

Miami-Dade County Public Schools

FLORIDA CITY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Florida City Elementary School, faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

Provide the school's vision statement

Florida City Elementary School strives to educate the whole child. Through collaboration with all stakeholders, students in pursuit of their academic excellence, will become resilient learners and innovative leaders who will be successful today and prepared for tomorrow.

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 Darbonne

Position Title

School Principal

Job Duties and Responsibilities

A Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth.

- 1Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers based on state curriculum
- Monitor and report on teacher performance

- Present data from school performance to board members
- Research new resources and techniques to improve teaching
- Interview and hire school personnel
- Review and implement school policies
- Provide guidance and counseling to teachers
- Handle emergencies and school crises
- Organize school events and assemblies
- Ensure a safe and clean environment for students

Leadership Team Member #2

Employee's Name

Christina R. Barcinas

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in planning, organizing, and administering the educational functions at the school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Performs activities necessary to provide a quality educational program.

- Provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders.
- Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan.
- Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel.
- Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion.
- Assists the principal in focusing on increased student achievement gains for continuous school improvement and on assessment of student achievement.
- Assists the principal in the development and implementation of the master schedule.
- Assists the principal in explaining and enforcing policies, methods, and procedures and working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment.
- Assists the principal in the assignment, training, supervision and evaluation of instructional materials.
- Assists the principal with the implementation and the determination of the effects of the

individualized professional development plans for all instructional personnel and its link to improved student performance.

- Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement.
- Assists the principal for enforcing standards relative to continuous student progress, achievement, and promotion and in determining promotion eligibility for all students.

Leadership Team Member #3

Employee's Name

Qynata Henry

Position Title

Instructional Reading Coach

Job Duties and Responsibilities

The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern.

They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following:

- Build strong relationships with teachers, administrators, and other coaches.
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Provide technical support to collaborative teams within buildings.
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
- Support teachers and administrators in using data to improve instruction on all levels.
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.
- Develop coaching plans for teachers to ensure student improvement.
- Contribute to the development systems and structures to improve teacher practice within schools.
- Provide job-embedded informal professional learning beyond the coaching responsibility.
- Submit a weekly coaching log and any pertinent data requests/coaching documentation.

Leadership Team Member #4

Employee's Name

Sintia James

Position Title

Instructional Math Coach

Job Duties and Responsibilities

The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following:

- Build strong relationships with teachers, administrators, and other coaches.
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Provide technical support to collaborative teams within buildings.
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
- Support teachers and administrators in using data to improve instruction on all levels.
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.
- Develop coaching plans for teachers to ensure student improvement.
- Contribute to the development systems and structures to improve teacher practice within schools.
- Provide job-embedded informal professional learning beyond the coaching responsibility.
- Submit a weekly coaching log and any pertinent data requests/coaching documentation.

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.

All stakeholders are involved in providing input to the SIP by completing both the Mid-Year and End-Of-Year School Climate Surveys. This data is analyzed during the Strategic Planning session by the School to develop areas of focus to drive the upcoming school year. Additionally, each phase of the SIP is shared at the EESAC meeting monthly throughout the school year. .

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 SIP is monitored during each phase and check point dates by the leadership team. The leadership team will meet weekly and conduct purposeful walk-through to ensure the implementation of action steps. This will allow for reflection and revisions of actions when needed.

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	98.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20: I

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	1	10	13	13	8	14				59
One or more suspensions	0	3	3	3	2	4				15
Course failure in English Language Arts (ELA)		5	7	16	26	20				74
Course failure in Math		4	15	16	24	21				80
Level 1 on statewide ELA assessment				13	26	30				69
Level 1 on statewide Math assessment				8	25	28				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		39	34	50						123
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		24	15	28	18					85

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	28	25	40	42	37				172

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	1	5	1	13	0	0				20
Students retained two or more times	0	0	0	1	2	6				9

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	28	46	27	17	26	17				161
One or more suspensions		2	3	5	8	8				26
Course failure in ELA		11	15	53	17	3				99
Course failure in Math		15	5	25	26	11				82
Level 1 on statewide ELA assessment				55	37	25				117
Level 1 on statewide Math assessment				41	51	33				125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	53	50	65						285

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	3	15	8	60	51	30				167

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5		31						39
Students retained two or more times				7		2				9

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 *	37	63	57	36	60	53	40	62	56
ELA Grade 3 Achievement **	40	63	58	33	60	53			
ELA Learning Gains	55	64	60				73		
ELA Learning Gains Lowest 25%	54	62	57				88		
Math Achievement *	39	69	62	43	66	59	43	58	50
Math Learning Gains	49	65	62				72		
Math Learning Gains Lowest 25%	54	58	52				73		
Science Achievement *	29	61	57	49	58	54	28	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	53	64	61	35	63	59	38		

*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)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	410
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	40%	57%	34%		41%	

* 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	32%	Yes	2	
English Language Learners	45%	No		
Black/African American Students	43%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	45%	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	39%	Yes	1	
English Language Learners	35%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	40%	Yes	1	
Hispanic Students	41%	No		
Economically Disadvantaged Students	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	56%	No		
Native American Students				
Asian Students				
Black/African American Students	56%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	40%	55%	54%	39%	49%	54%	29%					53%
Students With Disabilities	15%	13%	31%	31%	25%	62%	55%	23%					29%
English Language Learners	33%	29%	61%	59%	33%	52%	71%	14%					53%
Black/African American Students	33%	28%	53%	56%	28%	47%	56%	28%					59%
Hispanic Students	42%	50%	58%	52%	49%	52%	52%	31%					51%
Economically Disadvantaged Students	38%	42%	54%	50%	36%	47%	55%	30%					50%

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	36%	33%			43%			49%					35%
Students With Disabilities	37%	36%			44%			50%					27%
English Language Learners	33%	32%			36%								37%
Black/African American Students	35%	40%			40%			44%					39%
Hispanic Students	35%	27%			47%			57%					37%
Economically Disadvantaged Students	37%	36%			43%			46%					36%

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	40%		73%	88%	43%	72%	73%	28%					38%
Students With Disabilities	39%		72%		37%	81%	82%	46%					38%
English Language Learners	41%		76%	73%	49%	79%	69%	24%					38%
Native American Students													
Asian Students													
Black/African American Students	35%		74%	95%	34%	69%	73%	25%					46%
Hispanic Students	45%		71%	78%	53%	76%	72%	30%					36%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	40%		73%	92%	43%	71%	74%	27%					39%

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	36%	56%	-20%	55%	-19%
Ela	4	33%	55%	-22%	53%	-20%
Ela	5	30%	56%	-26%	55%	-25%
Math	3	43%	65%	-22%	60%	-17%
Math	4	35%	62%	-27%	58%	-23%
Math	5	23%	59%	-36%	56%	-33%
Science	5	27%	53%	-26%	53%	-26%

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 that showed the most improvement was evident in the 3rd grade Reading data; whereas the data increased by 12% to 36% proficiency. Some of the contributing factors were actions that were rigorous and explicit instruction as well as consistency with DI and core instruction. Additionally, revamping the intervention schedule allowed for intervention to take place with fidelity, providing the teacher support through collaborative planning, and creating targeted pull-out groups based on the lowest benchmarks for remediation.

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 academic data that showed the lowest performance was 5th grade math. 23% of our students scored proficient on the FAST PM3 Math as compared to the State average of 56%. The contributing factors were inconsistency of core instruction and lack of interventions as a result of one of the 5th grade teachers taking a leave of absence for ½ of the 2023-2024 school year.

Greatest Decline

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

The data that showed the greatest decline from the previous year was the Science proficiency data. Our goal was 35% and 29% of our students scored proficient showing a 20% point decrease from the previous year. The contributing factor for the decline was due to the inconsistency of core instruction and interventions which was a result of 5th grade teacher taking ½ year leave.

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 that showed the greatest gap when compared to the state average was the 5th grade math proficiency data of 23% when compared to the state average of 56%. The contributing factors were inconsistency of core instruction and lack of interventions as a result of a 5th grade teacher taking a

½ year leave during the 2023-2024 school year.

EWS Areas of Concern

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

Some of the Early Warning Indicators that are areas of concern include the following: Student Attendance, as only 11% of students demonstrated 90% or higher throughout the school year. Also, 11% of students received at least 2 or more Office Discipline Referrals (ODR's); when compared to the District average of 4%.

Highest Priorities

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

The priorities from school improvement in the upcoming school year include the following:

1. **Teacher Recruitment & Retention**
2. **Student Attendance**
3. **Office Discipline Referrals**
4. **DI Implementation**
5. **Proficiency in all Content Areas**

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

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

Area of Focus #1

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

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

Area of Focus Description and Rationale

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

According to the STAR data in primary and PM3 data in intermediate grade levels. Based on the data and the identified contributing factors of students lacking prerequisite skills needed in order to close the achievement gap so that students are on track to meet grade level expectations. We will implement the Targeted Element of Interventions.

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

The data that showed the lowest performance was evident in the in STAR Reading with an average of 12% proficiency when compared to the District average of 44%. Some of the contributing factors for this decline was due to students lacking the prerequisite foundational skills to become readers. The specific implementation of Interventions relating to Reading/ELA will be implemented with fidelity.

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

The data in 5th grade ELA showed a 30% proficiency; when compared to 3rd (36%) and 4th grade ELA (33%). The factors that contributed towards these results included teachers being familiar with implementing interventions by both reading and math teachers. Additionally, pacing of the lessons was a challenge when implementing with fidelity.

Grades K-2: Measurable Outcome(s)

With the implementation of Interventions, an additional 5% of the elementary population will score at grade level or above in the area of ELA proficiency. Also a 5% increase in the area of ELA learning gains by the 2024-2025 state assessment by June 2025.

Grades 3-5: Measurable Outcome(s)

With the implementation of Interventions, an additional 5% of the elementary population will score at

grade level or above in the area of ELA proficiency. Also a 5% increase in the area of ELA learning gains by the 2024-2025 state assessment by June 2025.

Monitoring

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

The Leadership Team will conduct data chats, attend common planning sessions and follow-up with regular walkthroughs to ensure that the Interventions are being implemented. Administrators will review lessons for indication of Interventions. Data analysis of formative assessments will be reviewed monthly to observe progress. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

Person responsible for monitoring outcome

School Leadership Team

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:

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

The alignment of Interventions involves providing students with the prerequisite skills needed in order to close the achievement gap so that students are on track to meet grade level expectations.

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

Intervention Training

Person Monitoring:

Christina Barcinas, Assistant Principal & Qynata Henry, Literacy Coach

By When/Frequency:

August 12- September 27, 2024

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

Plan and Facilitate an Intervention Professional learning with all Staff members. This will be monitored through walkthroughs and student journals.

Action Step #2

Intervention Baseline

Person Monitoring:

Christina Barcinas, Assistant Principal and Qynata henry, Literacy Coach

By When/Frequency:

August 12- September 27, 2024

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

Teachers will receive Intervention materials, resources and pacing guides. A testing schedule of the intervention baseline assessment will be administered to determine initial intervention placement. This will be monitored through walkthroughs and student journals.

Action Step #3

Intervention Checklist

Person Monitoring:

Christina Barcinas, Assistant Principal & Qynata Henry, Literacy Coach

By When/Frequency:

August 12 - September 27, 2024

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

Create intervention checklist for teachers to ensure fidelity of Intervention implementation. Also, conduct walkthroughs to assist with implementation and pacing. This will be monitored through walkthroughs and student journals.

Area of Focus #2

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

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

According to the 2024 FAST PM3 Data, the Students with Disabilities (SWD) demonstrated 15% ELA proficiency and 25% Math proficiency. Based on the data and the identified contributing factors of: the limited readiness levels of students; causing them to become disengaged and frustrated during core instruction, we will implement the Targeted Element of Student Engagement.

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 Targeted Element of Student Engagement, there will be an increase of 5% proficiency in both Reading and Math for SWD.

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 School Leadership Team (SLT) will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that students are engaged in lessons. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of student engagement strategies especially for identified subgroups (SWD). Feedback will be provided as needed.

Person responsible for monitoring outcome

Leadership Team

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:

Student Engagement will enable teachers to infuse best practices so that student are engaged in meaningful lessons to decrease disruptive behaviors and increase academic performance.

Rationale:

Students that are academic actively engagement are more likely to improve academic outcomes, enhance critical thinking, create positive classroom environment where students want to be a part of.

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

Student Engagement Professional Learning

Person Monitoring:

Christina Barcinas, Assistant Principal & Qynata Henry, Literacy Coach

By When/Frequency:

August 12 - September 27, 2024

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

Plan and conduct a Student Engagement professional learning to all staff members aligned with the FEI. This will be monitored through agenda and sign-in sheets.

Action Step #2

Collaborative Planning

Person Monitoring:

Christina Barcinas, Assistant Principal & Sintia James, Instructional Coach

By When/Frequency:

August 12 - September 27, 2024

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

During collaborative planning, teachers will plan with the instructional coaches to infuse one student engagement strategy into their lessons. This will be monitored through collaborative planning sign-in sheets and agenda, lesson plans, and walkthroughs.

Action Step #3

Student Engagement Product Reviews

Person Monitoring:

Christina Barcinas, Assistant Principal & Sintia James, Instructional Coach

By When/Frequency:

August 12 - September 27, 2024

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

During collaborative planning, teachers will bring in students work samples that provide evidence of the select student engagement strategy. This will be monitored through student work sample through the utilization of rubric.

Area of Focus #3

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

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

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

According to the 2024 FAST ELA PM3 data, 37% of all students in grades 3-5 in ELA. scored proficiency. Based on the data and the identified contributing factors of: high number of Level 1 and Level 2 students, student readiness levels limits abilities to master grade level tasks and lesson plans that don't set high expectations, we will implement the Targeted Element of Benchmark-aligned Instruction.

Measurable Outcome

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

With the implementation of Gradual Release of Responsibility Model (GRRM), an additional 5% of the elementary population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics, and additional 5% in the area of science by the 2024-2025 state assessment by June 2025.

Monitoring

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

The Leadership Team will conduct data chats, attend common planning sessions and follow-up with regular walkthroughs to ensure that the GRRM is being implemented. Administrators will review lesson plans for indication of GRRM. Data analysis of formative assessments will be reviewed monthly to observe progress. We will create an online data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

Person responsible for monitoring outcome

Qynata Henry, Literacy Coach

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 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:

Within the Targeted Element of Benchmark-aligned instruction, our school will focus on the Evidence-Based Intervention of : GRMM. GRRM will assist in growth by providing students opportunities to apply the taught skill independently aligned to the Daily learning target and Daily End Product. The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Explicit Instruction Mini PD

Person Monitoring:

Qynata Henry, Literacy Coach & Sintia James,
Math Coach

By When/Frequency:

August 12 - September 27, 2024

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

A mini PD session will be give to all teachers. This will be monitored agenda and sign-in sheet.

Action Step #2

GRRM Collaborative Planning

Person Monitoring:

Qynata Henry, Literacy Coach & Sintia James,
Math Coach

By When/Frequency:

August 12 - September 27, 2024

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

During weekly collaborative planning, teachers will develop lesson plans with a focus on the GRRM. This will be monitored through collaborative planning, lesson plans, and walkthroughs.

Action Step #3

Student Product Reviews

Person Monitoring:

Qynata Henry, Literacy & Sintia James, Math
Coach

By When/Frequency:

August 12 - September 27, 2024

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

During weekly collaborative planning, teachers will share out student work samples and analyze the lesson product as it relates to the lesson plan on GRRM. This will be monitored through collaborative planning, lesson plans, and walkthroughs.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2024 Student Attendance on Power Bi, 12% of students were absent 31 days or more when compared to the District of 7%. Also, 26% of students were absent between 16-30 days

when compared to the District average of 20%. Based on the data and the identified contributing factors of: an increase of excessive student absences, we will implement the Targeted Element of Awards and Incentives.

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 Rewards and Incentives, students will have a decrease in absences by 5% by June 4, 2025.

Monitoring

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

The Attendance Review Committee (ARC) will review the Attendance Bulletin daily to monitor students with excessive absences. Teachers monitor and then report students with excessive absences to the ARC. When students are in school, they will engage in meaningful and impactful daily core instruction. Also, students will engage with teacher and peers in order to better understand the concepts being taught.

Person responsible for monitoring outcome

Christina R. Barcinas, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy of Incentives and rewards will be used to encourage regular attendance by creating a positive and motivating environment for students. Student attendance will be monitored on a daily, weekly and monthly basis.

Rationale:

The evidence-based strategy of Incentives and Rewards was chosen as it addresses acknowledging students who are present in school, as well as, motivate students to attend school consistently. This evidence based strategy leverages the idea that students are more likely to attend school consistently when they see a tangible benefits for doing so.

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

Perfect Attendance Tracker

Person Monitoring:

Homeroom Teachers & Christina R. Barcinas,
Assistant Principal

By When/Frequency:

Daily

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

Teachers will receive a Perfect Attendance sheet per homeroom to track daily perfect attendance. Per quarter, the first homeroom within each grade level will receive a reward. This will be monitored through attendance bulletins and attendance reports on Power-bi.

Action Step #2

Breakfast with Administration

Person Monitoring:

Christina R. Barcinas, Assistant Principal

By When/Frequency:

October 21, 2024 (Quarterly)

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

The students with perfect attendance for the quarter will enjoy breakfast with administration. This will be monitored through attendance bulletins and attendance reports on Power-bi.

Action Step #3

Perfect Attendance Raffle

Person Monitoring:

Christina R. Barcinas, Assistant Principal

By When/Frequency:

October 21, 2024 (Quarterly)

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

Students with perfect attendance for the quarter will have their names entered into a raffle for a drawing of a special prize. This will be monitored through attendance bulletins and attendance reports on Power-bi.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP is shared and reviewed at the Annual Title I Meeting as well as our bi-monthly EESAC meetings to all stakeholders. The SIP is located in the parent resource center and on the Florida City Elementary website. <https://floridacityes.com/title-i/>

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))

Florida City Elementary builds positive relationships with all stakeholders through school events such as the Meet and Greet, Open House, Annual Title I Meeting, Bi-Monthly EESAC Meetings, and parent involvement activities throughout the school year. Our school's website, social media, and school marquee also provide updates to help promote involvement for parents, families and the community. <https://floridacityes.com/title-i/>

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))

Based on the data and the identified contributing factors of student readiness levels limiting ability to master on grade level content, Florida City Elementary will implement the Target Elements of :

Standard Aligned Instruction, Differentiation and Intervention in order to help provide an enriched and accelerated curriculum for all students. Academic programs will be strengthened through additional extended learning opportunities.

How Plan is Developed

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

The school in coordination with all stakeholders will continue to develop and modify the SIP throughout the school year with input from EESAC members. This will assist in providing benefit feedback and suggestions.

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))

Florida City Elementary ensures counseling, mental health services, support services, mentoring and other services are available to students that support their development and skills in and outside of the classroom.

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))

Florida City Elementary hosts career day and partners with the feeder pattern middle and high school to support student awareness of postsecondary opportunities.

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)).

Florida City Elementary follows the Multi-Tiered System of Supports (MTSS) to address problem behaviors and early intervention. Additionally, Florida City implements a Positive Behavior Intervention System (PBIS) to promote positive behavior and correct negative behaviors. Lastly, the school Discipline Committee developed a school discipline plan.

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)).

Florida City Elementary provides coaching and mentoring for new and beginning teachers through the Districts MINT program. Additionally, professional development for teachers is provided for teachers to improve instructional delivery and content knowledge based on the PD survey.

Strategies to Assist Preschool Children

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

Preschool children transition from early childhood education programs to Kindergarten at Florida City Elementary School through our annual transition to Transition to Kindergarten initiatives which include student/parent orientation, and our opening of schools meet and greet.

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.

The School Leadership Team will meet with all stakeholders to review the resources specifically targeted for the Students with Disabilities (SWD) sub-group. All data (Math & Science Topic Assessment, PMA's, OMP, i-Ready, FAST) will be reviewed to discuss the most effective resources to support the academic needs of these students.

Specifics to Address the Need

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

The data states that our Students with Disabilities demonstrated 15% ELA proficiency and 25% Math proficiency. Therefore; the school was identified as an ATSI school. The academic resources frequency of monitoring are as follows:

- i-Ready (monitored monthly)
- Horizons and Elevate (monitored weekly)
- McGraw Hill-PMA's (monitored bi-weekly)
- Topic Assessment Data (monitored bi-weekly)

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