

Miami-Dade County Public Schools

CALUSA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 32
- V. Title I Requirements (optional) 35
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The staff and community of Calusa Elementary School will provide students with sensitivity, awareness, and an understanding of our cultural diversity. Global perspectives will be addressed through an interdisciplinary approach to instruction. A meaningful learning environment will be provided to instill a feeling of mutual respect among teachers, students, and parents. The process will develop students to their highest potential.

Provide the school's vision statement

Calusa Elementary School enriches the community through: the conveyance of the cultural heritage of the nation and the surrounding community; the provision of the best possible educational experiences to our students; the extension of the services school to address the needs of the whole individual; and the provision of a center for community activities.

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

Suzet Hernandez

Position Title

Principal

Job Duties and Responsibilities

The principal's role at the school is to provide strategic direction for teachers and staff and oversee the daily activities and operations within the school.

Leadership Team Member #2

Employee's Name

Aixa Reyes

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for facilitating the day to day requirements of the school and ensuring the safety of the students.

Leadership Team Member #3

Employee's Name

Laura Decespedes

Position Title

ESOL Compliance Specialist

Job Duties and Responsibilities

The ELL Compliance Specialist will ensure that ELL students are accessing the curriculum as mandated by the District. She is also responsible for ELL testing and maintaining necessary records.

Leadership Team Member #4

Employee's Name

Ana Diaz

Position Title

Instructional Media

Job Duties and Responsibilities

The Media Specialist will implement a schoolwide reading incentive program as well as assist teachers with procuring resources to enhance their curriculum. She will also guide students in searching for information for educational purposes.

Leadership Team Member #5

Employee's Name

Gretel Rodriguez

Position Title

Gifted ELA Teacher

Job Duties and Responsibilities

This teacher leader is responsible for ensuring that teachers are accessing necessary Reading

resources and implementing strategies to ensure that students develop literacy skills. She assists teachers in evaluating their students' reading levels thus creating lesson plans that will encourage them to read and advance in proficiency.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of involving stakeholders is a crucial factor in the successful implementation of our School Improvement Plan. Our school leadership team meets monthly in order to ensure that instructional needs are being met and that action steps are being implemented. Teacher, staff and student input on school climate surveys are used to determine specific school culture needs. Additionally, our School Improvement Plan is addressed at every staff meeting and teachers are encouraged to provide input and suggestions. To allow for input from parents and community leaders, our School Improvement Plan is also presented and discussed during monthly EESAC and community PTA meetings.

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))

Our School Improvement Plan will be continuously addressed in order to ensure that our students and staff are on a path to success. Teachers will use periodic assessments to determine whether students are making progress and plan for remediation when necessary. Administrators will, individually, meet with teachers to ensure that all students, especially those in lower scoring subgroups are making appropriate progress. The Leadership Team, with input from teachers, will revisit the School Improvement Plan on a quarterly basis to determine whether the plan needs revisions. If it is evident that our plan requires revision, we will seek input from staff in order to edit action steps in order to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	95.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	1	6	3	4	4				19
One or more suspensions	0	0	0	0	0	3				3
Course failure in English Language Arts (ELA)	0	1	2	2	1	0				6
Course failure in Math	0	1	1	2	2	0				6
Level 1 on statewide ELA assessment	0	0	0	1	8	10				19
Level 1 on statewide Math assessment	0	0	0	1	4	5				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	6	8	4						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	2	0	0	0					5

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	3	2	2	2	11	10				30

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		3	2	4	4	3				16
One or more suspensions				1		5				6
Course failure in ELA			1	8		1				10
Course failure in Math				3	1	6				10
Level 1 on statewide ELA assessment					17	16				33
Level 1 on statewide Math assessment					6	9				15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	2	12						56

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	6	6	11				24

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	2	3	5							10
Students retained two or more times						1				1

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 *	84	63	57	77	60	53	86	62	56
ELA Grade 3 Achievement **	80	63	58	80	60	53			
ELA Learning Gains	78	64	60				83		
ELA Learning Gains Lowest 25%	73	62	57				75		
Math Achievement *	90	69	62	85	66	59	88	58	50
Math Learning Gains	81	65	62				74		
Math Learning Gains Lowest 25%	64	58	52				66		
Science Achievement *	84	61	57	84	58	54	85	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	88	64	61	75	63	59	77		

*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)	N/A
OVERALL FPPI – All Students	80%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	722
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
80%	80%	79%	64%		80%	82%

* 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	58%	No		
English Language Learners	79%	No		
Black/African American Students	85%	No		
Hispanic Students	79%	No		
White Students	86%	No		
Economically Disadvantaged Students	76%	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	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%
English Language Learners	75%	No		
Black/African American Students	80%	No		
Hispanic Students	81%	No		
White Students	88%	No		
Economically Disadvantaged Students	74%	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	53%	No		
English Language Learners	77%	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	95%	No		
Black/African American Students	85%	No		
Hispanic Students	79%	No		
Multiracial Students				
Pacific Islander Students				
White Students	85%	No		
Economically Disadvantaged Students	77%	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	84%	80%	78%	73%	90%	81%	64%	84%					88%
Students With Disabilities	49%	36%	71%	73%	60%	52%	42%	50%					91%
English Language Learners	79%	73%	79%	71%	87%	79%	68%	83%					88%
Black/African American Students	70%				100%								
Hispanic Students	83%	80%	78%	72%	89%	80%	60%	83%					88%
White Students	81%		73%		100%	91%							
Economically Disadvantaged Students	77%	74%	78%	67%	83%	76%	59%	80%					87%

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	77%	80%			85%			84%					75%
Students With Disabilities	47%	58%			66%			54%					60%
English Language Learners	69%	69%			85%			76%					76%
Black/African American Students	70%				90%								
Hispanic Students	78%	80%			84%			86%					76%
White Students	80%				95%			90%					
Economically Disadvantaged Students	69%	74%			78%			79%					69%

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	86%		83%	75%	88%	74%	66%	85%					77%
Students With Disabilities	56%		60%	56%	59%	47%	38%	56%					53%
English Language Learners	77%		74%	71%	86%	79%	77%	77%					77%
Native American Students													
Asian Students	90%				100%								
Black/African American Students	70%				100%								
Hispanic Students	86%		82%	76%	86%	76%	64%	84%					78%
Multiracial Students													
Pacific Islander Students													
White Students	89%		100%		94%	57%							
Economically Disadvantaged Students	83%		78%	73%	85%	72%	67%	82%					77%

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	75%	56%	19%	55%	20%
Ela	4	83%	55%	28%	53%	30%
Ela	5	81%	56%	25%	55%	26%
Math	3	85%	65%	20%	60%	25%
Math	4	89%	62%	27%	58%	31%
Math	5	89%	59%	30%	56%	33%
Science	5	81%	53%	28%	53%	28%

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 the percent of students demonstrating proficiency (levels 3-5) on the 2024 PM3 ELA FAST as compared to the 2023 PM3 ELA FAST. This increase, 83% as compared to 77% the prior year, is attributed to stringent emphasis on explicit instruction in the identified weakest area of Reading Across Genres and Vocabulary. Teachers identified the specific morphology needed to be successful at each grade level and created lessons and activities to ensure that students acquired the skills needed to identify the meaning of root words, suffixes, prefixes and the background origins of words. Additionally, teachers utilized continuous data analysis to ensure that each student had demonstrated proficiency on all basic phonological skills as demonstrated by performance on iReady assessments. Intensive instruction was provided to each student who had not demonstrated proficiency in this fundamental skill area. iReady lessons were also utilized as supplemental instruction to address each student's needs at their individual instructional level.

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 the lowest 25% subgroup in the area of Learning Gains in Mathematics. While 66% of students in this population demonstrated learning gains, this is a minimum of 7% less than any other measured component. Additionally, students in the lowest 25% in Mathematics only demonstrated a 1% difference in gains when compared to the District as compared to a minimum of 9% difference when comparing all other components to the District. Analysis of all factors indicates that absences of students in this subgroup far exceeded that of other students in the grade levels assessed. In this subgroup, 36% of the students had at least 18 or more absences this year. Most of these students also demonstrated high absenteeism in the prior school year.

Greatest Decline

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

No data component showed a decline from the previous school year; however, the percent of students demonstrating proficiency in Science neither increased nor decreased, remaining steady at 84%. Notably, this is 31% above the State proficiency average and 24% above the District average proficiency. While there was no gain or loss, the factors that contributed to this high level of proficiency were: following pacing guides with fidelity; utilization of Science Topic Assessment results to guide remediation and participation in STEM activities ensuring multiple hands-on experience in Science for all students.

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 Math proficiency (levels 3-5). At Calusa Elementary, 90% of students in this group demonstrated proficiency as compared to 57% of students in this group in the State; a positive difference of 33%. Instruction that contributed to this gap included: following pacing guides with fidelity, utilization of Math Topic Assessment results to guide remediation, utilization of Reflex Math to ensure fluency with basic mathematic functions, and utilization of iReady results to further identify individual student needs and implementing iReady lessons to address each student at their individual instructional level.

EWS Areas of Concern

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

The greatest area of concern based on EWS data is students with 18+ absences during the 2023-2024 school year. Most of these students also had a trend of high absences (10 or more) during the prior school year. These same students also contributed most of the school's students with 3 or 4 EWS indicators; notably all of these students demonstrated a level 1 or 2 proficiency on the 2022-2023 FSA ELA and/or Math assessments; or were retained. Further analysis of the 229 students with a minimum of 10 absences during the 2022-2023 school year indicates that they had at least 2 EWS indicators during the 2023-2024 school year; it is important to note that 35% of those students were in Kindergarten or 1st grade when the absences occurred.

Highest Priorities

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

- Improve performance/learning gains of students in the lowest 25% in Math and ELA
- Improve performance/learning gains of students scoring a level 1 or 2 on the Math and/or ELA FAST assessments
- Improve attendance of students scoring a level 1 and/or level 2 in ELA or Mathematics and students in the lowest 25% in ELA and/or Mathematics on the 2024 FAST assessment
- Improve attendance of students with 2 or more EWS indicators

- Improve attendance of students in all grades with a special emphasis on Kindergarten and 1st grade

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 Science

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, no data component showed a decline from the previous year, however, the percent of students demonstrating proficiency in Science neither increased nor decreased, remaining steady at 84%. Notably, this is 31% above the state proficiency average and 24% above the district average. While there was no gain or loss, the factors that contributed to this high level of proficiency include: following pacing guides with fidelity, utilization of Science Topic Assessment results to guide remediation and participation in STEM activities ensuring multiple hands-on experiences in Science for all 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.

According to the 2024 FAST PM3 data, Science proficiency scores neither increased nor decreased, remaining steady at 84%. With the implementation of the Targeted Element of Science, a focus on aligning Next Generation Sunshine State Standards to Science content lessons, setting high expectations and carefully planned instructional delivery, 86% of 5th grade students will demonstrate proficiency on the 2025 FAST Science 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.

Administrators will monitor that Science Topic Assessments are being implemented with fidelity and that lessons are aligned with Next Generation Sunshine State Standards. Additionally teachers will be monitored to ensure that they are analyzing data in order to drive instruction and remediation. Science PD Agendas and Sign-in sheets will be monitored by the PD liaison to confirm that teachers have submitted the course evaluation.

Person responsible for monitoring outcome

Aixa Reyes, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative Learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on interaction; working in groups is an important mode of learning. Structured approaches to developing solutions to real-world problems are incorporated into learning. Collaborative learning can occur as peer to peer in larger groups. Through this process, students can work together to predict, investigate, test and solve Science experiments in order to gain a more in depth knowledge of the content being taught.

Rationale:

The Evidence-based Intervention of Collaborative Learning was chosen as it lends itself to ensuring student participation and igniting a curiosity to learn and solve scientific dilemmas. Our student proficiency levels are already high and in order to secure higher results, students have to gain a deep understanding and curiosity of the Science topics being taught. Student collaboration ensures that students work together and are fully engaged in hands-on Science activities thus gaining this deeper understanding of the Science Standards.

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 Driven Instruction in Science

Person Monitoring:

Aixa Reyes, Assistant Principal

By When/Frequency:

May 2025

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

Science teachers will implement Science Topic Assessments with fidelity and analyze data in order to drive instruction and group students for optimal learning. Administrators will monitor that Science Topic Assessments are being assigned to students and that teachers are using the results to drive instruction, evaluate progress and create balanced collaborative learning groups.

Action Step #2

Science Professional Development

Person Monitoring:

Aixa Reyes, Assistant Principal

By When/Frequency:

September 2024

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

Teachers will participate in a Science professional development course offered at our school site in order to review Best Practices in Science as well as STEM strategies and requirements. Administrators will monitor to ensure that Science Next Generation Standards are addressed during the PD.

Action Step #3

Master Schedule Modification

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

August 2024

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

Fourth and Fifth grade teachers will be shifting from multi-grade level instruction, to single grade level instruction in order to cover more in-depth strategies and focus their lessons on one particular grade/subject area. Administrators will ensure that all schedules reflect that teachers are teaching only one grade level.

Action Step #4

Infusing Higher Order Thinking Skills

Person Monitoring:

Aixa Reyes, Assistant Principal

By When/Frequency:

January 2025

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

As a Platinum Designated STEM school, teachers will increase the level Critical Thinking skills within the Science curriculum therefore increasing higher order thinking of their students. The school Science liaison, will meet with grade level Science teachers to provide ideas and examples of higher level questioning of students in order to ensure that they are using critical thinking skills during Science lessons. As a result, students will gain a deeper understanding of scientific concepts, as well as, the ability to apply science skills into real-world activities. The Science liaison will provide a report to administrators of meeting dates with the grade level Science teachers.

Action Step #5

Hands-On Science Lessons

Person Monitoring:

Aixa Reyes, Assistant Principal

By When/Frequency:

January 2025

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

Teachers will plan dynamic STEM lessons that include hands-on experiments using the scientific method across all grade levels in order to connect lessons to real world experiences. Students will gain a deeper understanding of scientific topics by engaging in multisensory activities that promote curiosity, collaboration and depth of knowledge. Administrators will monitor that hands-on lessons are taking place by conducting walk-throughs and asking teachers for invitations to special Science experiments and/or activities.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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 STAR PM3 data, First grade showed a significant decline in Math proficiency from 83% proficient in 2023 to 69% in 2024. The factors that contributed to this decline in proficiency include: not following pacing guides with fidelity, not administering Topic Assessments consistently and therefore not analyzing assessment results to guide remediation.

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.

The results of the 2024 STAR PM3 assessment showed a significant decline in 1st grade Math proficiency from 83% proficient in 2023 to 69% in 2024. With the implementation of the Targeted Element of Math, and a focus on setting high expectations, following pacing guides and using data to drive instruction, 74% of first grade students will demonstrate proficiency on the 2025 STAR Math 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.

Administrators will monitor that teachers are consistently implementing Topic Assessments and utilizing assessment results to plan for remediation. Administrators will also monitor that teachers are using Differentiated Instruction in their classroom in order to remediate Math skills. Monitoring that teachers are implementing the aforementioned strategies, will ensure that student achievement goals are met.

Person responsible for monitoring outcome

Suzet Hernandez, 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 teaching approach that tailors instruction to all students' learning needs. All students have the same learning goals, however, the instruction varies based on each student's Math Topic Assessment results. Through this process, high expectations can be maintained for all students.

Rationale:

The evidence based strategy of Differentiated Instruction was chosen because it addresses each student's individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students. By implementing DI, the teacher can hone instruction in order to meet individual student needs in a smaller group setting.

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

Analyzing Data Results

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

October 2024

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

First grade teachers will analyze Math Star PM1 Assessment and Math Topic Assessment results in order to develop small groups and implement Differentiated Instruction with fidelity. Administrators will conduct classroom walk-throughs in order to monitor that effective DI is being implemented daily.

Action Step #2

Following Pacing Guides

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

May 2025

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

Teachers will follow District Pacing Guides consistently to target benchmarks according to Florida Standards. Administrators will conduct bi-weekly classroom walk-throughs in order to monitor that teachers are following the Pacing Guides with fidelity.

Action Step #3

Common Planning Time

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

October 2024

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

Teachers will use their common planning time in order to meet and develop lessons using Best Practices in Math. Teachers will also discuss DI strategies that are working in their classroom. Administrators will attend grade level meeting at least once every quarter to ensure that teachers are planning for effective instruction.

Action Step #4

Manipulatives

Person Monitoring:

Amanda Perez, Math Liaison

By When/Frequency:

January 2025

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

Teachers will incorporate a multitude of manipulatives into their Math lessons in order for students to gain a deeper understanding of Math concepts. Manipulatives will include but not be limited to: counting blocks and markers, ones, tens and hundreds blocks, number lines, scales, white boards and coins for counting money. Teachers will plan daily lessons that include at least one manipulative. The Math liaison will meet with teachers to share tips and best practices for incorporating math manipulatives into their lessons. Administrators will ask teachers during quarterly data chats to describe the manipulatives that are using.

Action Step #5

Math F.A.S.T. Dailies

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

January 2025

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

Teachers will incorporate the Math F.A.S.T. Dailies that are provided by the district's Math Department into their daily Math routine. These Math problems help students reinforce the concepts that were covered the prior day. Students will independently work on the daily Math problems while teachers walk around and assist the students. Afterwards the problems will be shared, solved and discussed with the whole group as a review. This will also help teachers gauge whether students understood the prior day's Math concept. Administrators will ensure that Math F.A.S.T. Dailies are being implemented by walking through classes and observing.

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.

Data from the 2024 PM3 Math Assessment demonstrates that the students in the lowest 25th percentile showed the least amount of learning gains. While 66% of students in this population demonstrated learning gains, it is 7% less than ELA learning gains in grades 3rd - 5th within the same population.

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.

Data from the 2024 PM3 Math Assessment demonstrates that the students in the lowest 25th percentile showed the least amount of learning gains. While 66% of students in this population

demonstrated learning gains, it is 7% less than ELA learning gains in grades 3rd - 5th within the same population. With the implementation of the Targeted Element of Math and analyzing Topic Assessment results to plan for effective remediation within small groups, 70% of students in the Lowest 25th percentile will demonstrate proficiency on the 2025 Fast Math 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.

Administrators will monitor that teachers are consistently implementing Topic Assessments and utilizing data results to plan for effective instruction and remediation. Administrators will also monitor that teachers remediate Math skills. Monitoring that teachers are analyzing data results and remediating with fidelity, will ensure that students in the lowest 25th percentile demonstrate learning gains.

Person responsible for monitoring outcome

Aixa Reyes, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Differentiated Instruction is a teaching approach that tailors instruction to all students' learning needs. All students have the same learning goals, however, the instruction varies based on each student's Math Topic Assessment results. Through this process, high expectations can be maintained for all students.

Rationale:

The evidence based intervention of Differentiated Instruction has been selected because it addresses a student's individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students. By implementing DI, the teacher can remediate and strengthen the skills that individual students are lacking while continuing to deliver rigorous instruction and following District Pacing Guides.

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

Following District Pacing Guides

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

May 2024

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

Teachers will follow District Pacing Guides consistently to target benchmarks according to Florida Math Standards. Administrators will monitor that District Pacing Guides are followed with fidelity by conducting classroom walk-throughs and quarterly data chats.

Action Step #2

Utilizing Assessment Results for Differentiated Instruction

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

May 2024

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

Teachers will analyze iReady and Topic Assessment results to create small, flexible groups in order to remediate the skills that are necessary so that students do not fall behind. Administrators will ensure that Differentiated Instruction (DI) is being implemented by conducting classroom walk-throughs and monitoring the progress of the L25 during quarterly data chats with teachers.

Action Step #3

Collaborative Planning

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

May 2024

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

Grade level teachers will use their common planning time to meet and develop lessons using Best Practices in Math. Teachers will also discuss DI strategies that are working in their classroom. Administrators will monitor that teachers are meeting to collaboratively to plan for effective instruction and DI by attending grade level meetings at least once every quarter.

Action Step #4

Math Reflex Program

Person Monitoring:

Dr. Amanda Perez, Math Coach

By When/Frequency:

January 2025

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

A schoolwide Math Reflex Program will be implemented in order to reinforce Math fluency in grades first through fifth. Students will be rewarded with colored math bands to wear on their wrist when they achieve each designated level of Reflex Math greenlights. Students that reach the highest level of greenlights, will receive their "Math Master" band during our Morning News broadcast. The school Math coach will monitor monthly Reflex Math usage reports as well as organize and implement the rewards program.

Action Step #5

Math iReady Usage

Person Monitoring:

By When/Frequency:

Dr. Amanda Perez, Math Coach

January 2025

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

Teachers will monitor their students' instructional usage and pass rate on iReady math lessons. Consequently, teachers will create their own classroom incentive program in order to engage and promote iReady usage. By implementing iReady Math usage with fidelity, student Math Topic Assessment scores will also show growth. IReady usage will be monitored by the school's Math coach and reported to administrators.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Data from the 2024 School Culture Survey demonstrates that 41% of teachers and staff felt overwhelmed and overloaded as opposed to only 21% in 2023. This shows an increase of 20 percentage points from the previous year. A teacher's emotions and stress level has an impact on instruction and consequently student achievement. When teacher stress levels are reduced, they will be better equipped to implement effective instruction in the classroom.

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 Teacher Retention and Recruitment, the percentage of teachers that feel overwhelmed and/or overloaded will drop by at least 10 percentage points from 41% to 31% as demonstrated on the 2025 School Culture Survey.

Monitoring

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

Administrators will monitor and maintain a positive atmosphere in which teachers and staff members

feel heard and supported. Administrators will create opportunities for staff members to share the workload in order to feel less overworked. Administrators will also work with the Leadership Team to offer mindfulness activities for staff members to de-stress and feel less overwhelmed. Ongoing monitoring of staff spirit and morale will ensure that teachers are working at their optimal level thus positively affecting student achievement outcomes.

Person responsible for monitoring outcome

Suzet Hernandez, 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:

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness may reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale:

The Evidence-based intervention of Mindfulness was selected because it has been shown to reduce stress for teachers. Administrators will monitor and ensure that Mindfulness techniques and activities are incorporated into monthly staff meetings.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Opening of Schools Get-Together

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

8/12/2024

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

Administrators will plan an Opening of School breakfast at a local restaurant in order for teachers to reconnect and socialize with colleagues and administrators prior to the start of the school year.

Action Step #2

Teacher Chats

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

June 2025

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

Administrators will encourage teachers to connect thru grade level and schoolwide chats in order to informally connect socially, share life events, and support each other. By participating in these chats, teachers will feel emotionally supported and feel connected to their colleagues, thus reducing teacher burnout.

Action Step #3

Administrator Open-Door Policy

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

June 2025

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

Administrators will maintain an open-door policy in order for staff members to share any concerns or stressful situations that they are experiencing within the school environment. Staff members will feel heard and supported by their administrators and thus feel less overwhelmed. Administrators will monitor and ensure that staff members are aware that they are available to listen to any issues or concerns that they may have.

Action Step #4

Monthly Staff Social Gatherings

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

January 2025

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

Administrators will plan monthly informal gatherings so that teachers can interact socially and feel less overwhelmed. Social gatherings in the form of a Hispanic Heritage luncheon, Thanksgiving Potluck and Holiday White elephant exchange will afford teachers the opportunity to connect and de-stress. Activities will be planned and monitored by administrators.

Action Step #5

Implementing Quiet Hours

Person Monitoring:

Suzet Hernandez, Principal

By When/Frequency:

January 2025

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

Administrators will encourage teachers to set up and utilize "Quiet Hours" during evenings and weekends on their Home/Parent Communication App. This will provide time for teachers to disconnect from school matters. As a result, teachers will feel less overloaded and overwhelmed. During staff meetings, Administrators will remind teachers that they should disconnect from school matters in the evenings and on weekends.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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