

Miami-Dade County Public Schools

REDLAND 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 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 32
- V. Title I Requirements (optional) 34
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

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 mission of Redland Elementary School is to foster a holistic and dynamic learning environment that empowers every student to achieve academic excellence while nurturing their social and emotional growth. Through engaging activities, supportive relationships, and collaborative efforts, we are dedicated to preparing students for a future of limitless possibilities.

Provide the school's vision statement

Our vision is to be a beacon of educational innovation, where students flourish academically and socially, becoming confident, compassionate, and resilient individuals. We aspire to create a community where diversity is celebrated, and each student's unique potential is recognized and nurtured.

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

Katori Wisdom

Position Title

Principal

Job Duties and Responsibilities

The Principal at Redland Elementary School is responsible for the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Principal also include, but are not limited to developing and implementing the school's budget, serving as one of the instructional leaders in the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the Principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the Principal utilizes various forms of communication to

efficiently and effectively communicate with all stakeholders.

Leadership Team Member #2

Employee's Name

Diane Cardona

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include, but are not limited to serving as one of the instructional leaders in the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.

Leadership Team Member #3

Employee's Name

Heather Parker

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include, but are not limited to serving as one of the instructional leaders in the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.

Leadership Team Member #4

Employee's Name

Samantha Roman

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Reading Coach will develop i-Ready assessment calendars and provide testing updates to Administration (to include updates of percent tested), troubleshoot during i-Ready Reading assessments and pull applicable reports after testing. Also, the Reading Coach will plan and prepare for the district writing assessments, provide data analysis of Reading bi-weekly assessments and will work alongside the Assistant Principal and Registrar to ensure Tier2/Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide literacy initiative.

Leadership Team Member #5

Employee's Name

Shaquanda Pate

Position Title

Mathematics Coach

Job Duties and Responsibilities

The Mathematics Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Mathematics Coach will develop i-Ready assessment calendars and provide i-Ready testing updates to Administration (to include updates of percent tested), troubleshoot during testing and pull applicable reports after testing. Also, the Mathematics Coach will provide data analysis of Mathematics Topic Assessments, attend Mathematics ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide Mathematics initiatives.

Leadership Team Member #6

Employee's Name

Ivelice Ferrer

Position Title

ELL Compliance/Chairperson

Job Duties and Responsibilities

The ELL Compliance Specialist at Redland Elementary School is responsible for the appropriate placement of ESOL students, and ensuring all J Screen corrections are updated. Additionally, the ELL Compliance Specialist serves as an active member of the Literacy Leadership Team, administers CELLA online and OLPS-R assessments to respective students, reviews the Home Language Surveys, identifies student (s) to be tested and attends ELL district trainings.

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 for involving stakeholders will include communication via School Messenger, Schoology, and Social Media platforms. The School Leadership Team will review and consider responses from parent/student/teacher climate surveys when developing the School Improvement Plan. The SIP will also be shared with the ESSAC committee and RES faculty and staff.

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 will be regularly monitored by reviewing the action steps with the Leadership Team on a quarterly basis. During faculty meetings, the SIP will be shared with staff. Once the SIP is shared with the staff, the Leadership Team will monitor implementation by conducting classroom observations/ walk-throughs, teacher data chats, and progress monitoring of students assessments.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.6%
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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	18	21	12	8	18				82
One or more suspensions	0	0	1	0	0	2				3
Course failure in English Language Arts (ELA)		4	13	23	27	42				109
Course failure in Math		12	7	19	24	22				84
Level 1 on statewide ELA assessment				22	33	61				116
Level 1 on statewide Math assessment				15	26	35				76
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	45	52	66						176
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	31	12	22	13					90

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	14	36	21	40	51	72				234

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	15	20	5	23	1	0				64
Students retained two or more times				2	2	2				6

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	146	160	150	205	175	146				982
One or more suspensions				3		1				4
Course failure in ELA		6	7	53	16	9				91
Course failure in Math		10	2	38	13	16				79
Level 1 on statewide ELA assessment					70	54	45			169
Level 1 on statewide Math assessment					53	33	49			135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		32	56	68						426

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		13	5	73	38	45				174

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	7		33		1				42
Students retained two or more times				6	1					7

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 *	48	63	57	50	60	53	49	62	56
ELA Grade 3 Achievement **	50	63	58	43	60	53			
ELA Learning Gains	56	64	60				61		
ELA Learning Gains Lowest 25%	61	62	57				55		
Math Achievement *	64	69	62	56	66	59	51	58	50
Math Learning Gains	69	65	62				63		
Math Learning Gains Lowest 25%	61	58	52				51		
Science Achievement *	58	61	57	45	58	54	33	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	66	64	61	44	63	59	46		

*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 (FPI) 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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	533
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	50%	51%	42%		54%	58%

* 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	36%	Yes	1	
English Language Learners	60%	No		
Black/African American Students	53%	No		
Hispanic Students	60%	No		
White Students	73%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	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%
English Language Learners	44%	No		
Black/African American Students	65%	No		
Hispanic Students	48%	No		
White Students	73%	No		
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	49%	No		
Native American 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%
Asian Students				
Black/African American Students	53%	No		
Hispanic Students	51%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	50%	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	48%	50%	56%	61%	64%	69%	61%	58%					66%
Students With Disabilities	21%	11%	29%	30%	40%	57%	56%	41%					43%
English Language Learners	44%	52%	59%	68%	63%	73%	63%	48%					66%
Black/African American Students	50%		52%		56%	59%		47%					
Hispanic Students	47%	51%	56%	64%	65%	70%	62%	57%					66%
White Students	64%				82%								
Economically Disadvantaged Students	46%	51%	49%	54%	65%	68%	63%	57%					63%

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	50%	43%			56%			45%					44%
Students With Disabilities	47%	39%			48%			50%					38%
English Language Learners	42%	38%			47%			39%					54%
Black/African American Students	64%	58%			74%								
Hispanic Students	47%	42%			54%			44%					54%
White Students	77%				69%								
Economically Disadvantaged Students	47%	42%			55%			41%					50%

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	49%		61%	55%	51%	63%	51%	33%					46%
Students With Disabilities	44%		45%	50%	50%	60%	43%	21%					28%
English Language Learners	41%		63%	54%	46%	63%	55%	24%					46%
Native American Students													
Asian Students													
Black/African American Students	56%		53%		50%	53%							
Hispanic Students	47%		62%	57%	50%	64%	52%	32%					46%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	48%		60%	56%	49%	61%	49%	32%					45%

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	39%	56%	-17%	55%	-16%
Ela	4	39%	55%	-16%	53%	-14%
Ela	5	41%	56%	-15%	55%	-14%
Math	3	57%	65%	-8%	60%	-3%
Math	4	63%	62%	1%	58%	5%
Math	5	52%	59%	-7%	56%	-4%
Science	5	46%	53%	-7%	53%	-7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Science. In 2024 58% of our 5th grade students demonstrated proficiency, as compared to 45% proficiency in 2023; a 13 percentage point increase. New actions taken to show this improvement were implementing science inquiry labs which exposed students to real-life applications to create a better understanding of the Science concept being taught, providing teachers with additional Science district support, conducting Science interventions and offering extended learning opportunities to students after school.

Lowest Performance

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

The data component that showed the lowest performance was Reading. In 2024 48% of our 3rd through 5th grade students demonstrated proficiency on the FAST ELA PM3. Contributing factors to last year's performance may be linked to our 3rd grade students not having a solid reading foundation that would have taken place during Kindergarten and 1st grade. The 3rd grade students were Kindergarten students during the pandemic and, as a result, there was a significant learning loss in reading; our students missed vital phonics and phonological awareness instruction causing a learning gap that continues to require remediation. Also, the lack of Differentiated Instruction to meet the individual needs of students in 3rd through 5th grade Reading classes may have been a contributing factor to the low performance.

Greatest Decline

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

The data component that showed the greatest decline from the prior year is 4th Grade Reading. In 2024 39% of our students were proficient, whereas in 2023, 41%, a 2 percentage point decrease. The factors that may have contributed to this decline are the lack of Differentiated Instruction conducted with fidelity and the the inconsistent implementation of the Gradual Release of Responsibility Model during the instructional routine. Teachers are not allowing students to complete the the independent, "You Do" portion of the GRRM.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average is our overall Reading proficiency. For example, 48% of our 3rd through 5th grade students demonstrated proficiency, as compared to the State with 57% proficiency, a 9 percentage point difference. The factors that may have contributed the gap are the inconsistent implementation of differentiated instruction to meet the individual needs of students, and students not being exposed to Higher Order Thinking questions throughout the instructional routine.

EWS Areas of Concern

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

Based on the EWS data, areas of concern are the 122 students with a substantial Reading Deficiency; that includes 66 students in 3rd grade and 56 students in 4th grade. Also, the 22 3rd grade and 33 4th grade students that scored a Level 1 on the 2023 ELA FAST PM3 assessment.

Highest Priorities

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

Our highest priority for school improvement in the upcoming school year will be as follows:

1. Implementing school-wide Differentiated Instruction to meet the individual needs of students.
2. Conducting common planning sessions with a focus on Higher Order Thinking Questions, Expected Student Outcomes and opportunities for students to revise their work based on teacher's explicit feedback to ensure instruction is intentional and deliberate according to the Achievement Level Descriptors.
3. Ensuring teachers are releasing students to independently complete the "You Do" component of the GRRM.
4. Providing extended learning opportunities for 3rd through 5th grade students.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

According to 2024 FAST PM3 data, our incoming 5th graders demonstrated the lowest performance in Reading proficiency. Based on data, 42% of our incoming 5th graders demonstrated proficiency as compared to the state average of 55%, 13 percentage difference, and the district's average of 56%, a 14 percentage point difference. There is a crucial need for this group of incoming 5th graders because of the gap in foundational skills that they are missing, also this group will have writing as an additional component in the ELA test and the 5th grade Science test, which are accountability components.

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 Differentiation with a focus on meeting individual student needs, through the utilization of targeted district provided resources, 52% of our 5th grade students will demonstrate proficiency on the 2025 FAST PM3.

Monitoring

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

The Area of Focus will be monitored through weekly targeted administrative walkthroughs to ensure that students are receiving instruction based on their individual needs, quarterly administrator/teacher data chats will be conducted to ensure that teachers are closely monitoring growth and appropriately addressing the needs of individual students, and bi-weekly teacher/student data chats will be conducted to ensure that students are making adequate grade level progress and adjustments will be made as needed.

Person responsible for monitoring outcome

Samantha Roman, Reading 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:

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:

The rationale for selecting the evidenced-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels.

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

Data Analysis

Person Monitoring:

Administration

By When/Frequency:

September 27, 2024

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

Analyze the 2023-2024 FAST PM3 and 2024-2025 FAST PM1 to determine differentiated instructional groups. As a result, differentiated instructions groups can be created.

Action Step #2

Instructional Resources

Person Monitoring:

Reading Coach

By When/Frequency:

September 27, 2024

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

Utilize individual student data to determine the District instructional resources for differentiated

instruction groups. As a result, teachers will be able to identify appropriate resources for student success.

Action Step #3

Collaborative Planning

Person Monitoring:

Reading Coach

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 attend collaborative planning to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will taking turns leading and modeling explicit instruction that addresses students' needs. Strategies can include appropriate scaffolding, think-alouds, and student questioning.

Area of Focus #2

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 2024 FAST PM3 data, 48% of our 3rd-5th students were proficient, as compared to the state average of 57% and district average of 63%. Based on this data, 50% of 3rd graders; 42% of 4th graders; and 52% of 5th graders were proficient. There is a crucial need for a focus in ELA due to the inconsistent implementation of high order thinking questions during instruction, instruction that meets the full intent of the standards, and teacher actions that lead to authentic student outcomes.

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 ELA with a focus on high order thinking questions during instruction, instruction that meets the full intent of the standards, and teacher actions that lead to authentic student outcomes, 58% of our 3rd-5th grade students will score at grade level or above in the ELA FAST PM3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust instructional groups based on current

data in real-time and follow-up with regular walkthroughs to ensure students are exposed to higher order thinking questions. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed.

Person responsible for monitoring outcome

Administration

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 of higher order questioning moves beyond rote memorization and surface-level understanding, fostering critical thinking, deep engagement with content, and the development of essential cognitive skills that support learning across various subjects and contexts.

Rationale:

The evidence-based strategy of higher order questioning was chosen as it addresses critical thinking and at the same time holds the teacher accountable for maintaining high expectations for all students.

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

Coaching Support

Person Monitoring:

Reading Coach

By When/Frequency:

September 27, 2024

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

Provide coaching support during instructional planning sessions. Focus will be placed on Higher Order Thinking questions and student desired outcomes. During the instructional planning routine there will be evidence of Higher Order Thinking activities that will lead to authentic student outcomes. As a result, we will implement the Targeted Element of ELA to increase the percent of students performing on grade-level.

Action Step #2

Standard-Driven Classroom

Person Monitoring:

Administration

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 provide reading instruction with a focus on meeting the full intent of ELA standards. During whole group and small group instruction teachers will implement district provided resources that reach the scope of ALD level 4s and level 5s for the purpose of ensuring that students are exposed to the full intent of the standards. As a result, we will implement the Targeted Element of ELA to increase the percentage of students performing on grade-level.

Action Step #3

Walk-Throughs

Person Monitoring:

Administration

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 conduct walk-throughs with a focus on teacher actions that lead to authentic student outcomes. During administration walk-throughs, the expectation is to observe evidence activities and lessons that promote independent student outcomes.

Area of Focus #3

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 2024 FAST PM3 data, a total of 309 students have a substantial Reading Deficiency (13 in Kindergarten; 45 in 1st; 52 in 2nd; 66 in 3rd; 56 in 4th and 77 in 5th). Based on this data we will implement the Targeted Element of Intervention with a focus on conducting Interventions with fidelity to attempt to close the achievement gap of the identified students in 1st through 5th grade during the 2024/2025 school year.

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

The implementation of the Targeted Element of Intervention with fidelity will increase student proficiency and overall student Learning Gains.

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

The implementation of the Targeted Element of Intervention with fidelity will increase student proficiency and overall student Learning Gains.

Grades K-2: Measurable Outcome(s)

With the implementation of the Targeted Element of Intervention with a focus on conducting Interventions with fidelity, the number of students with a Substantial Reading Deficiency will decrease by an average of 10 percentage points in Kindergarten through 2nd grade in the area of ELA on the 2025 FAST PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Targeted Element of Intervention with a focus on conducting Interventions with fidelity, an additional 10% (for a total of 58%) of 3rd-5th grade students will score at grade level or above in the area of ELA on the 2025 FAST PM3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust instructional groups based on current data in real-time and follow-up with regular walkthroughs to ensure students are provided intervention. Feedback will be provided as needed.

Person responsible for monitoring outcome

Administration

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:

Reading intervention is targeted small group instruction utilizing research-based curriculum with ongoing progress monitoring with an adjustment to instruction and groupings as needed.

Rationale:

Reading intervention includes alignment with research-based practices, individual student needs, and implementation with consistency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Reading Coach

By When/Frequency:

September 27, 2024

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

Provide professional learnings for 3rd-5th grade teachers on how to effectively and consistently implement and monitor Reading intervention.

Action Step #2

Learning Walks

Person Monitoring:

Administration

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 be provided with opportunities to participate in learning walks to observe an exemplary Reading intervention block.

Action Step #3

Walk-Throughs

Person Monitoring:

Leadership Team

By When/Frequency:

September 27, 2024

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

Administrators and Reading coach will conduct focused walk-throughs to monitor the implementation of intervention and adjust as needed.

Area of Focus #4

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 2024 FAST PM3 data, our SWDs demonstrated 19% proficiency in Reading and 37% in Mathematics. There is a crucial need for this group because they have yet to attain the necessary foundational skills needed to achieve academic proficiency as evidenced by data trends from the last five years.

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 Targeted Element of Differentiation with a focus on meeting individual student needs, through the utilization of targeted district provided resources and personnel; 24% of our SWD will demonstrate proficiency in Reading and 42% will demonstrate proficiency in

Mathematics on the 2025 FAST PM3.

Monitoring

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

The Area of Focus will be monitored through weekly targeted administrative walkthroughs to ensure that SWD are receiving instruction based on their Individual Education Plan (IEP), quarterly administrator/teacher data chats will be conducted to ensure that teachers are closely monitoring growth and appropriately addressing the needs of individual students, and bi-weekly teacher/student data chats will be conducted to ensure that SWD are making adequate grade level progress and adjustments will be made as needed.

Person responsible for monitoring outcome

Katori Wisdom, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

The rationale for selecting the evidenced-based strategy of differentiated instruction is that it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all SWD. Through the use of this strategy, the teacher can tailor examples to match students' readiness levels.

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

Data Analysis

Person Monitoring:

Administration

By When/Frequency:

September 27, 2024

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

Analyze the 2023-2024 FAST PM3 and 2024-2025 FAST PM1 to determine differentiated instructional groups. As a result, differentiated instructions groups can be created and adjusted as needed.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 our 2023-2024 School Climate Survey, 50% of our students believe bullying is a concern at our school. Because safety is essential for fostering a positive learning environment, we will implement the Targeted Element of Positive Behavior and Intervention System with a focus on setting high expectations for student behavior.

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 a Targeted Element of Positive Behavior Intervention System with a focus on setting high expectations for student behavior, a decrease of at least 20% (for a total of no more than 30%) of students will identify bullying as a concern.

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 Positive Behavior and Intervention System will be monitored through the number of bullying cases reported to administration. The Leadership Team will conduct monthly meetings to ensure that behavior interventions are implemented with fidelity and proving to be effective. Feedback will be provided as needed.

Person responsible for monitoring outcome

Diane Cardona, 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:

A Positive Behavior Intervention System is a structured approach using various settings and resources to encourage and reinforce desirable behaviors while reducing undesired one.

Rationale:

The evidence based strategy of PBIS was chosen as it addresses negative student behaviors and at the same time reinforces positive student behaviors and holds the teacher accountable for maintaining high expectations for all students.

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

PBIS

Person Monitoring:

Diane Cardona

By When/Frequency:

September 27, 2024

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

A PBIS Committee will be selected, and tasked with the goal of setting high expectations for all students. The committee will clearly communicate expectations to staff and students. Focus will be placed on monitoring student behavior and providing positive or negative consequences. As a result, teachers will be able to appropriately respond to student behaviors.

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.

Redland Elementary School will conduct various parent nights, send home flyers, utilize School Messenger and post on our school's website (<https://redlandelementary.net>) to disseminate important information.

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))

Positive relationships with parents, families and other community stakeholders will be built through regular communication, parent-teacher conferences, school activities beyond the school day, volunteering opportunities, workshops, and community events. These efforts foster collaboration, transparency and a sense of partnership, ultimately contributing to a more supportive and engaged school community. Redland Elementary Parental and Family Engagement Plan (PFEP) is available at <http://redlandelementary.net>.

Plans to Strengthen the Academic Program

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

To strengthen the academic programs at Redland Elementary School, we implement strategies that

enhance the district provided curriculum, we utilize personalized learning approaches, we provide professional development for teachers, we integrate technology effectively into the classroom, we provide tutoring and academic support, and regularly assess students' progress. These efforts aim to improve teaching quality, foster engagement, and increase overall academic performance.

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 Title I plan is developed by reviewing the current data and implementing resources/programs such as: Community Involvement Specialist, Project Up-Start, Instructional coaches (Mathematics and Reading), Parent Resource Center, Parent academy workshops, and Before and After school extended learning opportunities.

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))

To ensure specialized support services for counseling and school-based mental health, schools can take the following steps:

1. **Qualified Staff:** Employ trained and licensed counselors or mental health professionals who specialize in working with students. This ensures that students receive appropriate guidance and support.
2. **Assessment and Identification:** Regularly assess students' mental health needs through screenings and observations to identify those requiring specialized services.
3. **Individualized Plans:** Develop personalized support plans for students with specific mental health needs, outlining interventions, goals, and strategies.
4. **Collaboration:** Foster collaboration between teachers, counselors, parents, and outside mental health agencies to create a holistic support network.
5. **Crisis Response:** Establish clear protocols for handling mental health crises, including communication plans with parents and proper intervention strategies.
6. **Training:** Provide ongoing training for staff on recognizing signs of mental health issues, trauma-informed care, and effective communication with students.
7. **Supportive Environment:** Create a stigma-free and supportive school environment that encourages students to seek help without fear of judgment.
8. **Parent Involvement:** Involve parents in the process by communicating about available services, progress, and strategies to support their child's mental health.
9. **Accessible Resources:** Ensure students have access to appropriate resources, both within the school day and in the community, such as counseling sessions, support groups, and crisis hotlines.
10. **Evaluation and Improvement:** Continuously evaluate the effectiveness of the specialized support services and make necessary adjustments based on feedback and outcomes.
11. **Data Collection:** Collect and analyze data on student well-being, service utilization, and outcomes to guide decision-making and improvements.

By implementing these measures, schools can provide specialized mental health support that addresses the diverse needs of their students in a comprehensive and effective manner.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

A school-wide tiered model for preventing and addressing problem behavior typically involves a multitiered system of supports that cater to students with varying levels of behavioral needs. This approach is often referred to as Positive Behavioral Interventions and Supports (PBIS). Here's a simplified breakdown of the three tiers:

1. Tier 1 - Universal Supports: - Prevention: Implement proactive strategies to create a positive and inclusive school environment. This involves teaching and reinforcing positive behavior expectations school wide. - Interventions: Offer universal interventions, such as rewards and recognition for positive behavior, classroom management techniques, and social-emotional learning programs.
2. Tier 2 - Targeted Supports: - Identification: Identify students who require additional support beyond the universal level due to recurring mild problem behaviors. - Interventions: Provide targeted interventions, which may involve small-group interventions, check-in/ check-out systems, mentoring, and social skills groups.
3. Tier 3 - Intensive Supports: - Identification: Identify students with persistent and more severe problem behaviors that require individualized support. - Interventions: Develop personalized behavior intervention plans (BIPs) that include strategies such as functional behavior assessments, counseling, individualized coaching, and collaboration with external specialists. Key principles of this model include data-driven decision-making, continuous monitoring of student behavior and progress, collaboration amongst teachers, counselors, administrators, and parents, and a focus on promoting positive behavior rather than simply punishing negative behavior.

By implementing this tiered approach, schools aim to create a safe and supportive environment while effectively addressing problem behaviors at various levels of intensity.

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)).

To improve instruction and use data from academic assessments effectively, schools can offer various professional learning activities for teachers. Here are some approaches:

1. **Data Analysis Workshops:** Provide workshops that teach teachers how to interpret and analyze academic assessment data. This helps them identify trends, strengths, and areas for improvement in student performance.
 2. **Assessment Literacy Training:** Offer training on different types of assessments, their purposes, and how to align assessments with learning objectives. This empowers teachers to create effective assessments that reflect instructional goals.
 3. **Collaborative Planning:** Facilitate collaborative planning sessions where teachers can discuss assessment results, share strategies that worked, and brainstorm ideas to address challenges.
 4. **Differentiation Strategies:** Train teachers in techniques for differentiating instruction based on assessment data, ensuring they can cater to the diverse needs of their students.
 5. **Technology Integration:** Provide guidance on using educational technology tools to streamline assessment, track student progress, and gain insights from data.
 6. **Feedback and Coaching:** Offer individualized coaching and feedback sessions to help teachers understand how to adjust instruction based on assessment data.
 7. **Peer Learning Communities:** Encourage teachers to form small learning communities where they can share best practices, discuss assessment strategies, and learn from one another.
 8. **Data-Informed Instructional Design:** Teach teachers to modify lesson plans and teaching strategies based on the insights they gain from analyzing assessment data.
 9. **Reflective Practice:** Promote reflective practice by encouraging teachers to regularly analyze their own teaching methods and how they correlate with assessment outcomes.
 10. **Guest Speakers and Experts:** Invite experts in data analysis and assessment to provide specialized training and insights.
 11. **Action Research Projects:** Support teachers in conducting action research projects where they experiment with instructional strategies and assess their impact on student learning.
- These professional learning activities help teachers develop a data-driven mindset and enhance their ability to translate assessment insights into effective instructional practices, ultimately leading to improved student outcomes.

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))

Transitioning preschool children from early childhood education to local elementary programs involves careful planning and strategies to ensure a smooth shift. Here are some approaches that schools often employ:

1. **Orientation Sessions:** Conduct orientation sessions for both parents and preschoolers to introduce them to the elementary school environment, teachers, and routines.

2. Collaboration with Preschools: Foster communication and collaboration between preschool teachers and elementary school staff to share information about each child's developmental progress, strengths, and areas needing support.

3. Visits and Tours: Organize visits to the elementary school so that preschoolers can familiarize themselves with the new setting, classrooms, and play areas.

4. Meetings with Teachers: Arrange meetings between preschoolers and their future elementary teachers, creating a personal connection that eases the transition.

5. Buddy System: Assign older students as "buddies" to the incoming preschoolers, helping them navigate the new environment and build a sense of belonging.

6. Social Stories: Develop social stories or visual guides that illustrate what a typical day at the elementary school will look like, reducing anxiety.

7. Parent Workshops: Offer workshops for parents on how to support their child's transition, providing tips and strategies to ease the process at home.

8. Gradual Transition: Plan a gradual transition period where preschoolers spend short periods in the elementary school before full-time enrollment begins.

9. Communication Tools: Use communication tools like newsletters, websites, and apps to update parents on upcoming events, important dates, and resources for transition support.

10. Play-Based Learning: Incorporate play-based activities in the elementary curriculum, aligning with the preschoolers' learning style and easing the shift.

11. Consistency in Routine: Maintain consistent routines between preschool and elementary school whenever possible to provide a sense of continuity.

12. Individualized Support: Identify children who may need additional support during the transition and develop individualized plans to cater to their needs.

13. Parent-School Partnerships: Foster strong relationships between parents and the elementary school, encouraging ongoing communication and involvement.

14. Open House: Host open houses or welcome events where preschool families can explore the elementary school, meet teachers, and connect with other parents.

By implementing these strategies, schools can create a supportive and welcoming environment for preschool children as they transition to local elementary programs, setting them up for a successful start to their formal education journey.

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.

A data comparison between our 2023-2024 FAST PM3 and 2024-2025 PM1 will be disaggregated to support our SWDs. The individualized needs students will be addressed through the use of targeted resources and additional support from the ESE support facilitators.

Specifics to Address the Need

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

Data analysis will be the basis for the selection of appropriate instructional resources. For example, STEM Scopes will be used to target students in need of additional Mathematics grade level support/instruction; McGraw-Hill Wonders will be used to target grade level standards and comprehension, whereas Sadlier Phonics will be used to target the missing phonics component for students in need of additional phonics support.

Data Chats will occur after the administration of the FAST PM1 Reading and Mathematics Assessment on or before September 27, 2024 and after the administration of the PM2 Reading and Mathematics Assessment on or before December 20, 2024.

Data Check-ins will also take place between the teacher and administration regarding student's progress after i-Ready Reading and Mathematics Assessments, Bi-Weekly Reading Assessments and Mathematics Topic Assessments. This will take place during common planning sessions.

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