

Miami-Dade County Public Schools

PALM SPRINGS ELEMENTARY SCHOOL



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:

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

The faculty and staff of Palm Springs Elementary School believes that all students can become participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them with a variety of valuable learning experiences and the tools necessary to become independent, critical thinkers and life-long learners.

Provide the school's vision statement

Palm Springs Elementary will foster an educational setting which meets the academic and social needs of all students in a safe and accepting environment.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Luis A. Bello

Position Title

Principal

Job Duties and Responsibilities

The principal is the instructional leader of the school who imparts the collective vision and mission to all stakeholders and oversees all aspects of day-to-day operations. He allocates and manages resources, focuses on student learning, professional growth, and continuous improvement which is aligned to the school's and District's goals.

Leadership Team Member #2

Employee's Name

Patricia Horta

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal as an instructional leader, imparts the school's collective vision and mission to all stakeholders, provides equity and access to curriculum and support services, monitors systems and structures which impact school culture and safety, and manages school personnel.

Leadership Team Member #3

Employee's Name

TBA

Position Title

Counselor

Job Duties and Responsibilities

The guidance counselor supports students by providing counseling and guidance services to students based on early warning indicators criteria; social, emotional, behavioral or academic barriers inhibiting student success/ progress; coordinates referrals to community resources, support groups and social service agencies, as appropriate.

Leadership Team Member #4

Employee's Name

Elisa Toledo-Resende

Position Title

Instructional Coach - Reading/English Language Arts

Job Duties and Responsibilities

The reading coach supports the school's vision and mission by working with teachers in all aspects of English Language Arts curriculum and instruction. The reading coach leads implementation of research-based and evidence-based practices, facilitates coaching cycles of support, builds capacity for professional growth of highly effective educators in a collaborative and collegial environment, and monitors student progress through ongoing data analysis, to ensure that all students receive high quality literacy instruction. The reading coach also helps students by ensuring they receive the supports they need to be successful independent readers and writers.

Leadership Team Member #5

Employee's Name

Anneris Rivera

Position Title

Instructional Media

Job Duties and Responsibilities

The media specialist works cooperatively with staff, students, families, and the community in order to address the educational needs of learners and implement a program that integrates and embeds 21st century skills through a visionary school library media program. The media specialist maintains a diverse and current media (electronic and print) collection and facilitates student and staff use of the media center resources. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families and continual program evaluation and development.

Leadership Team Member #6

Employee's Name

Maritza Salazar

Position Title

S.T.E.A.M. Liaison

Job Duties and Responsibilities

The S.T.E.A.M. liaison assists with delivering STEAM lessons, submits documentation for STEAM certification, conducts bi-weekly science labs, attends science/math ICADS professional development, secures partnerships between the community and the school, and registers students for Science Fair and Competitions related to STEAM.

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.

Community leaders, parents, students, and school staff are all represented by members of the ESSAC committee. All staff members are welcome to attend the monthly meetings which are held in open session. By including all stakeholders, input and feedback are sought from all participants. In this way, decisions are most likely to be based on the needs and interests of the community and provide various viewpoints and innovative ideas.

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))

In order to monitor effectiveness of implementation, the school will:

- Monitor academic performance (based on identified benchmark progress monitoring measures)
- Evaluate the implementation of identified strategies, programs, or interventions
- Reflect, reassess and adjust, if needed, the planned improvement strategies
- Implement revised strategies, as needed

The school will accomplish this by reviewing data from baseline assessments (including Star Early Literacy/Reading/Math PM1, F.A.S.T. Reading/Math PM1, District/CCRP Science), core curriculum ELA Progress Monitoring Assessments (McGraw-Hill Reading Wonders), core curriculum Math and Science Topic Tests, Mid-Year Assessments (including Star Early Literacy/Reading/Math PM2, F.A.S.T. Reading/Math PM2, District/CCRP Science) and i-Ready assessments (Reading and Math AP1 and AP2 Diagnostics, Growth Monitoring) using the Renaissance, Cambium F.A.S.T. Portal and i-Ready platforms as well as Performance Matters and Power BI. Data chats will be conducted at testing intervals. Grade-level meetings will be conducted to obtain teacher feedback of effectiveness of strategies.

The leadership team will monitor the implementation of SIP goals which are aimed at increasing achievement and closing the achievement gap.

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	NO
2023-24 MINORITY RATE	98.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20: 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	3	13	11	7	5				39
One or more suspensions	0	0	0	0	3	0				3
Course failure in English Language Arts (ELA)			1	15	3	3				22
Course failure in Math			11	16	7	0				34
Level 1 on statewide ELA assessment				14	13	17				44
Level 1 on statewide Math assessment				8	16	20				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		18	29	49						96
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	5	16	14					43

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	7	11	33	25	20				96

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				16						16
Students retained two or more times										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	18	18	8	6	6	3				59
One or more suspensions										0
Course failure in ELA		1	19	17	4	3				44
Course failure in Math		3	14	22	2	3				44
Level 1 on statewide ELA assessment				53	30	36				119
Level 1 on statewide Math assessment				39	23	18				80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	35	32	42	65						252

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	9	45	19	16				91

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				16						16
Students retained two or more times										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 *	52	63	57	52	60	53	60	62	56
ELA Grade 3 Achievement **	40	63	58	33	60	53			
ELA Learning Gains	65	64	60				70		
ELA Learning Gains Lowest 25%	67	62	57				67		
Math Achievement *	51	69	62	54	66	59	58	58	50
Math Learning Gains	63	65	62				81		
Math Learning Gains Lowest 25%	73	58	52				62		
Science Achievement *	60	61	57	58	58	54	61	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	68	64	61	48	63	59	65		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	539
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
60%	53%	66%	43%		59%	62%

* 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	54%	No		
English Language Learners	59%	No		
Hispanic Students	61%	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	38%	Yes	1	
English Language Learners	48%	No		
Hispanic Students	54%	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%
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Economically Disadvantaged Students

49%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

43%

No

English Language Learners

65%

No

Native American Students

Asian Students

Black/African American Students

27%

Yes

3

1

Hispanic Students

69%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	40%	65%	67%	51%	63%	73%	60%					68%
Students With Disabilities	30%	33%	57%	92%	36%	62%	81%	47%					50%
English Language Learners	48%	40%	65%	65%	49%	66%	72%	61%					68%
Hispanic Students	53%	42%	65%	67%	53%	63%	74%	61%					68%
Economically Disadvantaged Students	51%	34%	71%	65%	47%	63%	68%	60%					68%

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	52%	33%			54%			58%					48%
Students With Disabilities	31%	7%			34%			60%					58%
English Language Learners	44%	19%			51%			60%					68%
Hispanic Students	52%	33%			55%			59%					69%
Economically Disadvantaged Students	48%	27%			53%			55%					63%

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	60%		70%	67%	58%	81%	62%	61%					65%
Students With Disabilities	25%		56%	58%	25%	56%	47%	22%					57%
English Language Learners	55%		69%	70%	54%	81%	68%	58%					65%
Native American Students													
Asian Students													
Black/African American Students	18%				36%								
Hispanic Students	63%		72%	74%	60%	82%	70%	66%					65%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	59%		70%	65%	57%	79%	62%	58%					65%

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	33%	56%	-23%	55%	-22%
Ela	4	35%	55%	-20%	53%	-18%
Ela	5	51%	56%	-5%	55%	-4%
Math	3	40%	65%	-25%	60%	-20%
Math	4	45%	62%	-17%	58%	-13%
Math	5	52%	59%	-7%	56%	-4%
Science	5	48%	53%	-5%	53%	-5%

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?

Utilizing data reports inclusive of ALL students (ELL1 newcomers & ESE), the greatest improvement in ELA was in 2nd grade.

ELA SAME GRADE LEVEL COMPARISON data at-a-glance:

2nd grade 2023=29% 2024=45% Increased proficiency by 16% pts.

3rd grade 2023=27% 2024=33% Increased proficiency by 6% pts.

*3rd grade DECREASED Achievement Level 1s by 5% 2023=42% 2024=37%

** ALL 3rd grade formerly retained students passed the Grade 3 F.A.S.T. Reading PM3 with an Achievement Level 2 or higher (AL2=6, AL3=6).

All other grade levels decreased proficiency.

ELA SAME STUDENT POPULATION COMPARISON data at-a-glance:

Grade 3 (2023=26%) to Grade 4 (2024=35%) Increased proficiency by 9% pts.

Grade 4 (2023=43%) to Grade 5 (2024=51%) Increased proficiency by 8% pts.

Grade 2 (2023=29%) to Grade 3 (2024=33%) ***Increased proficiency by 4% pts.***

Kindergarten (2023=42%) to Grade 1 (2024=43%) Increased proficiency by 1% pt.

***** NOTE: Grade 2 is evaluated using a different assessment and proficiency is measured at a different % accuracy threshold. This comparison was included, however, as a comparison of performance expectation each year.**

Lowest Performance

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

Utilizing data reports inclusive of ALL students (ELL1 newcomers, ESE), 3rd grade had the lowest F.A.S.T. ELA PM3 proficiency at 33%.

(PM1 proficiency was also the lowest of the grade levels at 5%).

Other ELA PM3 data at-a-glance:

- 4th grade = 35%**
- Kindergarten = 41%**
- 1st grade = 43%**
- 2nd grade = 45%**
- 5th grade = 51%**

Greatest Decline

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

Utilizing data reports inclusive of ALL students (ELL1 newcomers, ESE), the greatest decline in ELA was in 4th grade.

ELA SAME GRADE LEVEL COMPARISON data at-a-glance:

4th grade	2023=50%	2024=35%	Decline of 15% pts.
5th grade	2023=60%	2024=51%	Decline of 9% pts.
1st grade	2023=48%	2024=43%	Decline of 5% pts.
Kindergarten	2023=42%	2024=41%	Decline of 1% pts.

All others increased proficiency.

ELA SAME STUDENT POPULATION COMPARISON at-a-glance:

Grade 1 (2023=48%) to Grade 2 (2024=45%) Decline of 3% pts.

All others increased proficiency.

Greatest Gap

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

The greatest ELA gap was evident in 3rd grade.

F.A.S.T. ELA PM3 data from the flfast.org portal reflects the following:

Grade 3	School=33%	State=55%
Grade 4	School=35%	State=53%
Grade 5	School=51%	State=55%

EWS Areas of Concern

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

Attendance

2023= 24% of school population had 15 or more absences
Profile/Student Attendance Report

Source: Power BI 2022-2023 School

2024= 28% of school population had 15 or more absences
Absence Report

Source: Power BI 2023-2024

Achievement Level 1 on the F.A.S.T.

ELA: Grade 3 = 37%, Grade 4 = 40%, Grade 5 = 32%

Math: Grade 3 = 29%, Grade 4 = 39%, Grade 5 = 15%

Highest Priorities

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

1. ELA proficiency K-5

K-2: instructional block driven by implementation of 8 Science of Reading engaging high impact literacy routines with built-in cumulative review + bite-sized PDs to strengthen Foundational Reading Skills and Language Comprehension.

[SoR Routines = Phonemic Awareness, Blending, HFW, Dictation, Decodable text, Word Awareness, Comprehension, Connecting Reading to Writing];

3-5: Science of Reading Language Comprehension strand support in Reading & Writing (Scarborough's Reading Rope) + Strategic grouping/class placement of ELL1 & ESE;

(10 min. "of-the-day" opening routines focused on needed skills including figurative language words/phrases, morphology, syllabication [as needed], quotes for critical thinking & quick writes)

2. Wide reading in ALL core classes for the purpose of building background knowledge (content) and vocabulary on a variety of topics, increasing exposure to B.E.S.T. complex

texts in the form of read-alouds (which double as mentor texts for writing) and increasing stamina through independent reading initiatives.

3. Math proficiency

4. Science proficiency & increased Social Studies content across grade levels and disciplines

5. Attendance (absences, late arrivals, early departures)

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.

The Florida Department of Education's (FDOE) Reading Achievement Initiative for Scholastic Excellence (RAISE) program identifies schools

- where at least 50% of students in grades K–3 are not on track to pass the grade 3 ELA assessment.
- with students in grades 3–5 where at least 50% of students score below a level 3 on the statewide English Language Arts (ELA) assessment.

Data Points:

K-2

According to the FDOE Report based on the most recent 2024 Star Early Literacy (K) and Star Reading (1-2) statewide, standardized ELA assessments,

- 53% of our school's currently enrolled 1st grade students (former Kindergarten 2023-2024) scored below 40% proficiency
- 58% of our school's currently enrolled 2nd grade students (former 1st grade 2023-2024) scored below 40% proficiency

This data indicates that these students are not on track for reading proficiency by 3rd grade and are in critical need of support, as tier 2 and 3 students who are reading one or more grade levels below.

3-5

According to the FDOE Report based on the most recent 2024 F.A.S.T. Reading PM3 statewide, standardized ELA assessments,

- 65% of our currently enrolled 4th grade students (former 3rd grade 2023-2024) scored below Achievement Level 3 reading proficiency
- 60% of our currently enrolled 5th grade students (former 4th grade 2023-2024) scored below Achievement Level 3 reading proficiency

This data indicates that these students are not demonstrating reading proficiency and are in critical

need of support, as tier 2 and 3 students who are reading one or more grade levels below.

It is important to note that 51% of our currently enrolled 3rd graders (former 2nd grade 2023-2024) are on track to reading proficiency, which means that this is the only current population of students at our school which does not represent an underperforming majority.

Contributing factor/Evidence:

According to information gathered during classroom walkthrough observations last school year, the leadership team noticed that teacher talk dominated classroom instruction and many student work products mirrored teacher models. This meant that students were being provided extended support during instruction, leading to fewer opportunities to practice and apply what they were learning independently for mastery.

Based on review of the data and identified contributing factor, we will implement the Gradual Release Model of Responsibility (GRRM) in grades K-5.

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

Based on the data, contributing factors and evidence, the instructional practice to be implemented with R.A.I.S.E. (K-2 Reading/ELA) is the Gradual Release of Responsibilities Model (GRRM).

The GRRM will provide a best practice structure with which teachers purposefully and gradually shift the cognitive work to the student from focused instruction with clear explanations and model demonstrations of the instructional target ("I do"), to strategic guided practice and feedback between teacher and students ("We do"), to gradually releasing students to practice the new skill together collaboratively ("They do"), to requiring students to demonstrate mastery of the learning target independently through repeated application and practice ("You do"). If students are provided with multiple opportunities for independent practice after explicit and guided instruction and given timely, corrective feedback from the teacher, it will positively impact students' focus, foster independence and improve performance.

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

Based on the data, contributing factors and evidence, the instructional practice to be implemented, with R.A.I.S.E. (Gr. 3-5 Reading/ELA) is the Gradual Release of Responsibilities Model (GRRM).

The GRRM will provide a best practice structure with which teachers purposefully and gradually shift the cognitive work to the student from focused instruction with clear explanations and model

demonstrations of the instructional target ("I do"), to strategic guided practice and feedback between teacher and students ("We do"), to gradually releasing students to practice the new skill together collaboratively ("They do"), to requiring students to demonstrate mastery of the learning target independently through repeated application and practice ("You do"). Consistent implementation of all phases while providing students multiple opportunities for independent practice with timely, corrective feedback from the teacher, will positively impact students' focus, foster independence and improve performance.

Grades K-2: Measurable Outcome(s)

With the implementation of the Gradual Release of Responsibilities Model (GRRM) in K-2, the following measurable outcomes will be evident on the Star Early Literacy and Star Reading statewide ELA PM3 Assessments:

An additional 4% of current Kindergarten students will place "At/Above Benchmark," as compared to the Kindergarteners during 2023-2024 (47%).

An additional 9% of current 1st grade students will place "At/Above Benchmark," as compared to the 1st graders during 2023-2024 (42%).

An additional 9% of current 2nd grade students will place "At/Above Benchmark," as compared to overall proficiency of the same students when they were in 1st grade during 2023-2024 (42%).

At/Above benchmark is the pre-established cut-score placement level corresponding to a percentile rank of 40% or higher.

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the early grades (K-2), and reduce the achievement gap.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Gradual Release of Responsibilities Model (GRRM) in grades 3-5, the following measurable outcomes will be evident on the Florida's Assessment of Student Thinking (F.A.S.T.) Reading statewide PM3 ELA Assessments:

An additional 16% of current 3rd graders will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to 3rd graders during 2023-2024 (35%).

An additional 11% of current 4th graders will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to 4th graders during 2023-2024 (40%).

An additional 11% of current 5th graders will demonstrate proficiency by scoring Achievement Level 3

or above, as compared to overall proficiency of the same students when they were in 4th grade during 2023-2024 (40%). [Note: former 5th grade proficiency during 2023-2024 was 53%.]

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the intermediate grades 3-5, and reduce the achievement gap.

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.

Ongoing School Leadership Team (SLT) walkthroughs will be conducted to observe evidence of the Gradual Release of Reading Responsibility Model (GRRM), which will focus on the following:

- Effective implementation of the GRRM during delivery of whole group and small group instruction ("I Do, We Do, They Do, You Do") within a lesson and/or over a series of lessons.
- Students being provided with multiple opportunities for independent practice (and cumulative review) of learned skills, coupled with timely feedback from the teacher
["I Do, We Do, They Do (with corrective feedback), You Do (with corrective feedback), You Do (with corrective feedback), You Do"]
- Small group instruction reflects use of current student performance data, which is differentiated for Tier 2 and Tier 3 students. based on ongoing progress monitoring measures including (but not limited to) i-Ready Reading Diagnostics (AP1 and AP2), F.A.S.T. Progress Monitoring (PM1 and PM2), Reading Horizons intervention data and McGraw-Hill Reading Wonders core curriculum Progress Monitoring Assessments.

The SLT will use corresponding data reports to monitor student performance monthly and ensure that students are demonstrating growth - especially for targeted Tier 2 and 3 students. Ongoing data chats with teachers will be conducted in real time, along with follow-up walkthroughs and collaborative planning to ensure that students' needs are informing lessons, and that high quality instruction and independent practice are being provided with appropriate differentiation, scaffolding and rigor. Job-embedded professional development and continuous coaching will be provided, as needed. Additional support will be provided to students not progressing adequately.

Person responsible for monitoring outcome

Luis A. Bello, 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:

Within the targeted instructional practice of the Gradual Release of Responsibility Model, data-driven instruction will be implemented as our focus evidence-based intervention strategy. Data-driven instruction is a systematic approach which relies on the teacher's use of student performance data to inform instructional planning and delivery. This approach of instruction uses assessment, analysis, and actions to meet students' needs. When aligned with curriculum standards and the gradual release of responsibility model, student outcomes can be significantly improved and positively impact student achievement. Report data from F.A.S.T. Reading assessments (including Star), i-Ready and McGraw-Hill Reading Wonders progress monitoring tests will be utilized to BOTH drive instructional planning AND monitor student progress. Additional evidence-based instructional strategies including Before-During-and After (BDA) reading strategies, think-alouds, annotating text, anchor charts, and accountable talk, also work hand-in-hand to support GRRM instruction.

Rationale:

Data-driven instruction ensures that teachers use ongoing data to realign whole group and small group instruction. Data-driven lessons strategically target and meet students' individual needs in real time - which is especially critical for those who are reading one or more grade levels below (Tier 2 or Tier 3). Hard data drives instructional planning and helps monitor progress. Soft data provides comprehensive insight. This practice allows teachers to make immediate adjustments to instruction, in order to maximize growth and continuously improve student learning. Together, the targeted element of GRRM with the evidence-based strategy of data-driven instruction, increases the potential to greatly narrow achievement gaps.

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

Implement the gradual release of responsibilities model (GRRM)

Person Monitoring:

Luis A. Bello, Principal; Patricia Horta, Assistant Principal; and Elisa Toledo-Resende, Reading Coach

By When/Frequency:

Ongoing

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

Implement the gradual release of responsibilities model (GRRM). Literacy Leadership: Ensures a daily, uninterrupted 90-minute block of time for reading instruction and 30 minutes for language arts plus 2.5 hours a week (or more) of intervention for targeted Tier 2 and 3 students during the school day. Literacy Coaching: Provide teachers with opportunities to - observe gradual release of responsibility models in the reading classroom, highlighting effective practices during teacher

responsibility components (focused and guided instruction/"I do," "We do") and student responsibility components (collaborative and independent practice application/"They do," "You do"), and/or - receive coaching from an instructional leader or other highly effective mentor teacher. Assessment: During each instructional cycle, opportunities to learn and apply the targeted and stacked/integrated skills and strategies, are provided at varying levels of support through the gradual release model. After instruction, reading assessments are administered. Student performance will be analyzed to determine what learning gaps exist for subsequent targeted instruction, scaffolding or remediation. Professional Learning: Schedule and/or provide training opportunities for teachers who would like support with the GRRM structures in the reading classroom through in-person, virtual, and live trainings or on-demand webinars or videos. In addition to implementation of the GRRM during whole group grade level instruction, extra support can be provided through differentiated instruction in small groups during the core ELA block, Tier 2 and 3 intervention for less-proficient students outside the ELA block, and extended learning opportunities before and/or after-school, to ensure support for all learners. During these times, previously taught skills can be retaught, current skills can be scaffolded, and essential skills can be targeted by providing lessons to meet ongoing individual or small group needs, as evident according to historical, formative, or ongoing progress monitoring assessment data.

Action Step #2

Utilize data-driven instruction to meet students' needs

Person Monitoring:

Luis A. Bello, Principal; Patricia Horta, Assistant Principal; and Elisa Toledo-Resende, Reading Coach

By When/Frequency:

Ongoing

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

Utilize data-driven decisions to align strategies and resources with individual student needs to support instruction, learning and accelerate growth. Literacy Leadership: Utilize Performance Matters and Power BI data management platforms to identify Tier 2 (one grade level below) and Tier 3 (2 grade levels or more below) students, based on overall performance on Star Early Literacy, Star Reading, F.A.S.T. Reading and i-Ready Reading Diagnostic Assessments. Analyze assessment data reports (Star Early Literacy, Star Reading, F.A.S.T. Reading and i-Ready Reading Diagnostics) and conduct data chats accordingly (administration/teacher/reading coach and teacher/student). Literacy Coaching: Utilize collaborative planning sessions to discuss ongoing data, identify specific areas in need of improvement, and plan subsequent, targeted, B.E.S.T. standards-aligned teacher-led instruction to small groups of identified students. Align strategies and resources with individual student needs to support learning and accelerate growth. Assessment: After each reading/ELA test administration, participate in ongoing data chats and protocols to monitor student progress, make data-driven decisions, and take appropriate action, utilizing current reports from Renaissance, the Cambium FAST portal and i-Ready. Professional Learning: Provide follow-up opportunities/experiences after training/implementation of newly gained knowledge, to ensure understanding.

Action Step #3

Collaborative planning

Person Monitoring:

Luis A. Bello, Principal; Patricia Horta, Assistant Principal; and Elisa Toledo-Resende, Reading Coach

By When/Frequency:

Ongoing

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

Literacy Leadership: Ensures a 60-minute time frame for collaborative planning between teachers which share the same grade level subject and/or students. Literacy Coaching: Collaborative planning sessions will be utilized to plan B.E.S.T. standards-aligned instruction, guided by the literacy coach. Strategies and resources to support individual student needs and accelerate growth will also be discussed. Assessment: After each reading/ELA test administration, teachers will participate in ongoing data chats and protocols to monitor student progress, make data-driven decisions, and plan differentiated lessons. Professional Learning: Provide training opportunities/experiences to ensure understanding of the B.E.S.T. state standards and the evidence-based instructional practices which support mastery.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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 Mathematics Area of Focus is math fact automaticity, with emphasis on addition and multiplication accuracy. An increase in fluency has the potential to positively impact achievement outcomes in several F.A.S.T. reporting categories which currently indicate a substantial mathematics deficiency of 20% or less.

Results of the 2024 F.A.S.T. Mathematics PM3 assessment indicate that 3rd grade students demonstrated 20% proficiency in number sense and additive reasoning while 4th grade students demonstrated 16% proficiency in number sense and operations with whole numbers and 19% proficiency in number sense and operations with fractions and decimals reporting categories.

As a result of the 2024 data and lack of fact fluency as a contributing factor, differentiated instruction will be implemented as an evidence-based intervention.

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 implementation of differentiated instruction during the mathematics block, Kindergarten through 5th grade students will demonstrate a proficiency rate of 65% or better in each grade level on the summative 2025 mathematics state assessments, including the Star Mathematics (K-2) and F.A.S.T. Mathematics (3-5) PM3 assessments, as compared to the proficiency rate of the same grade levels and the same students in 2024.

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.

Students will develop automaticity of essential math facts during differentiated instruction (DI). During the teacher-led component of DI, teachers will re-teach or reinforce skills through a predictable mini-lesson structure which includes real-world applications and/or teacher- or student-created exemplars integrating the applied skill. During the independent application component of DI, students will use i-Ready's Fluency Flight to develop fluency of addition and multiplication facts through digital games. Students will engage in the program at least two times per week, for about eight minutes per login.

Person responsible for monitoring outcome

Teacher

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:

Teachers will implement differentiated instruction (DI), at least 2 times per week, through personalized teacher-led interactions (small groups or 1:1) and/or i-Ready's Fluency Flight.

Rationale:

Teachers can provide opportunities for student accountability of engagement during DI. Opportunities will be provided for students to check their work and for teachers to check if students have grasped the concept.

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

Conduct effective collaborative planning sessions, including review of Topic Assessments and groups

Person Monitoring:

Administration, Grade Level chairs, Math teachers

By When/Frequency:

Once a month

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

August 12-September 27, 2024 (Quarter 1): After ICADS, content academies, and topic assessments, grade level Math teachers will meet to discuss student progress and adjust instruction as needed.

Action Step #2

Provide professional developments/workshops on a quarterly basis. Teachers in all grade levels will alternate to attend District Content Academies. The Math Liaison will attend Math ICADS.

Person Monitoring:

Administration

By When/Frequency:

Quarterly

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

August 12-September 27, 2024 (Quarter 1): Teachers will be informed about Math Content Academies. Teachers from grades Kindergarten through fifth grade will have the opportunity to attend Professional Development sessions in order to be updated with new Math best practices and how to utilize resources.

Action Step #3

Implement differentiated instruction (DI)

Person Monitoring:

Administration

By When/Frequency:

Biweekly

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

August 12-September 27, 2024 (Quarter 1): Teachers will implement differentiated instruction (DI) with fidelity, at least twice weekly, through teacher-led small group instruction and/or use of i-Ready's Fluency Flight program. As a result, students will achieve greater automaticity with math facts which will transfer to real world applications.

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.

Data Points, Contributing Factors and Evidence Review:

According to summative data from the 2024 F.A.S.T. PM3 statewide assessments, "Reading Across Genres & Vocabulary" is an underperforming area of proficiency. Three of this reporting category's five subcomponents are comprised of vocabulary-related benchmarks which include context and connotation, interpreting figurative language, and morphology. With only 12% of our students demonstrating proficiency in this reporting category made up heavily of vocabulary components, this becomes an area of instructional need. When compared to District (30%) and State (29%) performance, it becomes another indicator that our students are not performing at the rate of their peers. Furthermore, with a high population of English Language Learners across grade levels on campus, it becomes an elevated higher priority.

Priority and Targeted Element:

Based on the performance data corresponding to the 2024 F.A.S.T. Reading PM3 state assessments, we will implement benchmark-aligned instruction, with emphasis on academic vocabulary, to increase achievement in this area. It is a common area for improvement among all demographic subgroups.

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 implementation of explicit and systematic routines for developing vocabulary, students in grades K-5 will increase proficiency by 10 percentage points or more in ELA, Math and Science, as indicated on the 2025 Florida Assessment of Student Thinking (F.A.S.T.) PM3 assessments, 2025 Star Assessments and 2025 Statewide Science Assessment.

Monitoring

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

The leadership team will analyze the effectiveness of our vocabulary-focused action steps by conducting regular literacy classroom walkthroughs across curriculum areas to measure their impact of instruction on student achievement. Post-walkthrough debriefings and feedback will be integral in this process to maximize effectiveness.

The leadership team will also conduct quarterly data chats to review McGraw-Hill Reading Wonders progress monitoring assessments and discuss student progress. i-Ready Reading diagnostic assessment data (AP1, AP2, AP3) will also be used to gauge progress over time, based on overall placement levels and performance specifically in the vocabulary and comprehension domains. Support for students will be ongoing, based on current data in real time, in order to meet learning needs and maximize achievement.

Person responsible for monitoring outcome

Luis A. Bello, 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:

Within the element of benchmark-aligned instruction, we will focus on the evidence-based practice of academic vocabulary instruction to positively impact outcomes for all students across grade levels and subgroups. Academic vocabulary is the language used in academic texts and dialogue, and it is

often not the same words that people use in everyday conversation.

Rationale:

Research shows that vocabulary is responsible for more than half of the factors that affect reading comprehension. During reading and learning, the brain searches for ways to make connections from content to what is personally relevant and meaningful. Students with a rich vocabulary can better understand new ideas, build connections, think more deeply, and express themselves more effectively.

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

Building background knowledge for wider vocabulary and deeper comprehension

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

August 12-September 27, 2024 (Quarter 1): Build background knowledge in ways such as taking virtual field trips, providing sensory experiences, integrating content knowledge using B.E.S.T. Literature Library texts and civic literacy titles, text sets, picture books, facts/statistics and videos/multimedia. As a result of implementing activities which intentionally build background knowledge, students will develop a wider vocabulary and better comprehend what they read.

Action Step #2

Expand and deepen word knowledge through morphology and other word work activities

Person Monitoring:

Luis A. Bello

By When/Frequency:

Ongoing

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

August 12-September 27, 2024 (Quarter 1): Engage in activities to deepen and expand knowledge of new words including work with word relationships (synonyms, antonyms, homonyms, homophones, analogies, word categories, and other word associations), figurative language, multiple meaning words, context clues, and word matrixes (affixes, roots, bases/other forms of a word). As a result, students will expand and deepen their word knowledge, make connections to related words and increase their understanding of how word structure contributes to meaning.

Action Step #3

Explicit instruction of critical vocabulary

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

August 12-September 27, 2024 (Quarter 1): Carefully select critical vocabulary for direct instruction using the B.E.S.T. standards and benchmarks, along with cultural considerations, to determine which words may be most challenging, according to their tiers (Tiers 1, 2 and 3). Include the use of cognates to bridge words in the English and Spanish languages. As a result of pre-teaching critical vocabulary, students will understand the meanings of words which are essential to understanding the main ideas and content in a lesson. The use of cognates will provide our Spanish-speaking English language learners a way to build their vocabulary with words that share similar meaning, spelling or pronunciation while gaining confidence in using them.

Action Step #4

Use of academic and content-specific vocabulary in real-life and cross-curricular contexts

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

August 12-September 27, 2024 (Quarter 1): Use academic vocabulary and content-specific vocabulary in real-life and cross-curricular contexts. Relate new vocabulary words to culturally relevant real-life contexts so that students may make meaningful connections to concepts being taught. Use student friendly definitions with examples and nonexamples, in order to deepen students' understanding of key vocabulary. Utilize academic and content-specific vocabulary throughout cross-curricular lessons during discussions, questioning, etc. so that students can understand their meaning in different contexts. As a result of providing culturally-relevant and cross-curricular contexts for carefully-selected critical vocabulary, students' will make connections, expand their vocabulary and achievement will increase.

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 Power BI Student Attendance Report for the 2023-2024 school year, 25% of our student population was absent more than 15 days as compared to 20% during the prior year. In addition, 27% of our student population was absent less than 6 days, which is 2 percentage points more than the District average, 5 percentage points more than the Tier 1 school average and an increase of 5 percentage points from our school attendance rate the prior year.

Based on our statistics and evidence review, a school wide attendance plan will be implemented to reduce the number of students with 16 or more absences. If students are not in school, they miss out on important learning. If this happens, then they are in jeopardy of falling behind, which will

subsequently impact their academic progress and performance.

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 implementation of a new school wide attendance plan, we will reduce the number of students with 15 or more absences by 10 percentage points from 25% in 2023-2024 to 15% in 2024-2025.

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.

To achieve the desired outcome:

- the daily attendance bulletin will be monitored and parent contact will be made.
- the Attendance Review Committee (ARC) will meet monthly to review attendance, truancy reports, communication logs, meeting logs, home visit logs, individual student attendance profiles, attendance contracts, etc.
- a monthly calendar with scheduled truancy meetings will be shared with teachers

Person responsible for monitoring outcome

Luis A. Bello, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy of Attendance Initiatives aims to reduce student absences across grade levels. These initiatives include a comprehensive school wide attendance plan in which student absences are closely tracked, monitored and reported. This plan incorporates proactive and reactive strategies to prevent chronic truancy and intervene before students risk academic setbacks. First and foremost, an attendance incentive program is created and implemented which rewards both individual students and classes for school attendance. The comprehensive attendance plan also targets students who develop a pattern of absences, tardies and/or early departures, and includes calls to parents, meetings with parents, home visits, counseling and referrals to outside agencies to address these concerns.

Rationale:

To ensure that students can achieve success to their fullest potential, it is critical that they attend school regularly and remain engaged in the learning process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance incentive program

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

Create and implement an attendance incentive program which rewards students for perfect attendance.

Action Step #2

Attendance intervention parent meetings

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

Require and implement meetings with parents of students who accrue 5 or more absences, tardies or early departures, per (9-week) grading period.

Action Step #3

Truancy intervention

Person Monitoring:

Luis A. Bello, Principal

By When/Frequency:

Ongoing

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

Implement regular home visits for students who exhibit excessive absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP will be disseminated to the school community via the following activities:

1. Yearly Title I school wide meeting
2. At every EESAC meeting the SIP will reviewed and discussed.
3. At faculty meetings, SIP is reviewed.
4. Via the school website - palmspringeses.org

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The SIP will be disseminated to the school community via the following activities:

1. Yearly Title I school wide meeting
2. Various family events including Reading Under the Stars, Science Fair Night, the PTA Fall Fair, and STEAM showcases.
3. Title I Parent Resource Center
4. Regularly scheduled informative parent meetings

palmspringeses.org

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))

Our school is committed to strengthening our academic program by focusing on the quality of instruction while providing a rich and rigorous curriculum aligned to the state standards. One of the ways we enhance instructional practices is through the ongoing professional development of teachers. This includes in-person and virtual trainings focused on effective teaching strategies with coaching and collaborative planning as ongoing supports. We also meet students' needs through differentiated instruction, engaging learning experiences, interventions and extended learning activities. This ensures that all students are provided with opportunities to grow and maximize their learning potential.

Part II of the School Improvement Plan focuses on the areas of the academic program. By setting clear goals, implementing evidence-based strategies and regularly assessing our progress, we provide students with an educational experience which prepares all students to excel academically and succeed in future endeavors.

How Plan is Developed

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

The School Improvement Plan is developed through a coordinated and integrated approach which aligns with Federal, state and local services, resources and programs. This comprehensive planning is accomplished with the collaboration of various stakeholders. It ensures that the academic program supports and complements other essential services. The academic program is responsive to the diverse needs of our students by leveraging a wide range of resources to foster their success.

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 ensures the provision of counseling, school-based mental health services, specialized support services, mentoring and other strategies to enhance students' skills outside of the academic program. The school counselor offers individual and group sessions to emotional and social needs. The school has a collaborative partnership with a mental health professional who provides on-campus services regularly. Specialized support services including speech and occupational therapy are provided. Social-emotional learning is integrated into the curriculum to teach empathy, self-awareness and relationship building.

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))

We prioritize preparation for and awareness of postsecondary opportunities and the workforce through foundational steps at the elementary level which can set the stage for future success. Through career days, guest speakers and field trips, there is an array of opportunities provided to students. Career-related themes are integrated into the curriculum as well as real-world applications in the various academic disciplines.

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)).

We implement a school wide tiered model to prevent and address problem behavior. We first discuss concerns with students. If behavior continues, we discuss with parents. If behavior persists, we implement a Behavior Improvement Plan. Should behavior persist, disciplinary action is taken according to the Code of Student Conduct.

Professional Learning and Other Activities

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

Professional learning and other activities are designed to improve instruction while also focusing on the recruitment of effective teachers, particularly in high need subjects. The School Leadership Team will use corresponding data reports to monitor student performance monthly and ensure that students are demonstrating growth - especially for targeted Tier 2 and 3 students. Ongoing data chats with teachers will be conducted in real time, along with follow-up walkthroughs and collaborative planning to ensure that students' needs are informing lessons, and that high quality instruction and independent practice are being provided with appropriate differentiation, scaffolding and rigor. Job-embedded professional development and continuous coaching will be provided, as needed. Additional support will be provided to students not progressing adequately.

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))

Preschool children are integrated into the overall school environment. At the end of the school year, students are exposed via a fieldtrip to a regular kindergarten school day including eating lunch in the cafeteria, visiting kindergarten classrooms, and the media center.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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