

Miami-Dade County Public Schools

MAYA ANGELOU ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<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 mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum, while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life-long learning.

Provide the school's vision statement

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

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

Renee Blanc

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal assists with the management of all the major systems (personnel, academic, discipline, cultural) of the schoolhouse. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member to the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities, behavioral interventions, and attendance initiatives.

Leadership Team Member #2

Employee's Name

Maria Gancedo-Guzman

Position Title

Principal

Job Duties and Responsibilities

The principal oversees all of the major systems (budgetary, personnel, academic, cultural) aspects of the schoolhouse. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective.

Leadership Team Member #3

Employee's Name

Kirsten Juan

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach works collaboratively with the leadership team and teachers in Kindergarten to Grade 5 to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional learning initiatives, is a member of the PLST, and provides support to teachers on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effectively implemented.

Leadership Team Member #4

Employee's Name

Melissa Nunez

Position Title

Mathematics Coach

Job Duties and Responsibilities

The Mathematics Coach works collaboratively with the leadership team and teachers in Kindergarten through Grade 5 to ensure that the Math Program is being implemented with fidelity. The Math Coach spearheads professional learning initiatives, is a member of the PLST, and provides support to teachers on an individual basis. The Math Coach leads collaborative planning sessions to ensure that lessons are standards-based and aligned to District Pacing Guides. In addition, the Math Coach conducts data chats and assists teachers with planning for Differentiated Instruction.

Leadership Team Member #5

Employee's Name

Angela Stephens

Position Title

Guidance Counselor

Job Duties and Responsibilities

The school counselor, along with the MTSS Team, oversees school-wide systems to ensure students receive attendance interventions and behavioral support. The school counselor participates in data chats in order to evaluate the effectiveness of intervention programs and identify students in need of additional services. The school counselor also coordinates additional support with private agencies and oversees wellness plans for the school's at-risk students. In addition, the school counselor is part of the Attendance Review Committee and communicates with parents to ensure additional resources are provided, when needed, to students with high rates of absenteeism.

Leadership Team Member #6

Employee's Name

Mayleen Coston

Position Title

Media Specialist, Instructional Technology

Job Duties and Responsibilities

The Instructional Technology person is in charge of overseeing all of the school's electronic devices. The IT Tech troubleshoots computer/promethean errors in the classrooms, oversees the deployment of district devices, and intergrates technology into school-wide presentations and professional learning activities.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The SIP is created, monitored, and revised throughout the year by the Leadership Team, the faculty, and the EESAC. The SIP is initially created during Synergy by the Leadership Team. Data from the previous year, along with input from the staff, is used to create an initial plan which is then shared with the staff at the Opening of School Meetings. Input is collected and the Phase I of the SIP is adjusted as necessary. The SIP is then presented to the EESAC (which includes parents and community representatives) who provides further input and, ultimately, approves the SIP. After each Implementation Period (nine weeks), the SIP is reviewed and adjusted by the Leadership Team. Each time this occurs, the SIP is once again presented to the staff and EESAC.

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))

Each Implementation Period for the SIP is aligned to On-going Progress Monitoring Data. At the end of each Implementation Period, the data is analyzed, and walk-throughs and product reviews are conducted. The information gathered from these processes is analyzed by the Leadership Team and guides the discussion as action steps, goals and targets are reviewed and adjusted. This ensures that actions steps are being monitored for both fidelity and effectiveness.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.2%
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	16	15	27	10	12				80
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	1	15	61	23	15				115
Course failure in Math	0	1	23	58	26	9				117
Level 1 on statewide ELA assessment	0	0	0	33	32	33				98
Level 1 on statewide Math assessment	0	0	0	13	27	29				69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	60	46	111						217
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	15	17	41	19					92

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	24	34	93	38	35				224

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	33	0	0				34
Students retained two or more times	0	0	0	8	0	2				10

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	20	34	35	27	20	15				151
One or more suspensions										0
Course failure in ELA		9	35	35	9	17				105
Course failure in Math		18	43	35	23	20				139
Level 1 on statewide ELA assessment				54	32	36				122
Level 1 on statewide Math assessment				42	36	30				108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	31	63	60	64						311

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		11	30	58	38	34				171

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			1	21						22
Students retained two or more times					2					2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	41	63	57	43	60	53	45	62	56
ELA Grade 3 Achievement **	28	63	58	39	60	53			
ELA Learning Gains	55	64	60				68		
ELA Learning Gains Lowest 25%	66	62	57				55		
Math Achievement *	50	69	62	57	66	59	52	58	50
Math Learning Gains	63	65	62				70		
Math Learning Gains Lowest 25%	58	58	52				62		
Science Achievement *	50	61	57	46	58	54	41	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	60	64	61	43	63	59	56		

*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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	471
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
52%	49%	56%	45%		51%	57%

* 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	43%	No		
English Language Learners	51%	No		
Black/African American Students	41%	No		
Hispanic Students	53%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	1	
English Language Learners	43%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	57%	No		
Hispanic Students	48%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	57%	No		
English Language Learners	53%	No		
Native American Students				
Asian Students				
Black/African American Students	65%	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%
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	57%	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	41%	28%	55%	66%	50%	63%	58%	50%					60%
Students With Disabilities	21%	7%	57%	64%	30%	57%	50%						54%
English Language Learners	36%	26%	55%	63%	48%	65%	59%	46%					60%
Black/African American Students	14%		55%		29%	64%							
Hispanic Students	43%	30%	55%	64%	51%	64%	58%	51%					60%
Economically Disadvantaged Students	45%	31%	61%	88%	52%	62%	54%	53%					64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	39%			57%			46%					43%
Students With Disabilities	21%	18%			39%								48%
English Language Learners	36%	30%			52%			37%					58%
Black/African American Students	43%				71%								
Hispanic Students	43%	39%			56%			43%					58%
Economically Disadvantaged Students	45%	41%			59%			48%					58%

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	45%		68%	55%	52%	70%	62%	41%					56%
Students With Disabilities	25%		63%		42%	88%							65%
English Language Learners	39%		62%	52%	48%	71%	59%	35%					56%
Native American Students													
Asian Students													
Black/African American Students	50%		85%		46%	80%							
Hispanic Students	45%		66%	53%	53%	70%	61%	41%					55%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	46%		69%	58%	54%	70%	61%	42%					56%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	22%	56%	-34%	55%	-33%
Ela	4	37%	55%	-18%	53%	-16%
Ela	5	38%	56%	-18%	55%	-17%
Math	3	37%	65%	-28%	60%	-23%
Math	4	47%	62%	-15%	58%	-11%
Math	5	41%	59%	-18%	56%	-15%
Science	5	38%	53%	-15%	53%	-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?

The data component that demonstrated the most improvement was Grade 5 Science: with an increase of 4 percentage points. (45% to 50% proficiency). In order to achieve this percentage point increase in Grade 5 Science teachers conducted additional hands-on activities/essential labs with the top 45%. In addition, teachers incorporated Edusoft to provide supplemental learning opportunities. The Merge cubes were used for second language learners and a targeted Boot Camp was conducted to review needed benchmarks for selected students.

Lowest Performance

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

The data component that demonstrated the lowest performance was Grade 3 Reading and Math Proficiency (Reading - 28% and Math - 41%). The Grade 3 cohort's historical data indicated that the majority of students historically performed below grade level. Due to this, students were deficient in basic skills in both Reading and Mathematics. Teachers in Grade 3 consistently presented On-Grade Level, Tier I Instruction while, simultaneously, re-teaching pre-reading skills in Reading and pre-requisite skills in Mathematics.

Greatest Decline

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

The greatest decline in proficiency data was Math Proficiency (57% to 50%). This decline is due to the decrease in Grade 3 Math Proficiency Data. Student data in this grade level indicates that students were missing many pre-requisite skills in all Math components.

Greatest Gap

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

The data component that has the greatest gap when compared to the state average was Grade 3 Reading (-33%). This cohort of students entered Grade 3 missing pre-reading skills. In addition, the

cohort has a large number of students who are in the initial stages of English acquisition.

EWS Areas of Concern

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

The two, main potential areas of concern based on EWS data are Attendance (81 students) and students in primary who are demonstrating a substantial reading deficiency (121). If students leave primary without their pre-reading skills and if students are not in school, they will enter the upper grades without the skills necessary to master grade level content.

Highest Priorities

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

1. Increased Reading Comprehension in Grade 3.
2. Increased Reading performance in primary grades.
3. Increased proficiency in all content area and grade levels.
4. Increased attendance rates.
5. Increased Learning Gains for all students who are performing below grade level.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

With students performing a variety of instructional levels, it is important for teachers to infuse a variety of skills and activities that will meet students at present performance levels and bridge the gap between those performance levels and grade level standards. By providing differentiation in both whole group and small group activities, teachers will be able to move students towards increased proficiency.

Measurable Outcome

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

With the implementation of Differentiated Instruction with a focus on providing appropriate interventions during small group and Tier I instruction, an additional 5% (for a total of 60%) of the accountability grades will show measurable gains in the 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 Area of Focus will be monitored by administration as they conduct classroom walkthroughs. Instructional coaches and teachers will plan for differentiation during weekly collaborative planning sessions.

Person responsible for monitoring outcome

Maria Gancedo-Guzman, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

Historical data indicates that a majority of students begin the year performing below grade level. If teachers differentiate Tier I Instruction (by adjusting scaffolded support) and differentiate Tier II/Tier III Instruction (by reteaching weak benchmarks), students will acquire the skills necessary to access grade level benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****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

Disaggregate data to create small groups.

Person Monitoring:

Kirsten Juan

By When/Frequency:

bi-weekly

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

Provide professional development to desegregate data to ensure appropriate placement of students in tiered groups. Focus will be placed on utilizing data to identify students' strengths and weaknesses. As a result, teachers will be able to identify appropriate resources to address instructional needs of all students.

Action Step #2

Identify resources for small group.

Person Monitoring:

Kirsten Juan

By When/Frequency:

bi-weekly

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

In collaborative planning, select resources that will be utilized with each tiered group to address students' needs. As a result, the teacher will have a structured framework to provide effective

instruction in small groups.

Action Step #3

Implement Small Group Instruction

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

Weekly

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

Teachers will implement tiered resources with fidelity and use ongoing progress monitoring to ensure adequate understanding of program effectiveness. As a result, students should show a positive trend towards proficiency.

Action Step #4

Utilize assessment data and DEUSS date/ESOL level to group students and align ESOL strategies that will be implemented during differentiated instruction.

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

October 17, 2024-January 17, 2025

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

At collaborative planning, ESOL teachers and ELA teachers will group students based on instructional need, language development, and DEUSS date. Resources will then be aligned for each ELL group in order to develop English Language Acquisition and decoding/comprehension needs.

Action Step #5

Additional TLC groups during DI portion of the Reading Instructional Block.

Person Monitoring:

Renee Blanc

By When/Frequency:

October 17, 2024-January 17, 2025

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

Align ESOL and Intervention Schedules so that each Reading teacher has two TLC groups during Differentiated Instruction.

Action Step #6

Additional learning opportunities for bubble students.

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

February 3, 2025-May 23, 2025

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

Students who demonstrated regression from PM1 to PM2 or students who are approaching proficiency will be identified and grouped by instructional need. These students will receive an additional Teacher Led Center at least two times a week in order to practice with multi-strand reviews. As a result, students will increase performance levels and score at or above proficiency on PM3.

Action Step #7

Extended learning opportunities

Person Monitoring:

Renee Blanc

By When/Frequency:

February 3, 2025 - April 25, 2025

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

step:

Students will be grouped by FAST PM2 level and invited to participate in afterschool or Saturday tutoring sessions (depending on level). During the tutoring sessions, weak benchmarks will be targeted in an effort to move students towards proficiency. As a result, students will receive targeted practice on deficient skills and demonstrate learning gains on state assessments.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

School-wide data indicates that only 41 percent of students are proficient in Reading. In order to increase the number of students, across all grade levels who are proficient in Reading, the implementation of reading strategies which support second language learners must occur so that students can activate prior knowledge to make sense of the text that they are reading.

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

Non-linguistic representation.

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

Before, During, and After (BDA) Reading Strategies.

Grades K-2: Measurable Outcome(s)

With the implementation of non-linguistic representations with a focus on using illustrations and graphic organizers to assist with comprehension, 30% or more of the students will score at or above grade level on the end of year diagnostic assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of BDA Reading Strategies with a focus on interactions with text to enhance comprehension, an additional 9% (for a total of 50%) of the students will be proficient on the FAST PM 3.

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 use of non-linguistic representations and before, during, and after reading strategies will increase

students' engagement with text, therefore increasing their reading and comprehension skills. During Collaborative Planning we will identify strategies and plan accordingly to accomplish each goal. Frequent walkthroughs conducted by administration will ensure proper implementation.

Person responsible for monitoring outcome

Maria Gancedo-Guzman, 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:

Non-linguistic knowledge focuses on storing information using mental pictures, images, and physical sensations. Studies have shown that teachers primarily use linguistic methods to convey knowledge to their students. Students benefit from having an equal balance of linguistic and nonlinguistic. Non-linguistic representations assist students with long-term memory. The most common example of non-linguistic representation is graphic organizers.

Rationale:

With more than 50% of our population being ESOL, including many newly arrived students in our primary grades, it's essential to implement reading strategies that encourage active engagement with the text. Using non-linguistic representations can help these students access knowledge through alternative methods, particularly for those still developing verbal communication skills.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Rationale:

With so many students scoring below grade level, teachers must use before, during, and after reading strategies to help students interact with text and learn by providing guidance at different levels. In

addition to this, students who are learning English as a Second Language need strategies that activates students' prior knowledge, make concrete connections and provided opportunities to reflect and respond to text.

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

Professional Development

Person Monitoring:

Kirsten Juan

By When/Frequency:

Bi-Weekly

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

Teachers will be provided professional development on grade-level appropriate reading strategies during collaborative planning. As a result, teachers will be able to identify specific strategies to implement during instruction.

Action Step #2

Implement selected reading strategies.

Person Monitoring:

Kirsten Juan

By When/Frequency:

Bi-weekly

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

Teachers will implement selected strategies during the reading block as a method to convey knowledge and understanding as skillful readers. As a result, there will be in increase in student achievement and comprehension of text.

Action Step #3

Review student work samples

Person Monitoring:

Kirsten Juan

By When/Frequency:

Bi-Weekly

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

Student work samples will be analyzed by grade-level during Collaborative Planning.

Action Step #4

Implementation of an instructional framework

Person Monitoring:

Renee Blanc

By When/Frequency:

October 17, 2024-January 17, 2025

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

A common framework will be implemented with fidelity to ensure that all teachers are able to provide

explicit instruction on phonics, vocabulary, and comprehension on a daily basis.

Action Step #5

Align Student Work Outcomes to targeted benchmark

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

October 17, 2024-January 17, 2025

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

During collaborative planning, teachers will align the Student Work Outcome activities to highlighted benchmarks. Teachers will utilize the activities to assess student understanding of the standard. As a result, activities will be aligned to questions on the PMA so that students make the connection between comprehension activities and assessment format.

Action Step #6

Increase text complexity during Tier I Instruction

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

February 3, 2025-May 23, 2025

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

In order to provide increase practice with grade level text, teachers will shift Tier I Instruction so that students have more time working with the Student Anthology than the Shared Read. As a result, students will be able to work independently with a complex text on a consistent basis.

Action Step #7

Review and revise the Student Desired Outcomes (SDO).

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

February 3, 2025-May 23, 2025

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

Teachers will allow students to complete the Student Desired Outcomes independently. Teachers will then debrief with students, analyze all the necessary components of the task at hand, and allow students an opportunity to revise their answers. As a result, students will be able to identify where they made errors or what type of information they were missing for complete answers.

Area of Focus #3

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.

As students learn new concepts in Mathematics, they need to internalize those new concepts by discussing the concepts with other students, explaining the processes used to arrive at answers, and manipulating data/information to apply those concepts to real world problems. By integrating collaborative strategies that enable students to share information with one another, teachers will

provide students with the opportunities necessary for them to master new concepts.

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 student-centered learning focused on interactive and collaborative strategies, teachers will be able to meet students at their instructional level and scaffold instruction towards grade-level proficiency. As a result, an additional 10 % (for a total of 60%) of the students in grades 3-5 will be proficient on the Math 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 infusion of collaborative strategies during mathematics instruction will be monitored by administration as daily walk-throughs are conducted. In addition, the Instructional Coach will identify collaborative strategies during weekly collaborative planning sessions.

Person responsible for monitoring outcome

Maria Gancedo-Guzman, 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:

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Rationale:

Students learn new skills in Mathematics daily. Those new skills build upon each other. If students do not have an opportunity to internalize those new skills, they will forget them and, subsequently, they

will not be able to master the skills which are interdependent on each other.

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

Understanding Collaborative Strategies

Person Monitoring:

Melissa Nunez

By When/Frequency:

Bi-Weekly

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

The instructional coach will provide professional development on collaborative strategies in the Mathematics instructional block and how to appropriately implement that Mathematics Thinking and Reasoning Standards (MTRs). As a result, teachers will be able to identify strategies for implementation.

Action Step #2

Aligning strategies to lessons.

Person Monitoring:

Melissa Nunez

By When/Frequency:

Bi-Weekly

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

In collaborative planning, the instructional coach will work with teachers to align strategies and MTRs to lessons to enhance peer collaboration and an understanding and mastery of content. As a result, strategies will be integrated in each lesson increasing collaborative work in math classrooms.

Action Step #3

Implementing collaborative strategies in the classroom.

Person Monitoring:

Melissa Nunez

By When/Frequency:

Bi-Weekly

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

Teachers will implement collaborative strategies during daily lessons giving students the opportunity to build on understanding of new content. As a result, there will be a trend of increased proficiency on independent work and topic assessments.

Action Step #4

Procedural reliability with a variety of mathematics strategies

Person Monitoring:

Renee Blanc

By When/Frequency:

October 17, 2024-January 17, 2025

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

Teachers will emphasize the use of a variety of strategies when students are completing independent work. This emphasis on the use of strategies when solving mathematical problems will allow students of all levels to "show their work" and ultimately understand complex concepts and procedures.

Action Step #5

Effective use of bell-ringers

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

October 17, 2024-January 17, 2025

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

Teachers will use daily bell-ringers to revisit previously taught/learned concepts on a consistent basis. Through the use of these bell-ringers teachers will provide remediation and frequent opportunities for additional practice.

Action Step #6

Complete open ended word problems consistently.

Person Monitoring:

Renee Blanc

By When/Frequency:

February 3, 2025-May 23, 2025

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

Teacher will ensure that "Model Real Life" and "Try It" problems are included in the instructional block. Students will complete these problems independently or collaboratively with a focus on using strategies to solve word problems. As a result, students will be afforded the opportunity to use math strategies to solve open-ended problems.

Action Step #7

Reassign math intervention groups.

Person Monitoring:

Renee Blanc

By When/Frequency:

February 3, 2025-May 1, 2025

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

Student groups will be reassigned so that the math interventionist begins to work with students who are almost at a proficient level. As a result, student who have been demonstrating progression will receive additional practice on target skills and thus achieve proficiency on PM3.

Area of Focus #4

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

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 attendance data on PowerBi, 43 percent of students had 16 or more

absences. As a result, many of these students received failing grades in English Language Arts and/or Mathematics and scored at Level 1 on statewide standardized assessments in these subjects. This data indicates that these students are at risk of dropping out due to their attendance patterns and academic performance. To address this issue, we will implement Response to Early Warning System strategies focused on improving attendance and enhancing students' academic confidence, thus increasing overall academic achievement.

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 Response to Early Warning Systems, including school-wide attendance initiatives, staff mentorship for identified students, and promoting our extracurricular activities, we expect to reduce the percentage of students with 16 or more absences by 8 points.

Monitoring

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

The Attendance Review Committee will hold regular meetings to identify early indicators of attendance-related concerns. The committee will maintain consistent communication with teachers to closely monitor student attendance trends, given the direct influence of attendance on academic performance. Additionally, the School Leadership Team will engage in data chats, consistently tracking I-Ready, F.A.S.T., and intervention data. This data will be analyzed to inform and implement evidence-based, targeted strategies aimed at decreasing absenteeism while increasing academic achievement.

Person responsible for monitoring outcome

Renee Blanc, Assistant 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:

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

Rationale:

Response to Early Warning Systems focuses on students at risk of dropping out by identifying specific early indicators. With such a high percentage of students exhibiting two or more of these indicators, school-wide initiatives are crucial to ensure students fully engage with available

educational opportunities. Strategic attendance initiatives play an essential role in supporting student success. By consistently monitoring student data, targeted interventions in core academic subjects can be implemented effectively.

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

Early Warning Systems counseling

Person Monitoring:

Angela Stephens

By When/Frequency:

Biweekly

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

Identify students who exhibit two or more Early Warning System (EWS) indicators and group them based on their specific areas of need. This will enable the counselor to develop targeted small groups for counseling sessions and create action plans tailored to each student’s individual concerns.

Action Step #2

Attendance Initiatives

Person Monitoring:

Renee Blanc

By When/Frequency:

Quarterly

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

Identify students with high absenteeism rates and schedule Attendance Review Committee (ARC) meetings during the first quarter of the school year. This will ensure that parents are informed of attendance expectations and initiatives before excessive absences occur. Additionally, a school-wide reward system will be implemented to recognize students with perfect attendance.

Action Step #3

Monitor students' data

Person Monitoring:

Renee Blanc

By When/Frequency:

Monthly

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

Monitor students on the Early Warning System (EWS) list monthly to ensure a reduction in EWS indicators and an improvement in academic performance. If the desired data trends are not achieved, the level of student support services will be increased. As a result, students who have high-risk factors will receive appropriate services throughout the school year.

Action Step #4

ARC Meetings

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

February 3, 2025-May 23, 2025

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

step:

Due to the fact that there are a large number of students who have been absent for more than ten days, the ARC team will increase the frequency of meeting conducted to ensure all students in this group are targeted for interventions. As a result, students in this group will not continue to accrue more days when they are not in school.

Action Step #5

Data night with parents

Person Monitoring:

Maria Gancedo-Guzman

By When/Frequency:

February 12, 2025 and April 30, 2025

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

An intermediate and primary data night will be scheduled and conducted with parents in order to provide parents with an individual review of cumulative student data. As a result, parents will be able to analyze data summaries, look for progression, and request assistance if needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan (SIP) is reviewed at every faculty meeting and each EESAC meeting. Staff members are given the opportunity to contribute to the SIP's development, with all faculty receiving an electronic copy. During EESAC meetings, parent representatives and community partners participate in approving various stages of the SIP process. Furthermore, a copy of the SIP is available on the school website, www.mayaangelouelem.net ensuring that all stakeholders have access to review the plan.

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))

Parental involvement is encouraged in all decision-making processes. The SIP is primarily developed by the Leadership Team in collaboration with the EESAC. Parents are invited to participate on the EESAC to ensure they have a voice in shaping school goals. The Family Engagement Plan is reviewed during the Title I meeting, where parents are invited to share their ideas, concerns, and suggestions, and is then presented for approval at the EESAC meeting. All of these documents are made accessible to stakeholders electronically via the school website www.mayaangelouelem.net.

Plans to Strengthen the Academic Program

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

The school is dedicated to improving student proficiency each academic year. To achieve this, the school ensures rigorous Tier I instruction, bell-to-bell teaching, and implements systems that guarantee all students have access to the curriculum. The academic program will be enhanced through targeted support for teachers and students, facilitated by Transformation Coaches who will engage in data disaggregation, planning, and professional development. Title I funds are utilized to provide students with interventions and tutorials, offering additional instruction in core content areas.

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 created with input and review from the District and Region. It also includes guidelines that enable the school to establish goals in alignment with Federal and State laws.

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))

N/A

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))

N/A

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)).

N/A

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)).

N/A

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))

N/A

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