

Miami-Dade County Public Schools

# DR. TONI BILBAO PREPARATORY ACADEMY



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

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

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

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

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

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

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

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

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The mission of Dr. Toni Bilbao Preparatory Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

### Provide the school's vision statement

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Dr. Toni Bilbao Preparatory Academy and the multicultural community it serves will work cooperatively with key stakeholders and parents to improve student achievement and prepare learners to become vital contributors to a global, bilingual society.

## 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

Gloria L. Vega

#### Position Title

Principal

#### Job Duties and Responsibilities

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As the principal, serving as both an instructional and organizational leader, it is essential to oversee all programs and policies to ensure successful outcomes and provide high-quality educational experiences and services for students in a nurturing, supportive, and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and providing feedback to enhance teacher effectiveness. Consequently, opportunities for professional development and adult learning are implemented to boost student achievement. The principal also monitors student progress through ongoing data chats, standards-based lesson plan development, and evaluating lesson effectiveness via classroom walkthroughs and observations. Furthermore, the principal is responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. The principal collaborates with the ESE Chairperson to ensure that students with disabilities receive their services and are on track for progress. Finally, the principal

oversees all operational duties, including but not limited to budget management, property inventory, and building customer relationships.

## **Leadership Team Member #2**

### **Employee's Name**

Yesenia Santos-Urena

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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As the Assistant Principal, serving as both an instructional and organizational leader, you assist the principal in the overall administration of instructional programs and school site operations. Your responsibilities include, but are not limited to, collaborating with the principal to oversee school operations, curriculum alignment, master scheduling, and safety procedures. Additionally, you monitor the progress of students in grades K through 8 through data chats and teacher effectiveness assessments.

You coordinate and monitor the iReady Implementation Plan, Dual Language/BISO, and Cambridge programs, and facilitate weekly collaborative planning sessions for reading and math. You also oversee the ESOL Coordinator and monitor ELL student performance in alignment with their ACCESS scores. As the lead for the Teacher Leaders on the Professional Learning Support Team (PLST), you plan professional development for staff based on needs assessments. Furthermore, you serve as the School Assessment Coordinator and conduct test administrator trainings.

## **Leadership Team Member #3**

### **Employee's Name**

Juan Jara

### **Position Title**

Teacher K-12

### **Job Duties and Responsibilities**

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Mr. Jara serves as the Professional Development Liaison and Teacher Leader on the Professional Learning Support Team (PLST). He is responsible for proposing and closing out professional development courses for the school. Additionally, he mentors and leads other teachers and staff members.

## **Leadership Team Member #4**

### **Employee's Name**

Jessica Abreu

**Position Title**

SPED Program Specialist

**Job Duties and Responsibilities**

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Mrs. Abreu servers as the Special Education Program Specialist. Her responsibilities include participating in the development and implementation of Individualized Education Programs (IEPs) to ensure they are effectively carried out, to ensure compliance with state and federal regulations, provide consultation and support to teachers, administrators, and parents regarding special education services and student placement, and conduct training and professional development for both special education and general education staff. Additionally, she coordinates resources and services for students with special needs, acts as a liaison between the school district, community agencies, and other stakeholders, and evaluates the effectiveness of special education programs, making recommendations for improvements.

**Leadership Team Member #5**

**Employee's Name**

Sandra Vazquez

**Position Title**

Teacher K-12

**Job Duties and Responsibilities**

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Mrs. Vazquez is the New and Early Career Teacher Leader on the Professional Learning Support Team (PLST). She is responsible for participating in Leadership Team meetings. She collaborates with the PD Liaison to prepare and conduct professional development meetings for the new and early career teachers. She serves as a mentor and team leader for other teachers and staff members. She also serves on the EESAC committee.

**Leadership Team Member #6**

**Employee's Name**

Maritza Garneff

**Position Title**

Teacher K-12

**Job Duties and Responsibilities**

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Ms. Garneff serves as the Digital Innovation Teacher Leader on the Professional Learning Support Team (PLST). In this role, she participates in Leadership Team meetings and acts as a mentor and team leader, guiding other teachers and staff in the use of digital resources.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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To effectively engage stakeholders in the School Improvement Plan (SIP) development under the Every Student Succeeds Act (ESSA), it's essential to involve parents, teachers, students, community members, and school leadership to understand their perspectives on why the school needs support and improvement. Their insights can help identify root causes and areas of concern. Presenting the school's performance data to stakeholders and ensuring they understand the evaluation metrics fosters a shared understanding of the school's strengths and weaknesses. Collaborating with stakeholders to analyze the performance data and identify key areas for improvement brings diverse viewpoints and ensures that the most pressing issues are addressed. Involving stakeholders in brainstorming and selecting potential interventions based on identified priorities helps choose strategies that align with the school's culture, resources, and unique challenges. Ensuring a diverse representation of stakeholders, including parents, teachers, students, school administrators, community members, and local organizations, brings a broader perspective to the planning process. Regular meetings or focus groups should be held to update stakeholders on SIP development progress, gather feedback, and ensure their voices are heard throughout the process. Using surveys or other feedback mechanisms to collect input from stakeholders who cannot attend meetings in person provides an opportunity for a wider range of voices to contribute. Clear communication of the purpose, goals, and progress of SIP development to stakeholders is crucial, ensuring they understand their role and the impact of their input on the final plan. Encouraging stakeholders to suggest flexible interventions that can be adjusted based on the school's evolving needs ensures the plan remains relevant and effective. Finally, involving stakeholders in the ongoing monitoring and evaluation of the SIP's implementation, with regular updates and feedback loops, helps refine strategies and make timely adjustments. In summary, stakeholder involvement is crucial at every stage of SIP development. Engaging a diverse group of stakeholders, sharing transparent information, and incorporating their insights will lead to a more holistic, effective, and sustainable improvement process for the identified school.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

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increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

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The School Improvement Plan (SIP) is a crucial tool for enhancing student achievement and addressing achievement gaps. To ensure its effective implementation and impact on increasing student achievement in meeting State academic standards, especially for those students with the greatest achievement gaps, several monitoring and revision processes can be employed. The school will regularly gather and analyze various data points, including standardized test scores, classroom assessments, attendance records, and discipline data. This data will be disaggregated to identify achievement gaps among different student groups, such as low-income students, English language learners, and students with disabilities. A dedicated team, comprising teachers, administrators, and support staff, will be responsible for monitoring the progress of the SIP. This team will meet regularly to review data, discuss trends, and identify areas where the plan is making a positive impact or falling short. Teachers will implement formative assessments to gauge student understanding and adjust instruction accordingly. The results of these assessments will inform instructional practices and provide insights into whether the SIP strategies are effectively addressing the achievement gaps.

Parents, students, teachers, and community members will be engaged in the monitoring process. Regular feedback will be collected through surveys, focus groups, and meetings to ensure that all stakeholders are aligned with the SIP goals and can provide insights for improvement. The SIP strategies and interventions will be reviewed periodically to assess their effectiveness in addressing the achievement gaps. Strategies that show promising results will be continued, while those yielding limited impact will be reconsidered for modification or replacement. Teachers and staff will receive ongoing professional development to enhance their capacity to implement the SIP effectively. These professional development opportunities will align with the specific needs identified through data analysis.

The SIP will be designed with flexibility to adjust strategies based on evolving needs and emerging trends. The school will remain open to adopting innovative approaches that show potential to accelerate student achievement. At regular intervals, such as annually, the school improvement team will conduct a comprehensive review of the SIP's progress and impact. The team will assess whether the identified goals are being met, and if not, they will determine the root causes and propose revisions. Decisions regarding revisions to the SIP will be grounded in data. Analysis of student performance, feedback from stakeholders, and evidence-based research will guide the decision-making process. The school will periodically reassess its long-term and short-term goals in light of changing circumstances and emerging priorities. Adjustments to goals may be necessary to better align with the evolving needs of students and the community.

In summary, the monitoring and revision of the School Improvement Plan will be an iterative process that relies on regular data analysis, stakeholder engagement, professional development, and data-driven decision-making. This approach ensures that the plan remains responsive to the needs of all students, especially those facing achievement gaps, and continues to drive continuous improvement in student achievement.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>96.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>50.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	17	11	6	6	8	7	8	3	66
One or more suspensions	0	1	0	1	0	0	2	1	3	8
Course failure in English Language Arts (ELA)				14	3	1	1	0	2	21
Course failure in Math			1	9	4	4	14	5	14	51
Level 1 on statewide ELA assessment				19	18	13	22	15	14	101
Level 1 on statewide Math assessment				9	13	10	20	8	10	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		28	24	35						87
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### 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	0	0	21	14	8	19	10	16	88

#### 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	19	0	0	1	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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		14	2	8	3	5	9	5		46
One or more suspensions										0
Course failure in ELA		2	6	12	4	4	4	1		33
Course failure in Math		1	2	6	8	6	9	10		42
Level 1 on statewide ELA assessment				14	17	15	21	15		82
Level 1 on statewide Math assessment				8	5	15	25	15		68
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	9	30						128

**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	2	16	10	15	21	13		79

**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		14	1				18
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	65	58	60	61	53	67	62	55
ELA Grade 3 Achievement **	43	63	59	51	58	56			
ELA Learning Gains	66	64	59				77		
ELA Learning Gains Lowest 25%	60	58	54				78		
Math Achievement *	65	68	59	67	63	55	67	51	42
Math Learning Gains	66	66	61				69		
Math Learning Gains Lowest 25%	70	63	56				64		
Science Achievement *	66	60	54	41	56	52	42	60	54
Social Studies Achievement *	81	79	72	78	77	68		68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	62	77	71		75	70		61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	49	64	59	57	62	55	69	75	70

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

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

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



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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	689
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	60%	67%	49%		64%	

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

## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	58%	No		
Hispanic Students	62%	No		
White Students	76%	No		
Economically Disadvantaged Students	59%	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
English Language Learners	57%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Hispanic Students	59%	No		
White Students	73%	No		
Economically Disadvantaged Students	56%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	44%	No		
English Language Learners	67%	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	67%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	65%	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	61%	43%	66%	60%	65%	66%	70%	66%	81%	62%			49%
Students With Disabilities	28%	15%	53%	49%	36%	66%	70%	42%	53%				26%
English Language Learners	54%	42%	63%	58%	59%	64%	67%	56%	70%	52%			49%
Hispanic Students	60%	43%	66%	59%	64%	66%	71%	65%	80%	59%			49%
White Students	75%		85%		75%	69%							
Economically Disadvantaged Students	57%	40%	66%	54%	60%	60%	58%	68%	75%	70%			44%

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	60%	51%			67%			41%	78%				57%
Students With Disabilities	25%	19%			33%			15%					45%
English Language Learners	57%	50%			66%			43%	68%				60%
Hispanic Students	60%	51%			68%			40%	77%				60%
White Students	77%				69%								
Economically Disadvantaged Students	52%	45%			64%			39%	67%				70%

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	67%		77%	78%	67%	69%	64%	42%					69%
Students With Disabilities	33%		61%	64%	31%	54%	54%	10%					45%
English Language Learners	66%		79%	77%	67%	74%	70%	36%					69%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	67%		78%	78%	68%	69%	64%	42%					69%
Multiracial Students													
Pacific Islander Students													
White Students	69%				46%								
Economically Disadvantaged Students	63%		75%	74%	63%	73%	70%	42%					62%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	45%	56%	-11%	55%	-10%
Ela	4	51%	55%	-4%	53%	-2%
Ela	5	60%	56%	4%	55%	5%
Ela	6	58%	57%	1%	54%	4%
Ela	7	69%	55%	14%	50%	19%
Ela	8	69%	54%	15%	51%	18%
Math	3	55%	65%	-10%	60%	-5%
Math	4	58%	62%	-4%	58%	0%
Math	5	67%	59%	8%	56%	11%
Math	6	54%	60%	-6%	56%	-2%
Math	7	73%	49%	24%	47%	26%
Math	8	53%	58%	-5%	54%	-1%
Science	5	59%	53%	6%	53%	6%
Science	8	74%	42%	32%	45%	29%
Civics		80%	70%	10%	67%	13%
Algebra		65%	55%	10%	50%	15%



### 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?

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Science was the most improvement from 41% to 66% proficiency. This was the first year with two grade levels testing the area of Science. The fifth grade was a wheel with one teacher for science.

##### Lowest Performance

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

---

Grade 3 Reading was the lowest at 45% proficiency. The composition of students in third grade was 41% Students with Disabilities.

##### Greatest Decline

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

---

Math showed the greatest decline from 65% to 62% proficiency, a 3% drop.

##### 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.

---

Math showed the greatest decline from 65% to 62% proficiency, a 3% drop.

##### EWS Areas of Concern

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

---

Attendance. Students with absences between 0-5 went down from 47% in 2022-2034 to 35% in the 2023-2024 school year. This showed an increase in student absences.

##### Highest Priorities

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

---

Grade 3 Reading Proficiency, ELA and Math Learning Gains, ELA Lowest 25%, and Acceleration.

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

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

### **Area of Focus #1**

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

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

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

---

*According to the 2024 FAST PM3 data, 46% of our 3rd grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based on this data and the identified contributing factors of high number of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations, we will implement the Targeted element of Standards-Based Collaboration Planning with a focus Instructional support and coaching.*

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

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Based on the 2024 FAST STAR AP 3 results, our school will focus on improving Reading/ELA. The FAST STAR PM3 Reading data shows that 62% of kindergarteners, 75% of first graders, and 55% of second graders scored below the 40th percentile. This indicates that kindergarten, first-grade, and second students are performing below grade level expectations. Tier 1 instruction, both in planning and delivery, did not lead to an increase in proficiency for these grades. Therefore, we will strategically develop and monitor explicit and systematic Tier 1 instruction and implement Standards-Based Collaborative Planning.

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

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Based on the FAST PM3 results, our school will focus on improving Reading/ELA. The 2024 FAST ELA data indicates that 54% of third graders, 47% of fourth graders, and 39% of fifth graders scored below Level 3. This shows that students in these grades are performing below grade-level expectations. Additionally, the data reveals that third-grade students did not make adequate progress in Reading/ELA. Tier 1 instruction, both in planning and delivery, did not lead to an increase in proficient students. Therefore, we will strategically develop and monitor explicit and systematic Tier 1 instruction and implement the Targeted element of Standards-Based Collaboration Planning with a focus Instructional support and coaching.

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

---

Based on the data from the 2024 FAST STAR PM3 assessment, our Kindergarten, 1st, and 2nd grade students scored below the 40th percentile. In response, the leadership team will engage in weekly joint planning sessions and conduct focused walkthroughs to ensure adherence to varied teaching approaches. Precise feedback will be provided weekly, leading to necessary adjustments in instructional planning.

The administrative team will collaborate with educators to devise strategies using progress tracking information to establish clear remedial teaching. Observational data collection and specific input will guide planning and teaching refinements. Biweekly evaluations of progress tracking assessments and outcome reviews will be used to monitor advancements and gauge the effectiveness of instructional strategies and planning.

*With the implementation of the Targeted element of Standards-Based Collaboration Planning with a focus Instructional support and coaching. The Element of Instructional Coaching/Professional Learning will focus on setting high expectations and instructional delivery, an additional 10% , for a total of 48% in Kindergarten, a total of 35% in 1st grade, and a total of 55% in 2nd grade students will score above the 40th percentile in the FAST STAR PM3.*

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

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Based on the data from the 2024 FAST STAR PM3 assessment, 54% of our 3rd grade students scored below a Level 3. In response, the leadership team will *implement the Targeted Element of Instructional Coaching/Professional Learning with a focus on setting high expectations and instructional delivery. The Leadership team will engage in weekly collaborative planning sessions, followed by targeted walkthroughs to monitor the implementation of diverse teaching methods. Detailed feedback will be provided weekly to facilitate necessary adjustments in instructional planning.*

Transformation coaches will work with educators to develop strategies using progress tracking data to establish focused remedial instruction. Observational data collection and specific input will guide enhancements in both planning and teaching. Biweekly assessments of progress tracking and outcome reviews will be used to monitor progress and assess the effectiveness of instructional strategies and planning.

*With the implementation of the Targeted element of Standards-Based Collaboration Planning with a focus Instructional support and coaching. The Element of Instructional Coaching/Professional Learning will focus on setting high expectations and instructional delivery, an additional 10% (for a*

total of 56%) of the third-grade students 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 all students shared during the professional learning sessions are evident during instruction. 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. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. 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.*

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

Yesenia Santos-Urena--ASSISTANT PRINCIPAL

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Differentiated Instruction is a 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 tailor examples to match students' readiness levels.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

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

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

**Action Step #1**

Provide professional learning for teachers on effectively implementing differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success.

**Person Monitoring:**

Gloria Vega--PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

The Leadership Team, specifically Gloria Vega, will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with weekly walkthroughs to ensure that differentiation and setting high standards for all students shared during the professional learning sessions are evident during instruction.

**Action Step #2**

Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns leading and modeling explicit instruction that addresses student needs. Strategies can include appropriate scaffolding, think-alouds, and student questioning.

**Person Monitoring:**

Yesenia Santos-Urena--ASSISTANT PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

Yesenia Santos-Urena 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. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed.

**Action Step #3**

Teachers will consistently develop lesson plans that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

**Person Monitoring:**

Gloria Vega--PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

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.

**Area of Focus #2**

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

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

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

---

Based on the 2024 Algebra 1 EOC data, 73% of eighth-grade students achieved proficiency at Level 3 or higher, surpassing the state average of 50% and the district average of 54%. Despite this higher proficiency rate, the Algebra I EOC component for Middle School Acceleration could still be improved. Considering the data and the identified contributing factors—such as student attendance, challenges with abstract thinking in solving algebraic problems, and the presence of a novice teacher in the subject—we will implement targeted math interventions.

### **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.

---

Based on the 2024 Algebra 1 EOC data, 73% of eighth-grade students achieved proficiency at Level 3 or higher, surpassing the state average of 50% and the district average of 54%. Despite this higher proficiency rate, the Algebra I EOC component for Middle School Acceleration could still be improved. Considering the data and the identified contributing factors—such as student attendance, challenges with abstract thinking in solving algebraic problems, and the presence of a novice teacher in the subject—we will implement targeted math interventions.

To address these challenges, the leadership team will engage in weekly joint planning sessions and conduct focused walkthroughs to ensure adherence to varied teaching approaches. Precise feedback will be provided weekly, leading to necessary adjustments in instructional planning. The administrative team will collaborate with educators to devise strategies using progress tracking information to establish clear remedial teaching. Observational data collection and specific input will guide planning and teaching refinements. Biweekly evaluations of progress tracking assessments and outcome reviews will be used to monitor advancements and gauge the effectiveness of instructional strategies and planning.

### **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 real-time data, and follow up with regular walkthroughs to ensure that differentiation and high standards shared during professional learning sessions are evident in instruction. Monthly data analysis of formative assessments will be conducted during Leadership Team meetings to observe student progress and ensure growth on remediated standards.

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



Yesenia Santos-Urena--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:**

In the area of Math (Algebra), our school will implement the evidence-based intervention of Data-Driven Instruction. This approach will help the Algebra teacher identify and reteach standards where students need improvement. By using relevant, recent, and aligned data, teachers can plan lessons tailored to students' needs. As new data becomes available, teachers will continuously adjust their instruction, plans, and delivery to ensure optimal learning outcomes.

**Rationale:**

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**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**

Initial Data chat of incoming 8th grade students 2023-2024 PM3 Math scores.

**Person Monitoring:**

Yesenia Santos-Urena--ASSISTANT PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

An opening of school data chat with Mr. Antich, administration, and the school counselor will be held to review the assessment data of currently enrolled students. As a result, Mr. Antich will have a better understanding of the students' data to best support their learning.

**Action Step #2**

Data Chats analyzing student progress--Performance matters (Topic Assessments/Interim)

**Person Monitoring:**

Yesenia Santos-Urena--ASSISTANT PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

Mr. Antich will hold data chats with administration after topic assessments to inform and analyze

student progress. As a result, the administration and Mr. Antich will be able to disaggregate students' data to monitor progress and target standards requiring reteaching.

### **Action Step #3**

Student/Teacher Data Chats.

#### **Person Monitoring:**

Michael Antich--MIDDLE GRADE-MATH

#### **By When/Frequency:**

September 27, 2024

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

Mr. Antich will hold data chats with students to review their 2024 math data and topic assessment data. As a result, students will be informed of their progress towards meeting Algebra standards.

### **Area of Focus #3**

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

#### **Instructional Practice specifically relating to Benchmark-aligned instruction**

##### **Area of Focus Description and Rationale**

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

---

Based on the 2023-2024 FAST MATH PM3 data, 3rd grade students achieved a performance level of 55%, which is below the district average of 65% and the state average of 60%. Similarly, 6th grade students performed at 54%, compared to the district average of 60% and the state average of 56%. The identified contributing factors include the presence of new teachers in core classes and a lack of explicit instructional delivery, which hindered students' ability to master grade-level tasks and lesson plans. To address these issues, we will implement targeted, benchmark-aligned instruction.

##### **Measurable Outcome**

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

---

Based on the 2023-2024 FAST MATH PM3 data, 3rd grade students achieved a performance level of 55%, which is below the district average of 65% and the state average of 60%. Similarly, 6th grade students performed at 54%, compared to the district average of 60% and the state average of 56%. The identified contributing factors include the presence of new teachers in core classes and a lack of explicit instructional delivery, which hindered students' ability to master grade-level tasks and lesson plans. To address these issues, we will implement targeted, benchmark-aligned instruction.

To tackle these challenges, the leadership team will implement The Gradual Release of Responsibilities Model (GRRM) in Math specifically targeting 3rd and 6th grade students. The leadership team will also engage in weekly joint planning sessions and conduct focused walkthroughs to ensure diverse teaching methods are implemented. Precise feedback will be provided weekly to



facilitate necessary adjustments in instructional planning. The administrative team will collaborate with educators to develop strategies using progress tracking data to establish clear remedial teaching plans. Observational data collection and specific feedback will guide the refinement of planning and teaching. Biweekly evaluations of progress tracking assessments and outcome reviews will monitor advancements and assess the effectiveness of instructional strategies and planning.

### **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, during collaborative planning sessions, teachers will develop accessible lesson plans that explicitly incorporate the Gradual Release of Responsibility Model (GRRM) for the “I do, We do, They do, You do” framework, as well as independent practice for math. Administrators will follow up with regular walkthroughs to ensure that high standards shared during professional learning sessions are evident in instruction and that teachers are adhering to the GRRM during whole group instruction for math.

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

Yesenia Santos-Urena--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:**

In the area of Math, specifically FAST MATH grades 3 and 5, our school will implement the evidence-based intervention of Gradual Release of Responsibilities Model (GRRM), a structured pedagogical approach that begins with explicit instruction in Math. By using the Gradual Release of Responsibility Model teachers will be able to provide explicit instruction aligned to state benchmarks and provide students opportunities to practice and master new skills.

#### **Rationale:**

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

#### **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**

Initial data chat on the 2023-2024 PM3 Math scores for incoming 3rd and 6th grade students.

**Person Monitoring:**

Yesenia Santos-Urena--Assistant Principal

**By When/Frequency:**

September 27, 2024

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

An opening of school data chat will be held with the 3rd and 6th grade Math teachers, the administration, and the school counselor to review the assessment data of currently enrolled students. This meeting will ensure that Mrs. Barrios-Quinto and Mrs. Morales gain a better understanding of the students' data, enabling them to provide more effective support for their learning.

**Action Step #2**

Data Chats analyzing student progress--FAST PM1

**Person Monitoring:**

Yesenia Santos-Urena--Assistant Principal

**By When/Frequency:**

September 27, 2024

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

The 3rd and 6th grade Math teachers will conduct data chats with the administration following the completion of the FAST MATH PM1 assessment to review and analyze student progress. They will analyze assessment items to see which questions students struggled with the most, helping to pinpoint specific areas that need reteaching. This collaboration will enable the administration, Mrs. Morales and Mrs. Barrios-Quinto to disaggregate student data, monitor progress, and identify standards that need reteaching.

**Action Step #3**

Student/Teacher Data Chat

**Person Monitoring:**

Yesenia Santos-Urena--Assistant Principal

**By When/Frequency:**

September 27, 2024

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

The 3rd and 6th grade Math teacher will hold data chats with students to review their 2024 math data and topic assessment data. As a result, students will be informed of their progress towards meeting Algebra standards.

**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 2023-2024 School Disciplinary Data, 4% of 2nd and 3rd graders received one referral and an additional 2% of 2nd graders received 2 or more referral during the school year. Based on this data and the identified contributing factors, we will implement the Positive Behavior and Intervention System (PBIS) with a focus on support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.*

### **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 Positive Behavior and Intervention System (PBIS) with a focus on support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments, there will be a reduction of referrals within the 2nd and 3rd grade level.*

### **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, specifically Mrs. Jessica Abreu, will closely monitor the incidents and consistently reviewing data, to gauge the impact of their Positive Behavioral Interventions and Supports (PBIS) efforts. This ongoing evaluation will inform decisions about refining the curriculum and strategies, ensuring that the desired outcomes are actively pursued. By making necessary adjustments, they aim to create a safer and more supportive environment for students.

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

Silvia Roman--SPED-BEHAVIOR MANAGEMENT

### **Evidence-based Intervention:**

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

### **Description of Intervention #1:**

Within the Area of Focus in Positive Culture and Environment, our school will focus on Positive Behavioral Interventions and Supports (PBIS). Positive Behavioral Interventions and Supports (PBIS)

is an evidence-based framework aimed at enhancing students' behavioral, social, emotional, and academic outcomes. It focuses on creating positive, predictable, and safe learning environments where all students can thrive.

**Rationale:**

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

**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**

Reinforce positive behavior

**Person Monitoring:**

Silvia Roman--SPED-BEHAVIOR MANAGEMENT

**By When/Frequency:**

September 27, 2024

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

To encourage positive behaviors among students, Mrs. Roman will implement a system of rewards and recognition, such as incentives to reinforce desired behaviors consistently. By acknowledging and rewarding positive actions, students are more likely to repeat these behaviors, contributing to a supportive and encouraging school environment.

**Action Step #2**

Observation and Walkthroughs

**Person Monitoring:**

Yesenia Santos-Urena--ASSISTANT PRINCIPAL

**By When/Frequency:**

September 27, 2024

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

To ensure PBS strategies are being implemented consistently, the leadership team will conduct regular observations in both classroom and non-classroom settings. Additionally, the leadership team will provide feedback and support to staff as needed to help them effectively apply these strategies.

**Action Step #3**

Ongoing Training and Support

**Person Monitoring:**

Yesenia Santos-Urena

**By When/Frequency:**

September 27, 2024

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

To ensure PBS strategies are being implemented with fidelity, the leadership team will offer support and provide continuous professional development to staff.

## 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.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### 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))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

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No Answer Entered

#### Professional Learning and Other Activities

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

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered



## VII. Budget to Support Areas of Focus

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