

Miami-Dade County Public Schools

DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 30
- V. Title I Requirements (optional) 33
- VI. ATSI, TSI and CSI Resource Review 35
- VII. Budget to Support Areas of Focus 36

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 Dr. Manuel C. Barreiro Elementary School is to develop motivated children to believe they will excel.

Provide the school's vision statement

Our vision is to develop productive, global-minded citizens, who will have an impact on our environment and who will be prepared to enter an ever-changing, interconnected world.

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

Deborah Leal

Position Title

Principal

Job Duties and Responsibilities

Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.

Leadership Team Member #2

Employee's Name

Isel Ares

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist in ensuring the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.

Leadership Team Member #3

Employee's Name

Vanessa Sanguily

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist in ensuring the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.

Leadership Team Member #4

Employee's Name

Melissa Gotay-Cano

Position Title

School Counselor

Job Duties and Responsibilities

Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural, ethical, and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

Leadership Team Member #5

Employee's Name

Aline Rodriguez

Position Title

Teacher, Pre-K

Job Duties and Responsibilities

Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.

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 process of involving stakeholders in the school improvement process begins by identifying key stakeholders, including the school leadership team, teachers, school staff, parents, students, families, and business or community leaders. Engagement methods such as surveys, focus groups, town hall meetings, and individual consultations are utilized to gather their perspectives, needs, and suggestions. Their input is then carefully analyzed and integrated into the school improvement plan, ensuring that it aligns with the diverse needs of the school community. Regular feedback loops and updates are established to maintain open communication, and specific action steps are developed to address the identified areas of improvement based on the stakeholders' input. This collaborative approach fosters a sense of ownership and commitment among stakeholders, ultimately leading to a more comprehensive and effective school improvement process.

SIP Monitoring

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

The school improvement plan will undergo consistent monitoring through a multifaceted approach, involving ongoing data collection, regular progress assessments, and frequent stakeholder feedback. Student performance data aligned with the State's academic standards will be analyzed to measure the plan's impact, with particular attention given to students facing achievement gaps. Informed by this data, regular reviews will identify strengths, areas needing improvement, and necessary adjustments to strategies. Collaboration among teachers, administrators, and support staff will drive the revision process, allowing for the adaptation of interventions and approaches based on evidence of effectiveness. This iterative approach will ensure the school's commitment to continuous improvement and its dedication to addressing disparities in student achievement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	98.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	70.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 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	2	5	3	4	2	5				21
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)			1	3	3	8				15
Course failure in Math			1	0	2	7				10
Level 1 on statewide ELA assessment				2	4	10				16
Level 1 on statewide Math assessment				2	2	4				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	6	9	11						28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	5	7	13					29

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	2	2	1	6	5	14				30

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	4	2	0	2	0	0				8
Students retained two or more times	0	0	0	0	0	0				0

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA			7	7	2					16
Course failure in Math			1	3	6	1				11
Level 1 on statewide ELA assessment				13	20	18				51
Level 1 on statewide Math assessment				14	12	17				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	10	9	20						99

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	1		5	13	12	16				47

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	4		5	2						11
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	76	63	57	68	60	53	80	62	56
ELA Grade 3 Achievement **	83	63	58	74	60	53			
ELA Learning Gains	64	64	60				77		
ELA Learning Gains Lowest 25%	62	62	57				66		
Math Achievement *	86	69	62	74	66	59	78	58	50
Math Learning Gains	88	65	62				79		
Math Learning Gains Lowest 25%	82	58	52				68		
Science Achievement *	75	61	57	59	58	54	68	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	64	63	59	73		

*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	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	676
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
75%	66%	74%	50%		77%	70%

* 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	66%	No		
English Language Learners	72%	No		
Hispanic Students	75%	No		
Economically Disadvantaged Students	71%	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	45%	No		
English Language Learners	64%	No		
Hispanic Students	65%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

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

64%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

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

43%

No

English Language Learners

74%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

73%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	71%	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	76%	83%	64%	62%	86%	88%	82%	75%					60%
Students With Disabilities	56%	60%	64%	56%	67%	88%	81%	62%					63%
English Language Learners	70%	84%	60%	66%	85%	86%	80%	55%					60%
Hispanic Students	76%	84%	63%	63%	86%	88%	81%	74%					60%
Economically Disadvantaged Students	71%	79%	57%	48%	83%	91%	86%	70%					53%

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	68%	74%			74%			59%					64%
Students With Disabilities	41%	50%			49%								38%
English Language Learners	64%	76%			69%			53%					56%
Hispanic Students	67%	73%			73%			57%					56%
Economically Disadvantaged Students	66%	71%			69%			55%					60%

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	80%		77%	66%	78%	79%	68%	68%					73%
Students With Disabilities	47%		52%	42%	42%	56%	44%	13%					50%
English Language Learners	81%		81%	61%	74%	82%	76%	60%					73%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	80%		76%	66%	77%	79%	66%	68%					72%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	77%		76%	64%	72%	78%	65%	62%					73%

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	80%	56%	24%	55%	25%
Ela	4	64%	55%	9%	53%	11%
Ela	5	70%	56%	14%	55%	15%
Math	3	84%	65%	19%	60%	24%
Math	4	81%	62%	19%	58%	23%
Math	5	80%	59%	21%	56%	24%
Science	5	69%	53%	16%	53%	16%

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?

According to the 2023-2024 Science Statewide Assessment, our school achieved a 75% proficiency in comparison to 59% achievement in 2022-2023. The 16 percentage point increase is due to the alignment of curriculum, following the district Pacing Guides, and differentiated instruction.

Lowest Performance

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

According to the 2023-2024 FAST scores, our lowest performance was in the ELA lowest 25 learning gains, which had a 62% achievement. There were no learning gain scores to compare to from 2022-2023.

Greatest Decline

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

According to the 2023-2024 data, there was an increase in all components when compared to the previous year's scores.

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.

When compared to the state average, the data component that had the greatest gap when compared to the state average was 3rd Grade ELA. Our school received an 83% proficiency and the state received a 55% proficiency. The factor that mostly contributed to this gap was the implementation of differentiated instruction and intervention.

EWS Areas of Concern

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

When reflecting on the EWS data, a potential area of concern is the the Substantial Reading Deficiency in 3rd Grade, as we currently have 11 students in that category, and is the highest when

compared to other grade levels.

Highest Priorities

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

1. Increase achievement levels in ELA L25 Learning Gains
2. Increase overall achievement levels in ELA Learning Gains
3. Increase achievement levels in 4th Grade ELA
4. Increase student attendance
5. Increase staff morale

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

Area of Focus Description and Rationale

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

According to the 2023-2024 4th Grade ELA FAST Assessment data, 64% of students scored proficiency compared to 74% in 2022-2023, a decrease of 10 percentage points. This was the greatest decrease, and therefore identified as a crucial need. We will implement Differentiated Instruction.

Measurable Outcome

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

With the implementation of differentiated instruction and ELA intervention with fidelity, proficiency will increase by a minimum of five percentage points as evidenced by the 2025 4th Grade ELA FAST. Therefore, it will increase five percentage points, from 64% in 2024 to 71% in 2025 FAST assessments.

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.

Administrators will conduct periodic checks on usage of Horizons and student attendance. In addition, weekly lesson plans will be used to indicate what method of differentiated instruction will be used (content, process, or product). Data analysis of formative assessments and progress monitoring will be reviewed monthly to observe progress.

Person responsible for monitoring outcome

Isel Ares, Assistant Principal

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:

Our school will focus on the evidence based strategy of Differentiated Instruction. Differentiated Instruction is a framework or philosophy for effective teaching that provides 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:

Differentiated Instruction will ensure effective teaching that involves providing students with various avenues to learning. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

All ELA teachers will be trained on Horizons to implement with fidelity and increase student achievement.

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

Live Excel sheets will be set up to track and monitor data from ongoing progress monitoring every two weeks. Additionally, formative assessment data will be analyzed monthly to track student progress and ensure growth on remediated standards during Leadership Team meetings.

Action Step #2

Utilize district resources and standard-aligned supplement activities.

Person Monitoring:

Isel Ares, Assistant Principal

By When/Frequency:

September 27, 2024

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

ELA teachers will use district pacing guides and embedded resources, including planning cards and the ELA BEST Standards handbook to direct whole group instruction with the Wonders series to increase student achievement.

Action Step #3

Differentiated activities will be planned by teachers during collaborative planning to support targeted implementation to efficiently use for reinforcement.

Person Monitoring:

By When/Frequency:

Vanessa Sanguily, Assistant Principal

September 27, 2024

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

Teachers will meet with administrators, review data, and plan strategically using Pacing Guides and reviewing classroom strengths and weaknesses to target necessary standards.

Action Step #4

Administrative-Teacher Data Chats

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

January 17, 2025

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

Administration will meet one-on-one with individual teachers to discuss data from i-Ready Diagnostic, FAST, and bi-weekly assessments. Specific standards will be targeted, depending on classroom needs, and DI groups will be restructured, as needed.

Action Step #5

ELA Walkthroughs

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

January 17, 2025

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

Administration will carry out targeted walkthroughs to ensure that student academic gaps are being addressed through classroom instruction, differentiated teaching, and assessments. Suggestions for changes in planning and instruction will be provided as necessary. This approach aims to help students achieve improved outcomes in both classroom activities and assessments.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

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

A comparison of scores indicates our 4th Grade ELA FAST achievement decreased 10 percentage points, 74% in 2023 to 64% in 2024, indicating the importance of aligning curriculum to benchmark-aligned instruction. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, we will implement the Targeted Element of Effective Questioning/Response Techniques.

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.

If we successfully implement Benchmark-Aligned Instruction, then our overall ELA achievement proficiency level will increase by a minimum of 5-percentage points as evidenced by the 2025 FAST Assessment. Therefore, it will go from 64% in 2024 to 71% on 2025 FAST assessments.

Monitoring

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

The Leadership Team will participate in weekly common planning meeting to review lesson plans, alignment of resources, and monitor fidelity to the Pacing Guide(s).

Person responsible for monitoring outcome

Vanessa Sanguily, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy will be Effective Questioning/Response Techniques. Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher- order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

Rationale:

By developing effective questioning and response techniques, teachers will have a clear gauge on students' understanding of benchmark-aligned instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The leadership team will conduct periodic, consistent, and effective walk-throughs.

Person Monitoring:

Isel Ares, Assistant Principal

By When/Frequency:

September 27, 2024

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

The leadership team will conduct periodic visits into the classroom and assess student work to ensure the alignment of resources, analyze work products, and ensure completion of benchmark-aligned

lessons to increase student achievement.

Action Step #2

Administration and Grade Level Chairs will participate in weekly common planning meetings, and the teams will develop effective questioning and response techniques.

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

Administration will create schedules that have common planning time where teachers can collaborate. The leadership team will monitor common planning and discuss primary standards being targeted to support learning for all students.

Action Step #3

Teacher leaders will attend professional learnings provided by the district regarding benchmark-aligned instruction and share information learned from the gatherings and best practices during common planning time and faculty meetings.

Person Monitoring:

Deborah Leal, Principal

By When/Frequency:

September 27, 2024

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

Administration will collaborate with teachers to attend PL's and this will give teachers the opportunity to learn and teach from a variety of teaching strategies. Administration will monitor the PL's shared with the faculty by the use of faculty meeting agendas.

Action Step #4

Administrative Sharing of Resources

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

January 17, 2025

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

Administration will share information received during Principal and AP Scaled monthly meetings, making sure teachers are retrieving resources that are on grade level and appropriately aligned by the district. As a result, increasing student achievement on assessments.

Action Step #5

Training of McGraw-Hill Resources

Person Monitoring:

Isel Ares, Assistant Principal

By When/Frequency:

January 17, 2025

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

The reading liaison will provide professional learning to all ELA teachers on best practices for McGraw-Hill. During this professional learning, teachers will be given live instruction on resources for scaffolding instruction, how to develop a class, assign lessons, and locate standard-aligned materials with effective questioning and techniques. This practice will, in turn, increase student achievement.

Area of Focus #3

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.

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our FAST ELA L25 Learning Gains proficiency of 62%. This was our lowest data component on the 2024 FAST. We will provide the scaffolding necessary for our ELA teachers/students to access grade-level content in order to achieve 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.

If we successfully implement Differentiation with fidelity, then our FAST ELA L25 Learning Gains proficiency will increase by a minimum of 4-percentage points as evidenced by 2025 State Assessments.

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.

Administrators will conduct periodic data chats to monitor the necessary adjustments based on current data from ELA biweekly assessments. In addition, weekly lesson plans will be used to indicate what method of differentiated instruction will be used (content, process, or product). Data Analysis of formative assessments will be reviewed monthly to observe progress. This will increase student achievement as evidenced by amount of student proficient on the 2025 FAST assessment.

Person responsible for monitoring outcome

Isel Ares, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy

of Differentiated Instruction. 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:

Differentiated Instruction will ensure effective teaching that involves providing different students with different avenues to learning. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The Leadership Team will conduct grade level data chats with Grade Level Chairs and teachers to discuss data strengths and weaknesses to be addressed during DI.

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

Grade Level Chairs will use data findings from F.A.S.T. PM1, i-Ready AP1, topic assessments, bi-weekly assessments, and Performance Matters to develop differentiated lessons and activities, which will focus on meeting the needs of all students during DI.

Action Step #2

Administration will conduct walkthroughs and review DI folders.

Person Monitoring:

Isel Ares, Assistant Principal

By When/Frequency:

September 27, 2024

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

Each student will have a folder for DI (Differentiated Instruction) activities. It will include tracking sheets and evidence of DI activities targeting student weaknesses, in primary and secondary standards to increase student achievement. Administration will conduct walkthroughs and review DI folders.

Action Step #3

The leadership team will meet with grade levels and review strengths and weaknesses by reviewing data to create fluid groupings.

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

step:

Teachers will create DI (Differentiated Instruction) groups based on collected data and the student's individual learning profile: content, process, products, and/or the learning environment to be able to target each student's individual need in a similar arrangement.

Action Step #4

DI Resources

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

January 17, 2025

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

Administration will meet with grade levels during common planning to discuss resources that are being effectively used in the classroom during differentiated instruction. Standards will be selected as secondary standards to be reviewed during small groups, therefore increasing student achievement.

Action Step #5

Professional Learning on DI

Person Monitoring:

Isel Ares, Assistant Principal

By When/Frequency:

January 17, 2025

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

Teachers will attend a professional learning session focused on differentiated instruction. The session will cover an overview of differentiated instruction and effective implementation strategies. As a result, teachers will gain ideas, strategies, and resources to start applying differentiated instruction in their classrooms.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The aim is to boost attendance as it not only influences academic performance but also supports emotional well-being. In 2024 our school had student attendance percentage of 94.66%. Frequent absences and tardiness disrupt continuous instruction and regular interventions. To enhance academic proficiency, we need better attendance to maximize learning opportunities.

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.

By introducing attendance initiatives and interventions, the school aims to increase student attendance percentage by one percentage point by the end of the 2024-2025 school year to 95.44%.

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.

Homeroom teachers will track daily attendance and report students with excessive tardies or absences to the attendance committee. Student absences will be reviewed bi-weekly, and measures will be taken to prevent further excessive absences, including maintaining documentation for student case management. Therefore, student attendance will show an increase due to the monitoring strategies mentioned.

Person responsible for monitoring outcome

Melissa Gotay-Cano, Counselor

Evidence-based Intervention:

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

Description of Intervention #1:

The chosen evidence-based intervention for this focus area is attendance initiatives. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The rationale for choosing this strategy is to establish and sustain strong relationships with families, emphasize the significance of attendance, and offer support to ensure students are present in school and accessing their education. These interventions are expected to improve student attendance.

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

Implement an Attendance Review Committee

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

Members of the Attendance Review Committee will initiate early interventions for students with frequent tardies and absences. Parents of students with rising numbers of absences and tardies will

be contacted and offered support. The social worker will also be involved to assist. All actions will prevent from excessive student absences.

Action Step #2

Monitor and Reporting

Person Monitoring:

Melissa Gotay-Cano, Counselor

By When/Frequency:

September 27, 2024

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

Attendance will be monitored by regularly tracking student presence and absences through a centralized system (PowerBI), which allows for real-time updates. Additionally, periodic reviews of attendance data can help identify patterns and address issues promptly, which in turn, will increase student attendance.

Action Step #3

Create Incentives

Person Monitoring:

Vanessa Sanguily, Assistant Principal

By When/Frequency:

September 27, 2024

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

The Attendance Committee will consistently monitor attendance data and reward classes with the most 100% attendance days in a quarter, creating motivation to attend school daily, and increase student attendance. Rewards will consist of quarterly classroom trophies and a pizza party for the students.

Action Step #4

Attendance Lunch with Administration

Person Monitoring:

Vanessa Sanguily, Assistant Principapl

By When/Frequency:

January 17, 2025

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

Classroom attendance will be monitored by the Assistant Principal through attendance bulletins and PowerBI reports. At the end of each grading period, students in the homeroom with the best attendance will be awarded a special lunch with administration, increasing motivation for perfect attendance.

Action Step #5

Attendance Review Committees

Person Monitoring:

Melissa Gotay-Cano, Counselor

By When/Frequency:

January 17, 2025

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

Monthly Attendance Review Committee (ARC) meetings will be arranged with parents to address issues of poor attendance, discuss available resources, and emphasize parent responsibility in reducing student absences. Parents will be invited to the meeting through a formal letter. During the meeting, an Attendance Contract and/or an ARC form will be filled out. Students referred to the ARC will have their attendance tracked weekly through PowerBI reports. This process aims to increase accountability for both parents and students regarding daily attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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