

Miami-Dade County Public Schools

# WHISPERING PINES ELEM. SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 9
  - E. Early Warning Systems ..... 10
- II. Needs Assessment/Data Review ..... 13
  - A. ESSA School, District, State Comparison ..... 14
  - B. ESSA School-Level Data Review ..... 15
  - C. ESSA Subgroup Data Review ..... 16
  - D. Accountability Components by Subgroup ..... 19
  - E. Grade Level Data Review ..... 22
- III. Planning for Improvement ..... 23
- IV. Positive Culture and Environment ..... 32
- V. Title I Requirements (optional) ..... 35
- VI. ATSI, TSI and CSI Resource Review ..... 39
- VII. Budget to Support Areas of Focus ..... 40

## 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:

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

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

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Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

### Provide the school's vision statement

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Dream. Believe. Achieve.

## 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

Tamela Brown

#### Position Title

Principal

#### Job Duties and Responsibilities

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The school principal oversees the daily operations of the school while ensuring a safe and effective learning environment. The principal manages staff, including hiring, evaluating, and providing professional development, while also leading curriculum implementation and ensuring compliance with educational standards. The principal establishes a positive relationship with all stakeholders while creating a positive school culture. Additionally, the school principal manages the school budget, allocates resources and collaborates with district leaders to achieve school goals and improve student achievement.

### Leadership Team Member #2

#### Employee's Name

Ruth Pando

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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The assistant principal supports the principal in managing the daily operations of the school while focusing on student behavior, attendance, and safety. The assistant principal assists in evaluating and mentoring teachers, assists in implementing the curriculum, and organizes professional development. Additionally, the assistant principal communicates with stakeholders while overseeing extracurricular activities and ensuring compliance with school policies. The assistant principal leads various programs and initiatives which contribute to the overall success of the school.

**Leadership Team Member #3**

**Employee's Name**

Surama Flores

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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The school counselor supports students' academic, emotional and social development by providing guidance and counseling services. The counselor assists students in setting academic goals, planning for their future, and navigating personal challenges. The counselor works closely with teachers, parents and administrators to create a positive school environment and address individual student needs. The counselor also manages crisis intervention and conducts individual and group counseling sessions. Additionally, the counselor monitors student progress and advocates for resources and support systems that enhance student well-being and success.

**Leadership Team Member #4**

**Employee's Name**

Kamelia Blaize

**Position Title**

Math Liaison

**Job Duties and Responsibilities**

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The math liaison ensures the math curriculum is implemented with fidelity and is aligned with state standards. The liaison works closely with teachers to develop effective instructional strategies. The liaison analyzes student performance data to identify areas in need of improvement, recommends resources, and provides professional development to enhance teaching practices and the delivery of

instruction. Additionally, the liaison serves as a communication link between the math department and administration, advocating for the needs of math teachers and students while staying informed on the latest trends and advancements in math education.

## **Leadership Team Member #5**

### **Employee's Name**

Doris Howard

### **Position Title**

Exceptional Student Education Liaison

### **Job Duties and Responsibilities**

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The Exceptional Student Education Liaison ensures that students with disabilities receive appropriate support and services in compliance with state and federal regulations. The liaison collaborates with teachers, administrators, and parents to develop and implement Individualized Education Plans and monitor student progress. The liaison provides professional development on best practices for inclusive education, coordinates resources and accommodations, and advocates for the needs of exceptional students. Additionally, the liaison facilitates communication between all stakeholders to ensure a supportive and effective learning environment for students with special needs.

## **Leadership Team Member #6**

### **Employee's Name**

Alina East

### **Position Title**

English Language Arts Liaison

### **Job Duties and Responsibilities**

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The ELA Liaison ensures curriculum alignment with state standards, collaborates with teachers to develop lesson plans, and organizes professional development to enhance teaching practices. The liaison also analyzes student performance data to identify areas for improvement, provide feedback, and recommend instructional resources. The liaison serves as a communication link between the ELA department and administration, advocating for teachers' and students' needs which sharing important updates and information.

## **Leadership Team Member #7**

### **Employee's Name**

Fiona Adshead

### **Position Title**

## Science Liaison

### **Job Duties and Responsibilities**

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The Science Liaison supports curriculum alignment with educational standards, collaborates with teachers on instructional strategies, and facilitates professional development to enhance Science instruction. The liaison analyzes student performance data to identify trends and areas for improvement, recommend and distribute relevant resources, and ensures effective communication between the Science department and administration. Additionally, the liaison advocates for the needs of Science teachers and students, promoting best practices and staying updated on advancements in Science education.



## 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.*

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School stakeholders, including the EESAC, teachers, parents, students, administrators, and community members play a critical role in developing the School Improvement Plan. Their input is gathered through surveys, meetings, focus groups and other forms of communication to identify strengths, challenges, and areas for improvement within the school. Teachers and administrators provide student data performance, information on instructional practices and resources while parents and community members contribute perspectives on school culture, safety, and community needs. This collective input assists to develop goals, strategies and action plans within the SIP while ensuring it reflects the diverse needs and priorities of the school. The EESAC is the governing body that makes the final approval of the SIP based on stakeholder feedback.

### 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))

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The School Improvement Plan will be monitored on a quarterly basis through ongoing data collection and analysis of student performance, particularly focusing on students in the Lowest 25% in ELA and Math. This monitoring process will include weekly assessments, teacher observations, and reviews of instructional practices to gauge progress toward meeting state academic standards. Data will be disaggregated by subgroups to identify trends and ensure that interventions are effectively addressing the needs of all students.

Monthly school leadership team meetings will be held to review progress and discuss any emerging challenges. During these meetings, stakeholders will provide feedback based on their experiences and observations, allowing for real-time adjustments to strategies and interventions. This feedback ensures the plan remains fluid and is responsive to the needs of the school community.

If the data indicates that certain strategies are not producing the desired impact, the SIP will be

revised to incorporate new approaches, resources, and professional development opportunities.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>85.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>74.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B</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	2	5	8	4	3	5				27
One or more suspensions	0	0	2	1	0	0				3
Course failure in English Language Arts (ELA)	0	1	8	2	1	2				14
Course failure in Math	0	0	6		1	2				9
Level 1 on statewide ELA assessment	0	0	0	2	2	4				8
Level 1 on statewide Math assessment	0	0	0	0	0	4				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	11	14	8						35
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	5	6	1	0					13

#### 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	1	4	8	4	3	6				26

#### 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

**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		5	9	8	9	6				37
One or more suspensions										0
Course failure in ELA		2	6	2	4					14
Course failure in Math		1	1	2		5				9
Level 1 on statewide ELA assessment		2	6	2	4					14
Level 1 on statewide Math assessment					10	8				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	5	22	11						66

**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		2	4	4	8	8				26

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	3	2						10
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	72	63	57	65	60	53	68	62	56
ELA Grade 3 Achievement **	78	63	58	65	60	53			
ELA Learning Gains	69	64	60				63		
ELA Learning Gains Lowest 25%	65	62	57				55		
Math Achievement *	73	69	62	72	66	59	66	58	50
Math Learning Gains	64	65	62				73		
Math Learning Gains Lowest 25%	47	58	52				68		
Science Achievement *	67	61	57	62	58	54	56	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	75	64	61	65	63	59	54		

\*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 (FPP) 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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	610
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
68%	70%	63%	47%		62%	69%

\* 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	52%	No		
English Language Learners	75%	No		
Black/African American Students	60%	No		
Hispanic Students	69%	No		
White Students	75%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	1

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	65%	No		
Black/African American Students	55%	No		
Hispanic Students	71%	No		
White Students	82%	No		
Economically Disadvantaged Students	63%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	45%	No		
English Language Learners	51%	No		
Native American Students				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Asian Students	91%	No		
Black/African American Students	49%	No		
Hispanic Students	66%	No		
Multiracial Students				
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	60%	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	72%	78%	69%	65%	73%	64%	47%	67%					75%
Students With Disabilities	45%	50%	68%	63%	46%	44%	43%	58%					
English Language Learners	53%		75%		79%	91%							75%
Black/African American Students	57%		76%		52%	53%							
Hispanic Students	74%	79%	67%	59%	73%	66%	57%	63%					79%
White Students	71%	90%	63%		82%	71%		75%					
Economically Disadvantaged Students	57%	65%	62%	56%	57%	54%	45%	53%					64%

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	65%	65%			72%			62%					65%
Students With Disabilities	28%	20%			40%			31%					
English Language Learners	54%				54%								88%
Black/African American Students	57%				52%								
Hispanic Students	62%	62%			72%			69%					88%
White Students	74%	91%			81%								
Economically Disadvantaged Students	57%	54%			64%			52%					86%

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	68%		63%	55%	66%	73%	68%	56%					54%
Students With Disabilities	36%		56%	42%	41%	68%		25%					
English Language Learners	36%		50%		43%	70%							54%
Native American Students													
Asian Students	91%				91%								
Black/African American Students	48%		65%		48%	65%		20%					
Hispanic Students	71%		65%	60%	67%	74%	72%	57%					58%
Multiracial Students													
Pacific Islander Students													
White Students	68%		50%		78%	64%		92%					
Economically Disadvantaged Students	61%		58%	57%	62%	73%	65%	52%					55%

## 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	71%	55%	16%	53%	18%
Ela	5	66%	56%	10%	55%	11%
Math	3	78%	65%	13%	60%	18%
Math	4	75%	62%	13%	58%	17%
Math	5	63%	59%	4%	56%	7%
Science	5	69%	53%	16%	53%	16%



### III. Planning for Improvement

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

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

##### Most Improvement

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

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Student performance in English Language Arts (ELA) has shown significant improvement, with proficiency rates increasing from 65% in 2023 to 72% in 2024. This growth can be attributed to the implementation of three key strategies: differentiated instruction tailored to meet the diverse needs of learners, increased use of formative assessments to monitor student progress and provide targeted feedback, and the integration of literacy across all content areas to reinforce reading and writing skills throughout the curriculum. These approaches have helped create a more supportive and effective learning environment, leading to higher ELA proficiency among students.

##### Lowest Performance

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

---

Math learning gains for students in the lowest 25% showed the least growth during the 2023-2024 school year due to several challenges. First, many of these students struggled with foundational math skills, making it difficult to grasp more complex concepts introduced during the year. Second, instructional pacing often moved too quickly, leaving these students without sufficient time to fully understand and master the material. Finally, some students experienced a lack of engagement or motivation, possibly due to previous academic struggles, which made it challenging for them to stay focused and committed to improving their math skills. These factors combined to limit their growth compared to their peers.

##### Greatest Decline

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

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There were no declines.

##### 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.

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Student data indicates that our scores were higher than the state average in all areas.

### **EWS Areas of Concern**

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

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Our school has identified two potential areas of concern that require focused attention: student attendance and reading deficiencies in grades K-2. Chronic absenteeism has become a significant issue, as inconsistent attendance disrupts learning continuity, making it difficult for students to stay on track academically. Although student attendance has increased from 93.3% during the 2022-2023 school year to 94.4% during the 2023-2024 school year, our school strives to increase student attendance by at least 2% each school year. This problem is particularly alarming given the early reading deficiencies observed in our K-2 students, where foundational literacy skills are not being mastered at the expected pace. These reading gaps in the early grades can have long-term impacts on students' overall academic performance, as literacy is the cornerstone of learning across all subjects. Addressing these concerns is critical to ensuring our students' future success.

### **Highest Priorities**

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

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1. Individualized Goal Setting in Grades 3-5 in ELA, Math and Science
2. School-Wide AR Incentive Program
3. Increase Student Attendance By 2% or More
4. Targeted Tutoring Utilizing Title 1 Funds
5. Continued Implementation of The Golden Geckos Mentoring Program

## 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 Student Engagement

#### Area of Focus Description and Rationale

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

---

Based on data from the 2024 administration of the FAST Assessments, student performance in the Lowest 25% of ELA was at 65% while student performance in Math was at 47%. Effective questioning and response techniques are essential for enhancing student learning, particularly for those in the lowest 25% who struggle to make learning gains in mathematics. These techniques involve using open-ended, probing questions that encourage critical thinking and require students to explain their reasoning. This approach helps to identify and address misconceptions, allowing teachers to provide immediate, targeted feedback that guides students toward a deeper understanding of mathematical concepts. In our school, we identified a need to improve these techniques after noticing that students in the lowest 25% were not making expected gains. Observations and assessments revealed that these students often struggled with problem-solving and lacked confidence in their mathematical reasoning. By incorporating more effective questioning strategies correlated to the ALDs and response strategies, we aim to engage these students more fully in the learning process, helping them build the skills and confidence needed to succeed in ELA and Mathematics.

#### 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.

---

There is a significant gap in student performance in the Lowest 25% of ELA when compared to the Lowest 25% in Math. During the 2024 administration of the FAST, 65% of students in the lowest 25% made learning gains in ELA when compared to only 47% in Mathematics. Observations and assessments revealed that students struggling in math often had difficulty with problem-solving and lacked confidence in their reasoning abilities. By incorporating more effective questioning and response strategies, we aim to close this gap by engaging students more fully in the learning process, helping them build the skills and confidence needed to succeed in both reading and mathematics. Our goal is to increase student performance in the Lowest 25% of ELA from 65% to 70% and increase Lowest 25% in Math from 47% to 60%.

**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 school will monitor the effectiveness of the enhanced questioning and response techniques, as well as progress in closing the achievement gap between the lowest 25% in reading and mathematics, through a multi-faceted approach. First, we will implement regular formative assessments in both subjects to track student progress and identify ongoing challenges. These assessments will allow teachers to adjust their instructional strategies and provide targeted support where needed. Additionally, weekly classroom observations will be conducted to ensure that teachers are effectively utilizing questioning techniques to engage students and promote deeper understanding. We will also analyze student data on a monthly basis to analyze learning gains in reading and mathematics and evaluate the impact of these strategies. Finally, our school will hold quarterly collaborative data meetings with teachers and support staff to discuss student progress, share best practices, and make informed decisions about any necessary adjustments to instruction. This continuous monitoring and collaborative approach will help ensure that our efforts are driving meaningful improvements in student outcomes.

**Person responsible for monitoring outcome**

Tamela Brown, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Our school will implement evidence-based interventions, such as flexible and strategic grouping when implementing targeted tutoring sessions, to meet the goal of improving questioning and response techniques and closing the achievement gap between the lowest 25% in reading and mathematics. These interventions are designed to provide focused, individualized support to students who are struggling, allowing for more intensive practice and immediate feedback. To monitor the effectiveness of these interventions, we will use a combination of formative assessments, progress monitoring tools, and regular data analysis. FAST and iReady growth monitoring data points will be used for monitoring which take place during the first and third grading period.

**Rationale:**

This comprehensive approach will help us ensure that the interventions are effectively supporting our students in making the desired learning gains.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**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**

Identification of Lowest 25% in ELA and Math

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Analyze Lowest 25% data from the 2023-2024 school year and monitor student progress on a monthly basis.

**Action Step #2**

Create Intervention Groups

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Utilizing data from the 2023-2024 school year intervention groups will be created to address the needs of students in the Lowest 25% of ELA and/or Math. This will be monitored through weekly iReady data reports, review of teacher feedback on student work and student work samples.

**Action Step #3**

Analyze Data

**Person Monitoring:**

Tamel Brown

**By When/Frequency:**

Monthly

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

Analyze data on a monthly basis to determine effectiveness of interventions.

**Action Step #4**

**Person Monitoring:**

**By When/Frequency:**

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

## 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 FAST PM3 data, 47% of our students in the Lowest 25% demonstrated learning gains in math. When comparing this data to the remaining 7 sub-groups, students performed the lowest in this area. Being that these students are performing below grade level, intensive interventions are necessary to close the performance gap at an accelerated rate. Comparative data from the 2023-2024 is not applicable.

#### Measurable Outcome

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

---

By implementing small group instruction, tutoring and the Golden Geckos Mentoring program, we anticipate an increase of at least 15 percentage points in student performance of the lowest 25% on the 2025 FAST PM3 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.

---

The administration will conduct weekly targeted and specific walk-throughs to observe student engagement. During these observations, administration will use the Framework of Effective Instruction to document student engagement in activities such as higher order learning tasks, authentic learning, real life applications and interdisciplinary connections. Additionally, the administration will hold quarterly data chats to collaborate with teachers, discuss student outcomes, address challenges, make necessary adjustments, and share best practices. The analysis of Progress Monitoring Assessments, i-Ready, and FAST Progress Monitoring data will inform decision-making to address areas of concern.

#### Person responsible for monitoring outcome

Tamela Brown

#### 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:**

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary and instructional processes.

**Rationale:**

Interactive learning environments (ILEs) enhance education by increasing engagement and motivation, promoting active and personalized learning, and providing immediate feedback. They support collaboration, are flexible and accessible, and help develop critical thinking and problem-solving skills, making learning more effective and relevant to real-world scenarios. By participating in daily walkthroughs, the administrative team monitors student engagement and use of instructional practices.

**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**

Assign Prescriptive iReady Lessons

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Analyze iReady reports and assign individualized lessons on a weekly basis.

**Action Step #2**

Monitor Student Progress

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Monitor iReady usage and pass rate to determine effectiveness of interventions on a weekly basis.

**Action Step #3**

Mathematics Professional Learning

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

September 18, 2024

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

Teachers will participate in a Mathematics Professional Learning session focusing on student engagement in mathematics. The iReady Florida Benchmark report will be utilized on a bi-weekly basis to identify benchmarks that have been mastered and those that continue to require addition

instruction.

#### **Action Step #4**

**Person Monitoring:**

**By When/Frequency:**

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

#### **Action Step #5**

**Person Monitoring:**

**By When/Frequency:**

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

### **Area of Focus #3**

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.

---

Based on our analysis of the 2024 Science data, 67% of 5th grade students achieved a proficiency level of 3 or higher on the FSSA. This was an increase of 5 percentage points when compared to the 2023 results. This subject area was selected because students demonstrated the lowest level of performance.

##### **Measurable Outcome**

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

---

By effectively implementing high-quality science instruction that includes STEAM 5.0 lessons, we anticipate at least a 3 percentage point increase on the 2025 FSSA.

##### **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.

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Administrators will conduct quarterly data chats, conduct classroom walkthroughs and closely monitor student engagement. In addition to this, STEAM weeks will be conducted on a quarterly basis.

##### **Person responsible for monitoring outcome**

Tamela Brown

##### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the



measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Our school will focus on implementing Inquiry-Based Learning within our Science instruction, emphasizing essential labs and utilizing the school science lab. Essential labs will be an integral part of our Science curriculum, providing students with hands-on experiments and investigations that align with learning objectives. These labs will offer opportunities for students to explore scientific concepts, develop inquiry skills, and connect theory with practice. The school science lab will serve as a dedicated space, equipped with the necessary materials, resources, and safety measures to facilitate these hands-on learning experiences. By utilizing the school science lab and incorporating essential labs, we aim to enhance students' scientific understanding and foster their curiosity and passion for science. Evidence of essential labs will be documented on a monthly basis.

**Rationale:**

The implementation of Inquiry-Based Learning will cultivate critical thinking skills, resulting in improved student performance. By engaging in this approach, students will have the opportunity to make personal connections and gain a deeper understanding of the topics and content they are studying. They will use science journals to document their lab findings and take notes, encouraging reflection and the integration of new knowledge. Teachers will provide corrective feedback to guide students and keep them on track, while also recognizing and rewarding their progress and achievements. This approach will enable students to actively participate in their learning, deepen their understanding of scientific concepts, and enhance their overall academic performance.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Professional Development

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Coordinate a professional development session to thoroughly review and analyze the Science STEAM matrix.

**Action Step #2**

STEAM Week

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Teachers will implement a STEAM 5.0 lesson in each math/science class during the last week of

each grading period.

### **Action Step #3**

STEAM Showcase

#### **Person Monitoring:**

Tamela Brown

#### **By When/Frequency:**

8/12-9/27

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

Quarterly STEAM Showcases will be conducted to highlight student implementation of STEAM 5.0 lessons.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

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.

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When comparing responses from the 2022-2023 and 2023-2024 School Climate Survey, it was noted that there was a 3% decrease in the number of staff members stating they had the opportunity to be considered for leadership roles at the school. In addition to this, there was a 10% decrease in the number of staff members that stated they were provided an opportunity to actively participate in the school improvement process. At our school, shared leadership is particularly needed to ensure that all voices are heard, and that the diverse needs of our students, especially those in the lowest 25%, are met with well-rounded and informed solutions. By involving multiple stakeholders in leadership roles, we can better address challenges such as improving questioning techniques, implementing evidence-based interventions, and closing achievement gaps, ultimately leading to a more supportive and successful learning environment 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.

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With the inclusion of additional staff member participating in the creation, implementation and continuous monitoring of the School Improvement Plan, an additional 15% of students in the Lowest 25% of Mathematics will demonstrate learning gains when compared to student performance on the 2024 PM3 administration of the FAST Mathematics assessment.

#### **Monitoring**

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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.

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The leadership team will collaborate closely to monitor progress toward the goal by establishing monthly check-ins with administrators, where team members will review key performance indicators and analyze the iReady Florida Benchmark Report. They will leverage data-driven insights to identify trends, assess the effectiveness of current strategies, and make informed decisions. By fostering open communication and ensuring that all team members have access to up-to-date data, the leadership team will maintain alignment on objectives, swiftly address any challenges, and adapt strategies as needed to achieve the goal efficiently.

**Person responsible for monitoring outcome**

Tamela Brown, 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:**

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

**Rationale:**

Participating in the SIP process will result in a collective action and mutual goal that will positively influence student outcomes and achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Teacher Preference Form

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Teacher are provided an opportunity to recommend colleagues to serve as leadership team members based on their expertise in content areas. This will be monitored by input from the mid-year Culture Survey.

**Action Step #2**

Review Teacher Preference Forms

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

Based on responses, the administrative team will make a shared decision to determine leadership team member for the current school year. This will be monitored by input from the mid-year Culture Survey.

**Action Step #3**

Initial Leadership Team Meeting

**Person Monitoring:**

Tamela Brown

**By When/Frequency:**

8/12-9/27

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

The administrative team will meet with leadership team members to review student data across all grade levels, set annual goals and develop a plan for monitoring student progress on a quarterly basis. This will allow the team to participate in vertical conversation each month.

## 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.

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The School Improvement Plan, Budget and School-Wide Progress will be shared with stakeholders at Title 1 Parent Meeting, PTA Meetings, EESAC Meetings, Leadership Team Meetings and Faculty Meetings. The SIP will be made publicly available at [wpelem.net](http://wpelem.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))

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Our school builds positive relationships with stakeholders—such as parents, community members, and local businesses—by fostering open communication, collaboration, and engagement. By regularly updating parents on their child's progress through parent-teacher meetings, report cards, and digital platforms, the school ensures transparency and keeps parents involved in their child's education. Additionally, the school actively involves stakeholders in decision-making processes and invites them to participate in school events and initiatives. This collaborative approach not only aligns stakeholders with the school's mission but also addresses the diverse needs of students by creating a supportive and inclusive community. Through these efforts, the school cultivates trust and strengthens its partnerships, which are essential for achieving educational success.

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

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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))

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The school will enhance academics by using differentiated questioning, Socratic seminars, and timely feedback. Quality learning time will be maximized through engaging questions and active learning. A rich curriculum will be supported by scaffolded, challenge questions, and student-led inquiry, fostering deeper understanding and accelerated learning.

**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))

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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))

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The school supports student well-being through a comprehensive approach that includes counseling, school-based mental health services, mentoring, and other targeted strategies. Counseling provides individualized support for emotional and social challenges, while school-based mental health services offer accessible care for ongoing issues. Our Golden Gecko Mentoring Program connects students with positive role models to guide their personal and academic growth. Additionally, the school implements various support strategies, such as peer support groups and wellness programs, to create a nurturing environment. These efforts aim to address students' holistic needs, enhancing their resilience, academic success, and overall well-being beyond traditional classroom instruction.

#### **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))

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N/A

#### **Addressing Problem Behavior and Early Intervening Services**

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

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The school employs a comprehensive schoolwide tiered model based on the Student Code of Conduct to proactively prevent and address problem behavior, fostering a positive and inclusive learning environment. This model includes multiple tiers of support, beginning with universal strategies that benefit all students, such as a clear code of conduct and positive behavior reinforcement. For students who require additional assistance, targeted interventions are implemented such as daily behavior charts as well as individualized counseling sessions.

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other

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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)).

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Professional learning improves instruction by equipping educators with new strategies, deepening their content knowledge, and fostering collaboration. It encourages reflective practices and adapts teaching methods to meet diverse student needs. Continuous development ensures that teachers stay current with educational trends, leading to more effective, engaging, and responsive instruction that ultimately enhances student outcomes.

### **Strategies to Assist Preschool Children**

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

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The school transitions preschool students to kindergarten through orientation sessions, classroom visits, and activities that familiarize them with the new environment. Teachers collaborate to align expectations, and parents are engaged through meetings and resources. These efforts ensure a smooth, supportive transition that eases anxiety and fosters early success.



## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

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

The process of reviewing the use of resources to meet students' needs involves several key steps. First, the school administration and staff collect data on student performance, attendance, and other indicators of well-being to identify areas where additional support may be needed. This data-driven approach ensures that decisions are based on actual student needs rather than assumptions. Next, we conduct an inventory of existing resources, including staff, materials, technology, and budget allocations, to assess whether these resources are being used effectively. This step involves feedback from teachers, students, and parents to gain insights into how resources are currently being utilized. The school then compares the identified needs with the available resources to pinpoint gaps or areas of inefficiency. Finally, based on this analysis, the school develops a plan to reallocate or acquire additional resources, ensuring that they are targeted where they will have the most significant impact on student outcomes.

### **Specifics to Address the Need**

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

Various resources such as the M-DCPS Pacing Guide will be utilized to provide instruction and support to address identified student needs. Weekly monitoring of lesson plan implementation and student outcomes will be done to guide instruction and provide data for intervention purposes.

## 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