

Miami-Dade County Public Schools

IRVING & BEATRICE PESKOE K-8 CENTER



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 mission of Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

Provide the school's vision statement

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strength to overcome academic and social challenges.

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

Madelyn Sierra-Hernandez

Position Title

Principal

Job Duties and Responsibilities

The Principal will provide a common vision for the use of data-based decision-making and ensure that the school is established in the Multi-Tiered Support System. Through the following duties and responsibilities the Principal will perform the following:

- lead the data analysis
- create a culture of data-based decision-making and continuous improvement
- provide and ensures program fidelity
- plan for school-wide professional development based on data analysis of staff
- direct the instructional coaches and instructional staff members
- collaborate with all stakeholders to build understanding, trust, and support

Leadership Team Member #2

Employee's Name

Kim Wood

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will provide guidance on the facilitation and establishment of the Multi-Tiered Support System through:

- facilitating and supporting data collection
- assist in data analysis
- provide professional development
- provide support with instructional planning based on data
- support the implementation of Intervention and the Rti process

Leadership Team Member #3

Employee's Name

Jennifer Brooks

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach builds a relationship of trust and comradery with teachers while performing the following duties:

- Meets with the Principal and Assistant Principal to reflect and identify areas of needed support
- Pre-plans for collaborative planning sessions.
- Facilitates collaborative planning sessions
- Monitors and disaggregates data
- Delivers on-going job embedded professional developments
- Provides coaching support
- Develops coaching cycles
- Implements school wide intervention plan

Leadership Team Member #4

Employee's Name

Amber Brill

Position Title

Teacher

Job Duties and Responsibilities

The teacher will provide information about core instruction, collect student data, deliver instruction and intervention, participate in collaborative planning, coordinate on-going progress monitoring and administer diagnostic assessments.

Leadership Team Member #5

Employee's Name

Adrian Lewis

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach builds a relationship of trust and comradery with teachers while performing the following duties:

- Meets with the Principal and Assistant Principal to reflect and identify areas of needed support
- Pre-plans for collaborative planning
- Facilitates collaborative planning sessions
- Monitors and disaggregates data
- Delivers on-going job embedded professional developments
- Provides coaching support
- Develops coaching cycles
- Implements school wide intervention plan

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 School Leadership Team (LT) participated and collaborated in a three day professional development conference hosted by our District in preparation for the 2024-2025 school year. The conference was geared toward technology, leadership, strategic planning, student engagement and success, instructional coaching, inclusive education and school safety. During the strategic planning session, the leadership team analyzed quantitative and qualitative data in the areas of academics and school culture. In ELA achievement, the school increased one percent from the 2023 school year. In Math achievement, the data indicated a six percent decreased compared to the 2023 school year. There was a three percent increase in Science achievement, an three percent increase in Social Studies achievement and a decrease of three percent in Middle School Acceleration (Algebra 1). We anticipate being a RAISE school based on third (31%) and fifth (47%) grade ELA proficiency. The leadership team reflected on the current practices and processes contributing to the data results. The contributing factor and the areas of concern were discussed. A plan of improvement was developed that included measurable outcomes, monitoring, strategies and action steps. The findings were presented to the faculty at the Opening of Schools meeting to gain stakeholder feedback and involvement. A consensus was built and an understanding of the school's plan will address, and be aligned to the school's unique opportunities for improvement. During the first EESAC meeting and at the Annual Title 1 meeting, the school improvement plan will be presented to the school staff, parents, students, families and business/community leaders. The feedback and input will be added to the 2024-2025 plan for school improvement.

SIP Monitoring

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

The school improvement plan will be monitored throughout the school year to ensure the effective implementation of action steps that will positively impact student achievement. During each phase of the school improvement process, the data derived from the progress monitoring assessments will be

reviewed, analyzed and disaggregated. During bi-weekly leadership team meetings, the data derived from topic assessments and bi-weekly ELA assessments will be presented and reviewed. Areas in need of improvement will be a focus during bi-weekly collaborative planning sessions. At the close of the i-Ready Diagnostic and FAST Progress Monitoring assessments, the Leadership Team will conduct data chats with the teachers. The leadership will perform classroom walkthroughs to monitor instructional planning, instructional delivery, student engagement, assessment and the instructional personnel's knowledge of the learners. The plan of improvement will be adjusted based on the data. When a focus area is not meeting expected outcomes, the action steps will reflect the necessary revisions to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	97.0%
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: C 2022-23: B* 2021-22: A 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	0	10	10	20	8	12	9	4	9	82
One or more suspensions	0	0	1	4	5	3	9	3	12	37
Course failure in English Language Arts (ELA)			9	16	10	6	22	9	2	74
Course failure in Math			8	15	21	5	34	22	12	117
Level 1 on statewide ELA assessment				15	15	23	23	13	26	115
Level 1 on statewide Math assessment				10	17	25	27	18	17	114
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	22	57						92
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		12	8	19	8					47

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	10	12	35	28	30	39	26	34	214

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	15	0	0	3	1	0	19
Students retained two or more times	0	0	0	3	1	2	6	0	0	12

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	12	20	14	10	13	19	13	17	16	134
One or more suspensions		1	2	1	1	9	6	10	15	45
Course failure in ELA		14	20	36	11	23	3	13	6	126
Course failure in Math		12	14	34	17	47	5	10	5	144
Level 1 on statewide ELA assessment				42	16	25	30	19	28	160
Level 1 on statewide Math assessment				37	19	36	16	20	9	137
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	37	39	53						329

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		12	14	47	20	46	19	26	22	206

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				22			2	11	1	36
Students retained two or more times		1		4	4		3	8	8	28

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 *	45	65	58	46	61	53	43	62	55
ELA Grade 3 Achievement **	31	63	59	39	58	56			
ELA Learning Gains	57	64	59				62		
ELA Learning Gains Lowest 25%	52	58	54				58		
Math Achievement *	47	68	59	53	63	55	46	51	42
Math Learning Gains	58	66	61				73		
Math Learning Gains Lowest 25%	55	63	56				71		
Science Achievement *	44	60	54	44	56	52	42	60	54
Social Studies Achievement *	86	79	72	87	77	68	74	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	71	77	71	67	75	70	96	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	50	64	59	46	62	55	52	75	70

*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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	596
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	54%	62%	40%		60%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
English Language Learners	55%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	55%	No		
White Students	58%	No	1	
Economically Disadvantaged Students	54%	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	34%	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%
English Language Learners	46%	No		
Black/African American Students	46%	No		
Hispanic Students	54%	No		
White Students	69%	No		
Economically Disadvantaged Students	52%	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	41%	No		
English Language Learners	54%	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	46%	No		
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	62%	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	45%	31%	57%	52%	47%	58%	55%	44%	86%	71%			50%
Students With Disabilities	21%	13%	45%	50%	29%	53%	50%	18%	67%				36%
English Language Learners	41%	30%	57%	50%	47%	67%	63%	42%	97%	58%			50%
Black/African American Students	32%	33%	46%	67%	33%	44%	47%	21%					
Hispanic Students	48%	31%	59%	50%	50%	60%	55%	51%	85%	67%			51%
White Students	47%		62%		53%	69%							
Economically Disadvantaged Students	45%	31%	60%	57%	46%	57%	54%	45%	82%	68%			49%

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	46%	39%			53%			44%	87%	67%			46%
Students With Disabilities	24%	26%			30%			21%	69%				33%
English Language Learners	40%	24%			51%			35%	83%				45%
Black/African American Students	37%	43%			42%			38%	71%				
Hispanic Students	47%	35%			55%			45%	90%	63%			45%
White Students	75%				63%								
Economically Disadvantaged Students	45%	32%			52%			42%	86%	62%			43%

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	43%		62%	58%	46%	73%	71%	42%	74%	96%			52%
Students With Disabilities	15%		47%	50%	25%	62%	60%	6%	50%				55%
English Language Learners	41%		67%	65%	40%	66%	66%	33%	59%				52%
Native American Students													
Asian Students													
Black/African American Students	19%		46%	55%	29%	68%	83%	21%					
Hispanic Students	47%		64%	60%	48%	74%	68%	45%	75%	96%			52%
Multiracial Students													
Pacific Islander Students													
White Students	46%		70%		54%	80%							
Economically Disadvantaged Students	42%		62%	59%	45%	72%	72%	41%	74%	96%			52%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	31%	56%	-25%	55%	-24%
Ela	4	41%	55%	-14%	53%	-12%
Ela	5	47%	56%	-9%	55%	-8%
Ela	6	46%	57%	-11%	54%	-8%
Ela	7	41%	55%	-14%	50%	-9%
Ela	8	45%	54%	-9%	51%	-6%
Math	3	31%	65%	-34%	60%	-29%
Math	4	43%	62%	-19%	58%	-15%
Math	5	43%	59%	-16%	56%	-13%
Math	6	39%	60%	-21%	56%	-17%
Math	7	47%	49%	-2%	47%	0%
Math	8	62%	58%	4%	54%	8%
Science	5	36%	53%	-17%	53%	-17%
Science	8	47%	42%	5%	45%	2%
Civics		76%	70%	6%	67%	9%
Algebra		71%	55%	16%	50%	21%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that demonstrated the most improvement was Civics. There was an increase of three percent from 83% in the 2023 school year to 86% in the 2024 school year. The school actions that contributed to this increase in proficiency was the use of data from the Mini Assessments and MYA to drive instruction. In addition, we included small group instruction in the instructional framework.

Lowest Performance

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

The data component that demonstrated the lowest performance was Third Grade ELA. The third grade proficiency was at 31%. Students working below grade level and the challenge of comprehension and the retention of information contributed to last year's 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 demonstrated the greatest decline was with the lowest 25% in Math and ELA. In Math, the lowest 25% learning gains had the greatest decline of 16%. In the 2023 school year, the L25 in math was 71%. During the 2024 school year, the L25 was 55%. Our third grade students had the highest number of students with a substantial reading and math deficiency. There were 57 students out of 97 with a substantial reading deficiency. In math there were 19 out of 97. Based on the results of the 2024 FAST assessment, only 31% of the students in third grade reading and math achieved a level three or above. The challenge of the students working below grade level, having an inability to retain information and the inability to utilize the strategies on the assessments were the greatest factors that lead to this decline.

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 with the greatest gap when compared to the state's average is third grade math. There is a 29% gap with the states average. The factors that contributed to this trend is the challenge in retaining the information, the students were working below grade level and the inability of the students to utilized the strategies during the assessments.

EWS Areas of Concern

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

The two areas of concern as reflected on the EWS data are the number of students with a substantial reading deficiency in third grade at a count of 51 and the number of students with two are more indicators in sixth grade.

Highest Priorities

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

The highest priorities of the 2024-2025 school year are as follow:

- Third Grade ELA Proficiency
- L25 Learning Gains in Math and ELA
- Algebra (Middle School Acceleration)
- Science

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)

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, 21% of our Students with Disabilities were proficient in ELA as compared to the 2023 data where 24% were proficient. This was a decrease of 3%. Our Black/African American students achieved 32% on the FAST PM3 compared to the 2023 data of 37%. There was a decrease of 5% points in ELA achievement. In Math, our SWD students decreased from a 30% in 2023, to 29% in 2024. This was a decrease of 1%. Our Black/African American students decreased from 42% in 2023 to 33% in math achievement in 2024. This was a decrease of 9%. According to the 2023-2024 federal point index, our Students with Disabilities index was 38% and our a Black/African American index was 40%. Both subgroups are performing below the required index of 41%. Based on the data and the identified contributing factors of the students working below grade level and having challenges with the retention of knowledge, we will implement the Targeted Element of Flexible/Strategic Grouping in Reading and Math.

Measurable Outcome

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

With the implementation of Flexible/Strategic Grouping, our Students with Disabilities and our Black/African students will meet the 41% threshold by the end of the 2024-2025 school year. An indication of progress made towards the goal will be an increase in the FAST progress monitoring assessment results throughout the school year.

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.

Our ESSA subgroups of Blacks/African American and SWD students will be monitored by the FAST progress monitoring assessment results and i-Ready Diagnostic results. Based on the results of these assessments, the students will be grouped strategically during their Reading and Math blocks

and provided with targeted instruction and instructional support to meet their needs.

Person responsible for monitoring outcome

Madelyn Sierra-Hernandez

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:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction.

Rationale:

The students are in need of strategies that will assist them in meeting their academic goals. Flexible grouping will be utilized to engage the students and to provide them with the instructional support based on their individual needs. Teacher-led groups, small groups and individual instruction provides an effective means of introducing concepts while providing adequate individual practice to demonstrate mastery of concepts. Individual attention can also be provided during small group instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Creation of Instructional Groups

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

August 30, 2024/Once

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

Based on the data derived from the first i-Ready Diagnostic and PM1, the Reading and Math teachers will create instructional groups with a focus on our Blacks/African-American and SWD students.

Action Step #2

Alignment of resources

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

September 2, 2024/Once

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

The instructional coaches and the instructional personnel will align the resources to the needs of the students based on the data.

Action Step #3

Implementation of Small Groups

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

September 4, 2024/Once

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

The instructional personnel will implement small group instruction during their instructional blocks.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

The percentage of students that scored below Level 3 on the 2024 statewide, standardized ELA assessment in grades K-5 is below 50%. There is a need for additional support to increase the percent of students scoring a level 3 or above. The strategy that will be implemented during the 2024-2025 school year is the Before, During and After Reading (BDA) Strategies. The students will be instructed on how to strategically comprehend a reading passage. This was identified as a crucial need to teach students to read with a purpose. Reading with a purpose will increase the students comprehension and level of proficiency.

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

According to the 2023-2024 STAR Data, our K-2 students will increase three percent. We will strategically focus on K-2 teachers and instruction by targeting strategies that the students will utilize before, during and after reading a passage.

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

According to the ELA data, 31% of our third grade students scored a level 3 or higher. In fourth grade

41% scored a level 3 or higher and in fifth grade 47 % scored a level 3 or higher. Based on the data and the identified contributing factors of the students inability to comprehend, master the reading strategies and retain new reading skills, we will implement the Targeted Element of Before, During and After Reading Strategies.

Grades K-2: Measurable Outcome(s)

With the implementation of the evidence based strategy of BDA, the percentage of students in K-2 will increase by 3% as measured by the FAST assessment from PM1 to PM2.

Grades 3-5: Measurable Outcome(s)

With the implementation of the evidence based strategy of BDA, the ELA proficiency will increase from 45% to 50%, as measured by the 2024 - 2025 F.A.S.T. Assessment.

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 effectiveness of implementing BDA will be monitored by Progress Monitoring and FAST assessments. These formative assessments will be analyzed Bi-Weekly by the classroom teacher and the Leadership team. The data will be used to identify students in need of additional support. The students in need of additional support will be provided with Reading Intervention (Horizons).

Person responsible for monitoring outcome

Madelyn Sierra-Hernandez

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 Before, During, and After (BDA) Reading Strategy equips students to become active and strategic readers by guiding them through specific techniques at each stage of the reading process. Before reading, students preview the text to set a clear purpose. During reading, students will engage in strategies such as annotating, skimming, focusing on the main idea, applying vocabulary techniques, and paraphrasing to deepen their understanding. After reading, students carefully analyze questions and answers, ensuring comprehension and searching the text for evidence when needed. This comprehensive approach fosters critical reading skills and enhances overall comprehension.

Rationale:

The Before, During and After (BDA) Reading Strategy is an evidenced-based practice that allows teachers to provide literacy instruction regardless of the student's ability.

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

Collaborative Planning

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

September 27, 2024/Bi-weekly

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

During collaborative planning, the Before, During and After Strategy (BDA) will be presented to the ELA teachers. The purpose of the strategy will be introduced.

Action Step #2

Coach Modeling

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

September 27, 2024/Weekly

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

The Reading Coach will model the BDA strategy to the ELA Teachers.

Action Step #3

Teacher Delivery

Person Monitoring:

Madelyn Sierra-Hernandez

By When/Frequency:

September 27, 2024/Weekly

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

The instructional personnel will effectively utilize the BDA strategy during their reading block as evidence through lesson plans, informal classroom walkthroughs and formal observations.

Area of Focus #3

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

According to the 2024 FAST PM3 data, 47% of our students were proficient in Math as compared to the 2023 FAST PM3 data of 53%. There was a 6 percent decrease in the students that achieved a

level 3 or above. Based on this data and the identified contributing factors of an increase in the number of students who were performing 2 years below grade level whose readiness limited their ability to master the grade level content, we will implement the Targeted Element of Ongoing Progress Monitoring.

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 Ongoing Progress Monitoring, an additional 5% (for a total of 52%) of the students will score at grade level or above in on the 2025 administration of the FAST PM3 assessment.

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 monitor the data derived from topic assessments. A data tracker will be developed and monitored. Data chats will be held after each administration of the FAST and the i-Ready Diagnostic assessments. Data Analysis of formative assessments will be reviewed on a monthly basis to observe student progress during Leadership Team meetings to ensure students are demonstrating growth.

Person responsible for monitoring outcome

Kim Wood

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:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:

It is essential to monitor the progress of the students in order to effectively meet their needs. The instructional personnel must utilized data to inform her or her instruction. This cannot be done without ongoing progress monitoring of the 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

Creation of a Data Tracker

Person Monitoring:

Kim Wood

By When/Frequency:

August 28, 2024/Once

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

The Leadership Team will create and utilize a school wide Math data tracker.

Action Step #2

Administer Topic Assessments

Person Monitoring:

Adrian Lewis

By When/Frequency:

September 27, 2024/Bi-weekly

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

The Math Coach will ensure that all Math teachers administer the topics assessment and formative assessment by the deadline.

Action Step #3

Monitoring the Data

Person Monitoring:

Kim Wood

By When/Frequency:

September 27, 2024/Bi-weekly

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

During collaborative planning meetings, the student data tracker will be reviewed and analyzed. Students in need of additional support will be provided with intervention and remediation.

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.

Based on the data review, our school will implement the targeted Element of Student Attendance. The 2023-2024 School Climate Survey indicated that 79% of the students had 6 or more absences. This was identified as a crucial need for improvement as it is a decline from the previous years percent of 78%. Additionally, attendance had a direct impact on the academic success of the

students.

Measurable Outcome

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

With the implementation of Student Initiatives, our students will increase their attendance by 3 percent as indicated on the School Climate Survey report in Power Bi.

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.

Student attendance reports will be monitored by the school Leadership Team on a weekly basis. During Collaborative Planning, the Leadership Team and the grade level teams will discuss individual student cases. The counselor will track the student attendance and interventions will be developed and implemented to assist students of concern in attending school regularly. This monitoring will ensure that students with attendance concerns will be addressed in a timely manner.

Person responsible for monitoring outcome

Natalie Porras

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:

Strategic Attendance Initiatives involves a close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for student with perfect attendance.

Rationale:

Students who attend school regularly are more likely to succeed academically. Consistent attendance ensures that students receive uninterrupted and continuous instruction. Students that do not attend regularly will miss pertinent information, essential lessons and activities.

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

Attendance Plan

Person Monitoring:

By When/Frequency:

Kim Wood

September 27, 2024/Bi-weekly

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

The leadership team will create an attendance plan that will be distributed to the faculty, staff and students.

Action Step #2

Monitoring

Person Monitoring:

Kim Wood

By When/Frequency:

September 27, 2024/Daily

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

The instructional personnel will monitor their class attendance utilizing an incentive. Each class will be provided with letters that spell out the word attendance. The letters will be made visible in the classroom on the day that 100% is achieved. Once the word "ATTENDANCE" is spelled out, an incentive will be provided to the classroom.

Action Step #3

Recognition of Perfect Attendance

Person Monitoring:

Kim Wood

By When/Frequency:

September 27, 2024/Daily

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

During the morning announcements, the class with perfect attendance will be recognized.

Area of Focus #2

Other

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.

No Answer Entered**Measurable Outcome**

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

No Answer Entered**Monitoring**

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

No Answer Entered**Person responsible for monitoring outcome**

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Process began with the data analysis and planning phase at Synergy (District Professional Development). The strategic planning phase consisted of an analysis of our school-level data. Based on the data, our leadership team met to determine the areas of focus for the upcoming school year. Next, the leadership team purposefully engaged stakeholders in providing reflective feedback on creating and applying specific action steps to achieve improved instructional practices. Upon receiving the reflective feedback from stakeholders, a plan for school improvement was developed. Our school hosts the Title 1 Annual Meeting each year during the first few weeks of the school year. At this meeting, the areas of focus are presented and shared. An official EESAC (Educational Excellence School Advisory Council) meeting will be held, and the SIP will be presented and approved. During the course of the school year, there are key times when the SIP is reviewed and reflected upon based on our progress toward meeting our goals. A beginning-of-the-year review is conducted to reflect on our status as we review the evidence and current data points. The areas that do not demonstrate growth are revisited, and a new plan with strategic action steps is developed and implemented. The same protocol will take place at the mid-year review and the end-of-the-year review and reflection. Throughout the School Improvement Process, there are consistent meetings with stakeholders through the EESAC. Our SIP can be found on our school's website (<http://peskoek8.net>) and on our District school improvement webpage (si.dadeschools.net).

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))

The school plans to build positive relationships with parents and families along with other community stakeholders through the development and implementation of our school's Parent and Family Engagement Plan (PFEP). The goal of the PFEP is to carry out programs, activities, and procedures in an effort to communicate with parents and families. The Title I School-level PFEP is a shared responsibility. Parents and family members will provide input in the update and review of the PFEP. This is evidenced by the school's Title I Annual Parent Meeting and Educational Excellence School Advisory Council (EESAC). The PFEP is presented during the 1st EESAC meeting of the year and the Title I Annual Parent Meeting by an administrator. The school PFEP can be found on the school's webpage at <http://peskoek8.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 in the area of Math, we plan to focus on implementing Ongoing Progress Monitoring. The expertise of our Instructional Coaches in Math and ELA will be utilized in the planning and implementation of the strategy. In English Language Arts, the evidenced-based strategy of Before, After and During (BDA) will be the key to improved student outcomes.

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))

N/A

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))

We are active participants in our District's "Socially and Emotionally Strong" seminars. Our students are provided with an opportunity to engage and collaborate in mindful meetings and conversations that are lead by our school counselor or Mental Health Coordinator. Such programs as "Start with Hello," "See Something, Say Something," "Values Matters," and Youth Mental Health courses are utilized to support students in improving their emotional well-being. Action steps will be created throughout the school year to assist the students in being successful socially, emotionally, as well as academically.

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))

Our School Counselor collaborates with the High School in our feeder pattern to provide our students access to programs that will benefit them in their path towards a post-secondary career. High Schools are invited to speak to our students and to recruit them for their specialized programs.

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)).

In our District, we follow the Response to Intervention for Behavior protocol (RTi-B). As with academics, there is a three-tiered approach. Tier 1 (Universal) interventions are developed for the general education population, which includes schoolwide behavioral expectations and procedures. Tier 2 (Targeted) interventions consists of a continuation of Tier 1 interventions and Tier 2 interventions begin. Such examples include, group or individual counseling, behavior contracts, and weekly progress notes. In Tier 3, Tier 1 and Tier 2 interventions continue and there is an increase in the intensity and frequency of the interventions. Tier 3 interventions include the implementation of a Functional Behavior Assessment. Other behavioral concerns beyond the use of Tier 3 interventions

can lead to referrals to alternative education or the Department of Juvenile Justice Services. At our school site, we implement a schoolwide discipline plan, and we adhere to our District's Code of Student Conduct.

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)).

At our school site, we have a Professional Development Liaison. PD opportunities are created and provided based on our staff's needs. Incorporated in our school calendar are two mandatory PD days where the faculty and staff are required to select and attend PD. It is suggested that teachers select courses that are meaningful and will have a direct impact on their students. Our instructional coaches provide PD to teachers needing additional academic support throughout the school year. Such PD offerings are grade-level and subject-area-specific.

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))

We recruit early childhood students to our school by providing them with an opportunity to participate in our inhouse field trip. Flyers are created and provided to the local daycares and early childhood centers. The preschool students that attend participate in activities in our Kindergarten classrooms. Special activities are created and shared. The students are given a window into a day in the life of a Kindergarten student at our school site. The parents of the preschool students are also presented with information about our school. They are invited to schedule an appointment to tour our facilities.

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.

Miami-Dade County Public Schools provide instructional resources for teachers that are posted in our Schoology platform. All materials and resources are research based and are vetted by content experts. Based on the individual students needs, the instructional personnel will utilize the resources provided by the District. During collaborative planning, the administration and the instructional coaches monitor the use of the resources.

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 various resources will be utilized based on the need of our African-American and Students with Disabilities. Such resources will be from the subjects of Reading and Math. The resources will be utilized on a daily basis. The timeline to address the need in Reading and Math will begin the first week of school to the last day of school.

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