58%			53%			32%					
Hispanic Students	54%				54%								
Economically Disadvantaged Students	49%	61%			56%			30%					

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	38%		76%	80%	37%	73%	74%	11%					
Students With Disabilities	38%		73%		29%	64%		9%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	39%		76%	76%	40%	71%	75%	10%					
Hispanic Students	31%				8%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	38%		76%	80%	37%	73%	74%	11%					

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	59%	56%	3%	55%	4%
Ela	4	57%	55%	2%	53%	4%
Ela	5	49%	56%	-7%	55%	-6%
Math	3	54%	65%	-11%	60%	-6%
Math	4	59%	62%	-3%	58%	1%
Math	5	51%	59%	-8%	56%	-5%
Science	5	40%	53%	-13%	53%	-13%

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?

3rd , 4th and 5th grade ELA demonstrated proficiency above state and district averages. 3rd Grade proficiency demonstrated a 13 percentage point increase when compared to 2022-2023. Factors that contributed to the positive trend include fidelity to DI and Intervention programs, utilization of certified reading teachers for 2 teacher-led centers, focus on school-wide literacy with Accelerated Reader, supplemental instructional programs such as TALENTS.

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 lowest data component is science which was reported at 49% proficiency. This is only 4 percentage points below the state and district and also a 12 percentage point increase when compared to 2022-2023. Despite this area demonstrating the lowest performance in terms of proficiency, there is a positive trend that is showing strategies are working in a more effective manner. Classroom support from the CSS and additional pull-out of targeted students and data tracking contributed to the positive increase. Next steps include implementation of systems in Quarter 1. EduSmart, Gizmo's, targeted small group instruction and modeling by the CSS will serve as a foundation for achieving the goal.

Greatest Decline

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

3rd grade math proficiency was reported at 55% which is 5 percentage points below the state average and 10 percentage points below the district average. In 2022-2023 the data reflected 66% proficiency which is a decline of 11 percentage points. Contributing factors include a math teacher new to the building, an increase in the ELL student population. Providing more increased rigor during enrichment will help to give students more exposure to test-like questions.

Greatest Gap

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

3rd Grade Math had the greatest gap when compared to the state average (5 percentage points). Although 3rd grade math students participated in supplemental reading instruction, they didn't receive as many hours in math instruction. Additionally, there was a math teacher new to the building.

EWS Areas of Concern

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

One area of concern remains student attendance. Students with more than 15 absences was reported at 41% which is 14 percentage points above the district and 2 percentage points above tiered school averages. Attendance remains a priority when reflecting on the number of students reported as having a substantial reading deficiency. School administration will solicit feedback from all stakeholders in order to work towards a more positive school trend. This includes giving parents a more prominent role in the decision making process. Another area of concern includes students with a significant reading deficiency. The 2023-2024 data reflected a significant improvement in the area of ELA/Reading. However, in order to maintain such levels of proficiency, efficient systems must remain a priority. This includes the utilization of two teacher-led centers for DI, utilizing Accelerated Reader with fidelity, and implementation of after school tutoring.

Highest Priorities

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

1. Strengthening literacy in the primary grades by utilizing DI with fidelity.
2. Increasing rigor in ELA/Reading in the intermediate grades.
3. Increasing proficiency in grade 3 math.
4. Utilizing a unified walkthrough protocol for leadership and administration in the area of student engagement.
5. Providing SWD and ELL students with extended learning opportunities for accelerated growth.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 data, 54% of our 3rd grade students were proficient in Math as compared to the state average of 60% and district average of 65%. Based on this data and the identified contributing factors of foundational gaps and early reading struggles with more complex concepts, we will implement the Targeted Element of Differentiation with a focus on setting high expectations on differentiation and targeted instructional delivery.

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, a student centered focus will be on providing all students with the opportunity to succeed, regardless of their ability level. This will challenge advanced learners while providing additional support for those who may be struggling, ensuring that all students can progress from their starting points. An additional 10% (for a total of 64%) of the third-grade students will score at grade level or above in area of Math on the FAST PM3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students is evident. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for identified subgroups, Students with Disabilities. Feedback will be provided as needed. An online tracker to monitor OPM data on a bi-weekly basis will be developed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team

meetings to ensure students are demonstrating growth on remediated standards from differentiated instruction.

Person responsible for monitoring outcome

Niurka Davis, 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 teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal, however; the instruction varies based on students' interests, preferences, strengths, and struggles. Through this process, high expectations can be maintained for all students.

Rationale:

The evidence-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can modify instruction to match students' current skill set and varying levels of proficiency.

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

Teacher and Coach will group students and plan for remediated activities for each group on a bi-weekly basis. Focus will be placed on explicit instruction and progress monitoring assessments. As a result, teacher will be able to evaluate student progress and regroup students if needed.

Person Monitoring:

Niurka Davis, Principal

By When/Frequency:

9/2/24; Bi-Weekly

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

An online tracker to monitor OPM data on a bi-weekly basis will be implemented. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on small remediated standards.

Action Step #2

Coaches will provide informal professional development on October 3, 2024 for intermediate and primary teachers with a focus on differentiated instruction, instructional materials, and remediation of benchmarks.

Person Monitoring:
Niurka Davis, Principal

By When/Frequency:
9/25/24; Bi-Weekly

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

The Leadership Team, Kamie Hicks and Niurka Davis, will follow-up with weekly walkthroughs to ensure that differentiation and setting high standards for all students shared during the professional learning session are evident during instruction.

Action Step #3

Teacher and Coach will plan lessons that are varied in complexity but focus on the same essential content. The scaffolded lesson approach will allow students to work at different levels of difficulty.

Person Monitoring:
Niurka Davis, Principal

By When/Frequency:
9/27/24; Weekly

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

During walkthroughs, administration will review lesson plans to ensure they include differentiated options and assess the quality of these adaptations with student work samples. We will collect and review student work to see how different students are meeting the learning objectives.

Area of Focus #2

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 the 2024 FAST PM3 data, 28% of our Students with Disabilities (SWD) were proficient in ELA, 22% in math, and 30% in science. For two consecutive years, the subgroup, Students with Disabilities (SWD) was below 41% Federal Index. Based on this data, identified contributing factors was difficulties with cognitive processing, reading comprehension, and academic gaps in foundational knowledge and skills, we will implement the Targeted Element of Differentiation: to ensure students educational equity through instruction that matches the students' readiness level and ability.

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 ensuring students educational equity through instruction that matches the students' readiness level and ability, an additional 10% (for a total of 38%) of Students with Disabilities will score at grade level or above in area of ELA on the FAST PM3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for Students with Disabilities are evident in all courses. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for the identified subgroup (SWD). **Benchmarking:** The Leadership Team and teachers will compare the progress of students with disabilities to their peers to identify gaps and successes. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction and address the needs of SWD. Feedback will be provided as needed.

Person responsible for monitoring outcome

Kamie Hicks, 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:

Description: To achieve the measurable outcome in each relevant grade level, flexible/strategic grouping will be utilized to differentiate instruction. During collaborative planning the teacher and instructional coach will explicitly map out flexible groups and targeted activities that will be implemented to show the progression of benchmarks. i.e., Graphic Organizers, and RWC Pages.

Rationale:

The evidence-based strategy of flexible/strategic grouping was chosen as it supports the learning of all students. Flexible grouping strategies and data is used to meet curricular goals, engage students, and respond to individual needs, specifically Students with Disabilities (SWD). Grouping decisions will be based on the students' data and performance.

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

Analyze formative and summative assessment data to determine student needs and group students accordingly.

Person Monitoring:

Kamie Hicks, Assistant Principal

By When/Frequency:

8/30/24; Bi-Weekly

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

The Leadership Team will continuously monitor student progress and make adjustments to groups and instructional activities as needed.

Action Step #2

Conduct regular professional development sessions, 1 per quarter, focused on effective differentiation techniques, flexible grouping strategies, and the use of targeted instructional activities like Graphic Organizers and RWC Pages. Identify and define specific, measurable outcomes for each grade level that align with curriculum benchmarks.

Person Monitoring:

Kamie Hicks, Assistant Principal

By When/Frequency:

9/23/24; Bi-Weekly

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

The Leadership team will monitor the impact of this action step by tracking attendance and participation in professional development sessions, collecting feedback from teachers to assess the effectiveness of the training, and classroom walk-throughs to support the use of effective differentiation techniques.

Action Step #3

Teachers will use flexible grouping strategies and peer support systems, such as peer buddies or cooperative learning groups, to provide social and academic support.

Person Monitoring:

Kamie Hicks, Assistant Principal

By When/Frequency:

09/27/24; Weekly

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

The Transformation Coaches will review flexible groupings during collaborative planning to ensure students with disabilities are grouped in cooperative learning groups that support academic growth. Teacher feedback and data will be used to make necessary adjustments to grouping strategies or peer support system.

Area of Focus #3

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.

The 2023-2024 STAR PM3 data reported 50 percent or more students scoring below Level 3 in grades K-2. As a result, students are not on track to pass the statewide, standardized grade 3 ELA Assessment. Based on this data and the identified contributing factors of foundational gaps and early

reading struggles with more complex concepts, we will implement the Targeted Element of Differentiation with a focus on setting high expectations on differentiation and targeted instructional delivery.

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

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2023-2024 iReady AP2 reported that in kindergarten 45% of students demonstrated proficiency; in 1st Grade 22% of students demonstrated proficiency; in 2nd Grade 29% of students demonstrated proficiency.

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

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2023-2024 FAST Reading data reports that in 3rd grade 68% of students demonstrated proficiency; in 4th grade 68% of students demonstrated proficiency; in 5th grade 60% of students demonstrated proficiency. School-wide showing a total average of 65% in 2023-2024.

Grades K-2: Measurable Outcome(s)

The 2023-2024 iReady AP2 reported that in grades K-2; 32% of students demonstrated proficiency. If we implement differentiated instruction strategies with fidelity, then 45% of students in grades K-2 will demonstrate proficiency in ELA/Reading on the K-2 STAR assessment. This will bring our STAR median percentile up by 13% points from 2023-2024.

Grades 3-5: Measurable Outcome(s)

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2023-2024 FAST Reading data reports that in 3rd grade 68% of students demonstrated proficiency; in 4th grade 68% of students demonstrated proficiency; in 5th grade 63% of students demonstrated proficiency. School-wide showing an average of 68% in 2023-2024. As a result of the implementation of interventions, we will increase the number of 5th grade students demonstrating proficiency by 6 percentage points.

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 differentiated instruction plan for K-2 and 3-5 will be monitored by conducting walk-throughs to ensure that the designated DI time on each teacher's schedule is being utilized for DI. Each student will have a DI folder that will include trackers for ongoing progress monitoring as well as student work.

Person responsible for monitoring outcome

Kamie Hicks, 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:

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:

Understanding academic vocabulary allows students to engage in more complex thinking and analysis. They can follow arguments, identify main ideas, and make inferences more effectively, which are key skills in reading comprehension. By placing a focus on academic vocabulary, teachers equip students with the language skills necessary to access, understand, and engage with the texts they encounter, ultimately leading to greater reading 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

The Reading Transformation Coach will provide teachers with common planning time specifically focused on DI and instructional groupings based on progress monitoring data.

Person Monitoring:

Verdell Sands-Hollis, Transformation Coach

By When/Frequency:

8/26/24-9/27/24; Weekly

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

The Coach will provide time specifically for Common Planning meetings with the teacher related to Differentiated Instruction practices and resources. Data will be reviewed and grouping modified as needed. The Coach will review end products with the teacher to discuss the effectiveness of instructional strategies. The Coach will conduct informal observations to provide feedback for the teacher.

Action Step #2

The Reading Transformation Coach will model differentiated instruction in the classroom, showing teachers how to implement various strategies effectively with their own students.

Person Monitoring:

Verdell Sands-Hollis, Transformation Coach

By When/Frequency:

9/9/24-9/27/24; Bi-Weekly

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

The Reading Transformation Coach will provide real-time support and feedback as they implement and model differentiated instruction techniques. The Reading Transformation Coach and administration will conduct scheduled observations to see differentiation in action, followed by debriefing sessions with teachers to discuss successes and areas for improvement.

Action Step #3

The Reading Transformation Coach will model word mapping for ELA teachers, where students explore synonyms, antonyms, and word usage in different contexts.

Person Monitoring:

Verdell Sands-Hollis, Transformation Coach

By When/Frequency:

9/9/24-9/27/24; Bi-Weekly

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

To increase academic vocabulary, we will implement word mapping activities. Word mapping involves breaking down a word into its components (prefix, root, suffix), understanding its meaning, and connecting it to related words/context clues. This helps students internalize the meaning, usage, and relationships of academic vocabulary. The Transformation Coach will monitor the impact of this step by providing targeted updates on standardized vocabulary related test questions from bi-weekly/weekly Wonders assessments.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2023-2024 Student Attendance data, 41% of students reported 16 or more absences, as compared to 37% in 2022-2023. This demonstrates a 4 percentage point increase in the number of students with excessive absences. Based on this data and the identified contributing factors of the number of students reporting 16 or more absences, there is a need to focus on student attendance as it relates to a positive culture and 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 a focus on the Targeted Element of Student Attendance, the number of students reporting 16 or more absences will decrease by 5 percentage points or a total of 36%.

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 Attendance Review Committee will meet bi-weekly to analyze attendance data, identify excessive absences, and supporting students and parents with attendance issues.

Person responsible for monitoring outcome

Quinnesha Brown

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:

Our school will focus on rewards and incentives on a daily, bi-weekly, monthly and quarterly basis to motivate students and parents to reach the targeted goals. The Attendance Review Committee will plan for and execute the incentive plan.

Rationale:

Using rewards and incentives will provide immediate gratification, motivating students to attend school regularly. Additionally, incentives create ownership and foster positive peer competition that promotes healthy attendance habits. Reinforcing positive behaviors, will lead to improved attendance habits over time. The focus will be on students be on fostering a genuine interest in learning rather than just attending for awards/incentives.

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

HERO Liaison

Person Monitoring:

Niurka Davis

By When/Frequency:

8/19/24-9/27/24; Weekly

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

The HERO attendance liaison will make contact with all parents of students reporting 5 or more absences in the quarter. Wrap around services will be offered to parents and documented in DSIS as well as the monthly Truant Student Status Form if applicable. As a result, parents of truant students will be supported, resulting in a decrease in student absences

Action Step #2

ARC Committee Meetings

Person Monitoring:

Quinnesha Brown

By When/Frequency:

9/2/24-9/27/24; Weekly

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

The Attendance Review Committee will have weekly meetings to discuss the attendance data as reported by Power BI. As a result, the committee will confirm that students with 3 or more absences have been referred to student services, parent meetings have been held and wrap around services have been provided.

Action Step #3

PBIS reward system

Person Monitoring:

Quinnesha Brown

By When/Frequency:

9/9/24-9/27/24; Bi-Weekly

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

The attendance review committee will implement the PBIS reward system as a rewards based initiative to improve the link between behavior and the classroom learning environment. Classroom teachers will utilize a points-based system to reward students on a quarterly basis.

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.

By implementing a multi-faceted approach, we will effectively disseminate information about the SIP, UniSIG budget, and SWP progress to a diverse range of stakeholders, ensuring that the content is clear, accessible, and meaningful to each group.

School Staff: A portion of the opening of schools staff meeting was dedicated to discuss the SIP, UniSIG budget, and SWP progress. This ensured that teachers and staff are well-informed and aligned with the initiatives for the SIP.

Families: Utilize the school's website, parent portal, and REMIND app to post detailed information, progress reports, and relevant documents that parents can access at their convenience. ESSAC meetings will also be a means of disseminating information to parents, teachers and community stakeholders in language that is clear for all in attendance. The ESSAC chair will also include visuals and infographics to make the information digestible for all.

School's webpage: <https://nbyeagles.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))

Disseminating the School Improvement Plan (SIP), University-School Partnership (UniSIG) budget, and the School-Wide Program (SWP) progress to various stakeholders is crucial for transparency,

accountability, and maintaining engagement. Parents will be able to access information using school's website, parent portal, or app for detailed information, progress reports, and relevant documents at their convenience. Parent-Teacher meetings are scheduled each quarter on the school-wide calendar for teachers to meet parents regarding their child's progress. Several school-wide initiatives are implemented to build positive relationships with families such as Literacy and Math night, Attendance competitions, i-Ready celebrations, etc.

School's webpage: <https://nbyeagles.net/>

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))

Based on the data review, our school will implement the targeted element of SWD achievement based on our findings that SWD student achievement was 28%, and overall, ELA performance among SWD is showing a decline from 35% in 2023. Incorporating strategies tailored to help SWD learners excel will improve achievement among the targeted subgroups of SWD and lowest 25th percentile. Teachers will place students with disabilities in groups with other students in order to allow SWD to learn from their peers and to receive additional support from their peers. Teachers will utilize the MTSS process and interventions with fidelity through the use of mini professional development during faculty meetings.

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))

This collaborative approach ensures that students receive comprehensive support and that their diverse needs are addressed holistically. The school's plan is aligned with ESSA guidelines, focusing on improving academic achievement, enhancing the effectiveness of educators, and ensuring equitable access to quality education for all students. The school taps into available state and federal funding sources to support various initiatives. The plan is developed with consideration for leveraging these funds strategically to maximize impact.

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))

The school based mental health services includes the School Counselor, Mental Health Counselor, Jessie Trice and Citrus Health Me program. School administration will identify the student's needs and make the appropriate referral to school-based services. The Healthy Me program involves promoting positive mental health, building resiliency skills, decreasing risk factors for substance use and link families to valuable community resources. Our partnership with Jessie Trice works in conjunction with parent authorization includes programs related to Bullying, Substance abuse, Grief Counseling, Anger Management, and Building Self-Esteem. In addition, our school promotes the PBIS program, Values Matter and Do the Right Thing.

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))

The school based goal is to provide students with opportunities to gain exposure to career related coursework and broadening their outlook. Some of these include field studies related to science, participation in district competitions and extracurricular activities.

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)).

Upon receipt of Level 1 behavior referrals, the School Counselor will meet with the student in a one on-one setting and implement behavior modification strategies. The Counselor will conduct an awareness activity to find out the purpose of the misbehavior and address the student's true underlying issues. The School Counselor is available throughout the day to provide students with assistance such as mediation or intervention meetings. Additionally, we will be focusing on the MDCPS Student Code of Conduct and nine core values. Above all, we will be emphasizing and celebrating positive behavior. Incentives include Do the Right Thing recognition, District 1 Student of

the Month recognition, MDCPS Values Matter recognition, and morning announcement recognitions. The students and parents signed a behavior contract that will address the action steps and consequences that will take place if a student is continuing to misbehave. If students are not demonstrating progress in Tier 2 intervention, the MTSS process will be followed. Students who are not making the expected progress in Tier 1 will receive more focused interventions. Data will be used to identify specific areas of need, and interventions will be tailored accordingly.

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)).

Our Reading and Math Transformation coaches provide training on how to collect, analyze, and interpret data from academic assessments. This includes understanding formative and summative assessments, using data to identify learning gaps, and planning targeted interventions. Teachers learn how to use assessment data to inform instructional decisions, differentiate instruction, and set measurable goals for student growth. To recruit and retain teachers we provide opportunities for teachers to advance in their careers. Roles such as lead teacher, department head, or instructional coach help retain talented teachers by offering them new challenges and professional growth.

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 Family Services Specialist, Dianne Tullos, and administration host an end of the year transition and information session with Early Head Start and Head Start parents. The workshops are to help parents understand the academic and social expectations of kindergarten, daily schedule, routines, learning activities, and how they can support their children during the transition.

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 process of reviewing school improvement funding allocations involves gathering data on student performance, demographics, identifying the needs through surveys, and allocating funds based on the identified needs, considering factors such as class size, teacher professional development, and technology enhancement. Allocations will be adjusted as necessary based on ongoing assessments and feedback from all stakeholders.

Specifics to Address the Need

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

By January 24, 2025, formative data will be monitored to track student academic growth on the FAST PM2 and iReady AP2. Resources to be utilized include Tier 2 Reading resources from McGraw Hill, Phonics to Read texts and Magnetic Reading. These resources allow for scaffolded instruction to take place in a small group setting. Teachers will utilize the mid-year data to analyze if benchmarks are being mastered by students in this subgroup.

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