

Miami-Dade County Public Schools

MAYA ANGELOU ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Maria Gancedo-Guzman

mgancedo@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal oversees all of the major systems (budgetary, personnel, academic, cultural) of the schoolhouse. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards meeting School Improvement Plan goals. As such, 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 School Improvement Plan. The principal attends collaborative planning, conducts classroom walk-throughs, and analyzes progress monitoring data to conduct data chats in order to ensure students are mastering concepts and that intervention programs are effective. This on-going monitoring and collaboration allow the principal to monitor the school's progress towards School Improvement goals.

Leadership Team Member #2

Employee's Name

Renee Blanc

rblanc@dadeschools.net

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 attends collaborative planning, conducts classroom walk-throughs, and 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. All of these activities enable the assistant principal to assist with overseeing and monitoring each of the School Improvement Plan goals.

Leadership Team Member #3

Employee's Name

Kirsten Juan

kjuan7@dadeschools.net

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. She helps implement the School Improvement plan by scheduling, planning for, and leading 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. The Reading Coach also presents most professional learning activities, mostly via collaborative planning, that are identified on the School Improvement plan.

Leadership Team Member #4

Employee's Name

Kelvina Ballard

kballard@dadeschools.net

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 helps implement the School Improvement plan by scheduling, planning for, and leading collaborative planning sessions to ensure that Math 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 and Math Intervention. The Mathematics Coach also presents most professional learning activities, mostly via collaborative planning, that are identified on the School Improvement plan in reference to Mathematics.

Leadership Team Member #5

Employee's Name

Mayleen Coston

mcoston@dadeschools.net

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 integrates technology into school-wide presentations and professional learning

activities. In addition, in the role of Media Specialist, the professional oversees circulation of materials and the Accelerated Reader Program. The Media Specialist supports School Improvement Plan goals by spearheading technological programs such as I-Ready and AR. She monitors student use and provides information to classroom teachers.

Leadership Team Member #6

Employee's Name

Angela Stephens

160151@dadeschools.net

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. The guidance counselor supports School Improvement plan goals by overseeing the mentorship program and attendance initiatives.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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, oftentimes with the assistance of ETO, 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. All information gathered and all changes to the action steps are then presented to the faculty and the EESAC so that all stakeholders are aware of new and on-going initiatives.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: C 2023-24: C 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	89	92	93	137	79	94				584
Absent 10% or more school days	0	15	15	24	10	10				74
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	1	15	57	25	15				113
Course failure in Math	0	1	24	55	29	9				118
Level 1 on statewide ELA assessment	0	0	0	62	34	28				124
Level 1 on statewide Math assessment	0	0	0	37	21	19				77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	28	44	84	41	44				262
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	15	25	30	13	0				94

Current Year 2025-26

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	9	17	38	93	44	33				234

Current Year 2025-26

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	1	3	1	26	0	0				31
Students retained two or more times	0	0	0	8	0	2				10

Prior Year (2024-25) 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		16	15	27	10	12				80
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)		1	15	61	23	15				115
Course failure in Math		1	23	58	26	9				117
Level 1 on statewide ELA assessment				33	32	33				98
Level 1 on statewide Math assessment				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)		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)		15	17	41	19					92

Prior Year (2024-25) 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		24	34	93	38	35				224

Prior Year (2024-25) 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		33						34
Students retained two or more times				8		2				10

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	36	65	59	41	63	57	43	60	53
Grade 3 ELA Achievement	28	65	59	28	63	58	39	60	53
ELA Learning Gains	57	65	60	55	64	60			
ELA Lowest 25th Percentile	57	62	56	66	62	57			
Math Achievement*	53	72	64	50	69	62	57	66	59
Math Learning Gains	69	66	63	63	65	62			
Math Lowest 25th Percentile	67	59	51	58	58	52			
Science Achievement	41	63	58	50	61	57	46	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	66	63	60	64	61	43	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	465
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	52%	49%	56%	45%		51%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	37%	Yes	1	
English Language Learners	49%	No		
Black/African American Students	42%	No		
Hispanic Students	52%	No		
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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	36%	28%	57%	57%	53%	69%	67%	41%					57%
Students With Disabilities	23%	17%	42%		33%	55%	42%	30%					50%
English Language Learners	29%	19%	58%	57%	48%	70%	71%	33%					57%
Black/African American Students	25%				58%								
Hispanic Students	37%	29%	57%	58%	53%	70%	69%	40%					57%
Economically Disadvantaged Students	40%	35%	61%	73%	57%	73%	78%	43%					56%

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	26%	60%	-34%	57%	-31%
ELA	4	32%	59%	-27%	56%	-24%
ELA	5	40%	60%	-20%	56%	-16%
Math	3	45%	69%	-24%	63%	-18%
Math	4	54%	68%	-14%	62%	-8%
Math	5	46%	62%	-16%	57%	-11%
Science	5	34%	56%	-22%	55%	-21%

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 Math Learning Gains. Math Learning Gains demonstrated an increase of 5 percentage points (62% to 67%). In order to achieve this percentage point increase students began to receive consistent Math Intervention in small groups after the FAST PM1 Assessment. This intervention program shifted after the PM2 assessment with the small group intervention pivoting to bubble students. In addition, teachers consistently monitored I-Ready usage and passage rates and teachers also consistently monitored student use of math strategies during independent work.

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 with overall proficiency at 28%. Grade 3 trend data indicates that the majority of students historically performed below grade level. Due to this, students were deficient in basic skills in both phonics and comprehension. Teachers in Grade 3 consistently found they needed to spend more time on the Shared Read and were oftentimes, rushed when working with the Anchor Text. This led to a decrease in the amount of time that students interacted with grade level text. Through repeated practice, many students did begin to demonstrate growth in foundational skills; fluent reading, however, continued to be a challenge.

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 Reading Proficiency in Grade 4 (47% to 38%). When in Grade 3, this cohort scored 28% proficiency. The majority of the students who were promoted were promoted due to Good Causes and were not proficient in Grade 3. Students were still mastering skills in the English Language and learning basic academic vocabulary. Students demonstrated growth in levels of proficiency between Grade 3 and this current year, Grade 4 (28% to 37%); however, the cohort's proficiency rate was not as high as the cohort from the previous year.

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 (-31%). This cohort of students entered Grade 3 missing pre-reading skills. In addition, the cohort has a large number of students who are in various stages of English acquisition.

EWS Areas of Concern

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

Currently, we have 234 students who have 2 or more EWS indicators. The two, main potential areas of concern based on EWS data are Attendance (74 students) and students who are demonstrating a substantial reading deficiency (262). If students do not master basic reading skills and if students are not in school, they will continue to struggle when attempting 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 all grades.
3. Increased proficiency in Grade 5 Science.
4. Increased Math Proficiency.
5. Increased Learning Gains for students in the L25 sub-group, especially in Grade 4.

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

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.

With 63% of our current students in the ESOL program, it is important for teachers to infuse ESOL strategies into Tier I instruction consistently. The consistent use of effective ESOL strategies will assist with the acquisition of academic vocabulary and bridge the gap between current performance levels and grade level standards. By providing students with scaffolded practice utilizing grade-level text, teachers will enable students to develop the skills necessary for grade level proficiency.

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

Direct Reading-Thinking Activity (DRTA)

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

Annotated Text and Summarization

Grades K-2: Measurable Outcome(s)

With the implementation of DRTA Strategies to enable comprehension, 30% or more of the students will score at Level 3 or higher on the STAR ELA Assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of Annotated Text and Summarization Strategies to guide comprehension for second language learners, an additional 9% (for a total of 50%) of the students will be proficient on the FAST PM 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The use of DRTA and Annotated Text and Summarization Strategies will increase students'

engagement with text, therefore increasing their reading and comprehension skills. During Collaborative Planning we will identify when and with what text to use each strategy 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Directed Reading-Thinking Activity (DRTA): A Directed Reading-Thinking Activity (DRTA) is an instructional format for teaching reading that includes predicting what the author will say, reading to confirm or revise those predictions, and elaborating responses. Teachers and students discuss both strategies and responses.

Rationale:

With more than 50% of our population learning English as a second language, students often have difficulty comprehending complex chunks of text. By guiding students with a DRTA strategies as they conduct a second, or third, read, teachers will be able to develop vocabulary, identify key details, and develop sequence of events. This will lead to increased vocabulary development and increased comprehension for primary students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Annotating Text and Summarization: Annotating Text is a key tool for close reading that helps students uncover patterns, notice important words, and identify main points. This is an active learning strategy that improves comprehension of text and retention of information.

Rationale:

With more than 50% of our population learning English as a second language and reading below grade level, students oftentimes have difficulty decoding text and deciphering vocabulary words they do not know. As they struggle with decoding text and identifying key vocabulary, their comprehension of said text decreases. By teaching students to annotate text, students will interact with text and develop fluency and vocabulary development through context clues. This will lead students to the ability to summarize what they have read and thus increase their comprehension.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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 with professional development on their grade-level appropriate reading strategy (DRTA or Annotating/Summarizing) during collaborative planning. As a result, teachers will be able to identify, plan for, and execute the use of these strategies during classroom instruction.

Action Step #2

Plan for Implementation

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 identify the selection of text they will use to implement the strategy for each unit of instruction. Teachers will pre-plan so that they may gear the discussion towards the targeted standard. As a result, students will dissect the text, identify key vocabulary, and annotate key ideas prior to answering text-based questions which will ultimately lead to increased overall comprehension.

Action Step #3

Review Work Samples

Person Monitoring:

Maria Gancedo-Guzman

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 reviewed to analyze teacher feedback and student revisions (to open-ended questions). Work samples should indicate that teachers are reviewing work, providing feedback, and allowing students to revisit and correct their answer. As a result, common errors will be identified, and planning and professional development will be aligned as need. Consistent feedback and opportunities for revision should indicate positive data trends on formative assessments.

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**

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.

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. If teachers teach explicitly, provide modeling, and provide assistance, students do not have the opportunity to take ownership of these strategies. By implementing the Gradual Release of Responsibility Model, teachers in all content areas will provide students to work cooperatively and independent as they master skills. This will shift the focus of the classroom from the teacher to the students and thus increase proficiency levels.

Measurable Outcome

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

With the implementation of the Gradual Release of Responsibility Model (GRRM), teachers will be able to model and scaffold instruction on grade level material. Furthermore, by providing students with consistent opportunities to work cooperatively and independently, teachers will be able to assess student understanding and mastery of the skills which were presented, modeled, and scaffolded. As a result, an additional 7% of students (for a total of 60%) in Grades 3-5 will be proficient on the Math FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The monitoring of the use of the GRRM, most specifically the We-Do and You-Do portions of the model, will be conducted by administration during daily walk-throughs. In addition, the Instructional Coach will pre-select which portions of each lesson will be completed cooperatively or independently during collaborative planning.

Person responsible for monitoring outcome

Renee Blanc, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Gradual Release of Responsibilities Model: The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do)

providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

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 independently, they will not be able to transfer those skills to the subsequent lessons. By providing students the opportunity to work together and independently as they apply new skills, teachers will be able to better assess who need additional practice. In addition, students will demonstrate increased mastery of interdependent skills.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Kelvina Ballard

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 an overview of the GRRM. Special emphasis will be placed on the types of collaborative strategies that can be infused into the They-Do portion of the model. As a result, teachers will be able to infuse collaborative strategies into their instructional framework and thus, allow students to work cooperatively as they develop math concepts.

Action Step #2

Planning for Instruction

Person Monitoring:

Kelvina Ballard

By When/Frequency:

Bi-weekly

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

During collaborative planning, teachers will identify which portion of the lesson will be used for the They-Do, I-Do portion of the GRRM. In addition, teachers will identify which collaborative strategy they will implement. As a result, students will be afforded the opportunity to apply strategies in a collaborative setting, and teachers will be able to identify common misconceptions and areas of need.

Action Step #3

Learning Walks

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:

Learning walks will be scheduled for teachers who are either new to the school, grade-level, or

content area or teachers who are in the midst of a coaching cycle. As a result, teachers will be able to reflect on areas of need and coaching cycles will be scheduled accordingly. Upon completion of coaching cycles, teachers will use best practices more consistently and this should lead to increased achievement on topic assessments.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

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. This is especially true for students who are in the Special Education sub-group. By ensuring that students are receiving services in the appropriate delivery model and providing differentiation in both whole group and small group activities, teachers will be able to better meet student instructional needs.

Measurable Outcome

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 flexible and strategic grouping, teachers will be able to group students by instructional need to provide re-teaching activities for select benchmarks. In addition, grouping students by instructional need will allow teachers to better provide accommodations to students as they complete these small group activities. As a result, the average for the SWD subgroup will increase an additional 5% (for a total of 42%) to meet State guidelines and score at levels commensurate to other subgroups.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The progress of the students in the SWD subgroup will be monitored on an on-going basis by administration. Administrators will use walk-throughs to ensure that small group instruction is occurring with fidelity. In addition, student data will be tracked to ensure that student progress is occurring (as noted by increased achievement levels).

Person responsible for monitoring outcome

Maria Gancedo-Guzman, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Flexible and Strategic Grouping: Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Students sometimes must have repeated opportunities to learn new skills. By disaggregating data and identifying the skills/concepts that each student needs, teachers are able to group students by need and provide those additional, learning opportunities. In addition, small group instruction allows teachers higher opportunities for more personalized interactions. This will allow students to learn new concepts and apply them, which will ultimately increase achievement levels.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Disaggregate Data

Person Monitoring:

Renee Blanc

By When/Frequency:

Bi-weekly

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

Benchmark data will be disaggregated by teachers in a collaborative setting. Teachers will group students by benchmark and create groups by benchmark. Re-teaching activities and accommodations (if needed) will be identified. As a result, students will be afforded additional learning opportunities that are aligned to areas of weakness.

Action Step #2

Provide push-in support

Person Monitoring:

Renee Blanc

By When/Frequency:

Weekly

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

All ELA and Mathematic blocks with SWD will have two Teacher Led Centers in order to maximize small group instruction. The schedules of General Education and Special Education teachers will be aligned so that teachers coincide during the DI block of instruction. Planning has also been aligned so that teacher can identify areas of need and plan for small group instruction. As a result, students will participate in small group, additional learning opportunities that are specifically tailored to their instructional needs.

Action Step #3

Implement Teacher Led Centers

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 small group instruction in both Reading and Mathematics. The Teacher Led Center activities will be aligned to student needs and target pre-selected instructional benchmarks. Teachers will maintain on-going progress monitoring (OPM) data trackers to chart student performance on secondary standards. As a result, students will demonstrate growth on OPM data.

IV. Positive Learning 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 current data regarding Early Warning Signs (EWS), 234, or 41% of students, in the school have 2 or more Early Warning Indicators. In addition, 16% of students enrolled at the school have attendance below 90%. These indicators impede academic growth if not resolved. By providing students in the L25 (Grades 3-5) with mentorship opportunities, students in a variety of subgroups will receive the guidance and support necessary to assist students in mitigating the effects of the Early Warning Indicators. In addition, the school's new Attendance HERO will work with students in Grades K-2 to ensure they too are receiving additional services. Mentors who are working directly with students can better assess concerns with attendance and work on student incentives on an individualized basis.

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 mentorship programs for different sub-groups (new teachers, students with failing grades, retained students, truant students, etc.) the members of each sub-group will receive individualized services and performance will improve. Specifically for attendance, the school will decrease the number of students who have less than 90% attendance from 16% to 10%, a decrease of six percentage points.

Monitoring

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

Attendance rates will be monitored on a daily basis. The school will begin to contact families on the third unexcused absence. Overall incentives for perfect attendance will be implemented on a monthly basis, and mentors will develop attendance targets with their L25 mentees. The attendance team, along with the school siter HERO, will begin Attendance Review Meetings when students have five unexcused absences. By implementing both incentives and a heightened level of communication with families, students will increase attendance rates which will conversely decrease the number of students who have less than 90% attendance.

Person responsible for monitoring outcome

Maria Gancedo-Guzman, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Mentorship Programs: Mentorship Programs refers to the implementation and maintenance of mentoring programs which may include teacher to teacher, student to student, and teacher/staff to student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school.

Rationale:

If fragile sub-groups have a built-in system of support, then the members of the sub-group will have a contact person (mentor) that will provide assistance and guidance. This support system will allow the member of the subgroup to ask questions and/or receive assistance. With better support, members of the subgroup will improve performance and indicate lower levels of stress.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Orientation Meetings for Parents who had more than 10 Unexcused absences the prior year.

Person Monitoring:

Kelvina Ballard

By When/Frequency:

Monthly

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

The school will schedule informational meetings for parents who had more than 10 unexcused absences during the 2024-2025 School Year. The importance of attendance and the school attendance plan will be shared with parents. As a result, parents will understand attendance protocols and procedures and absentee rates will decrease.

Action Step #2

Attendance Review Committee

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:

Track attendance rates daily and begin to contact parents after three, unexcused absences. At five days, the attendance team will begin to schedule and implement attendance reviews with parents, the Attendance HERO, the counselor, and administration. As a result, families will meet with the school and receive resources as needed prior to them reaching ten unexcused days.

Action Step #3

L25 Mentoring Program - Attendance Initiative

Person Monitoring:

Angela Stephens

By When/Frequency:

Monthly

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

Students who are in the L25 subgroup will be identified and matched with a mentor. Mentors will meet monthly to review data/performance/attendance and set goals for subsequent meetings. Students will set attendance goals which will indicate a decrease in the number of days absent on a monthly basis. As a result, students will have an adult (on staff) who is monitoring EWS. This monitoring will lead to less absences and higher levels of performance on on-going assessments.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 effective systems are in place to 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is created with input and review from the District and Region. On-going monitoring of the plan, along with subsequent action plans, are developed with the assistance of the Education Transformation Office (ETO). The School Improvement Plan 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school's processes for referring students to the Guidance Counselor are open to every student in every achievement level. The counselor will provide general services on a yearly basis. To begin with, the counselor will provide individualized counseling for students in third grade exhibiting academic needs and identified for possible retention based on data from FAST PM1 Reading. Additionally, the counselor will have small group counseling for previously retained students and/or L25 students. Finally, the counselor will continue to conduct grade-level bullying presentations provided by the district. On a more individual level, teachers can refer students to the counselor, and, in turn, the counselor can refer students to the Mental Health Specialist and/or outside agencies.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Behavioral interventions are aligned in a manner which is similar to academic intervention. Tier I Behavioral Interventions are those general interventions that all teachers implement to allow all students to monitor their behavior in the classroom. If a student is not successful with the general, all-inclusive Tier I behavior strategies, then the teacher will work with parents, counselors, and administrators to create a more individualized plan for that student (Tier II). This plan will increase the monitoring of behavior, increase the amount/type of reinforcement being used, and increase the communication between the school and the parents. Finally, if a student's behavior does not improve

with this more individualized plan, an official Functional Assessment of Behavior/Behavior Intervention Plan (Tier III) will be conducted. As such, the school's Multi-tiered Systems of Support (MTSS) Team will analyze behavior and create a plan strategically created to increase targeted behaviors and decreased undesired behaviors.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school's Professional Learning Plan is intertwined with School Improvement Goals in both Academic and Positive School Culture Areas of Focus. Professional Learning for teachers and staff is directly derived from action plan steps that include high-yield strategies. In addition to on-going Professional Development, which is directly tied to overarching school goals, each teacher identifies target growth areas as part of their annual evaluation system. Finally, new teachers are provided with peers who offer in-school support and NEST Sessions, targeted at professional development for new teachers, are scheduled throughout the year.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school provides informational sessions on a yearly basis which assist parents who are in the process of transitioning from PK to Kindergarten. Enrollment processes, basic skills needed in kindergarten, and general school information are presented to parents to ensure the kindergarten students, and their families have a smooth transition between each child's PK program and the school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

All of the resources that are used for Tier I Instruction and for Remediation are vetted by the District and the Education Transformation Office. Additionally, research-based strategies are identified by content area and grade level in order to increase both learning gains and proficiency levels. District-created decision trees are used to identify students who are performing below grade level and to provide those students with appropriate intervention programs based on their instructional needs.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

In order to meet the needs of our SWD (Student with Disabilities) sub-group, we have strategically placed each student in the appropriate program. By analyzing student data on a child-by-child basis, we have provided each child with the support necessary while, at the same time, attempting to provide each child with the Least Restrictive Environment. This rescheduling of services has led to a Co-Teaching Model in Grade 5 and an increase in contact hours for students in the Support Facilitation Model. In addition, we have two, Teacher-Led-Centers, in all classes with the ESE Teacher being one of the groups. This allows us to level student by need and identify re-teaching materials that are aligned to content, benchmarks, and instructional needs. By adjusting services, the school will increase their current LRE from 65% to 80%. In addition, the SWD subgroup will once again score higher than 41% on the Federal Index (an increase of at least 4 percentage points.)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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