

Miami-Dade County Public Schools

# GOULDS ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

<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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The mission of Goulds Elementary School is to cultivate an environment that nurtures and enhances children's critical thinking skills. By involving the administration, professional staff, community leaders, and stakeholders, the school aims to create a challenging curriculum that aligns with district and state standards in key subjects such as literacy, mathematics, science, and social studies. The ultimate goal of the school is to shape students into responsible and productive citizens who possess not only academic knowledge but also possess civic virtue and moral character. These qualities are deemed essential for leading purposeful lives in our rapidly evolving society. Goulds Elementary School is dedicated to providing programs and opportunities that empower students to become independent thinkers and problem solvers, equipping them with the necessary tools and values to thrive in an everchanging world.

### **Provide the school's vision statement**

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The vision of Goulds Elementary is rooted in the belief that every student deserves a positive and nurturing environment in which they can flourish and reach their highest potential. It is a place where students are encouraged and empowered to strive towards their goals and achieve success in all areas of their lives. The school recognizes that education goes beyond academics and aims to provide a well-rounded foundation for its students. In addition to fostering academic excellence, Goulds Elementary is committed to instilling values such as empathy, respect, and responsibility, essential for becoming productive and conscientious citizens in the 21st century. The school recognizes that the world is constantly evolving, and preparing students for the challenges and opportunities of the future is of utmost importance. By equipping students with essential skills such as critical thinking, problem-solving, collaboration, and adaptability, Goulds Elementary ensures that its students are well-prepared to thrive in an ever-changing world. The vision of Goulds Elementary is not just about academic achievement but also about creating a community where students feel supported, valued, and inspired to become the best versions of themselves.

## 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

Celethia Passmore - Mack

### Position Title

Principal

### Job Duties and Responsibilities

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The duties and responsibilities of a school principal are multifaceted and crucial to an educational institution's overall functioning and success.

Firstly, a principal is responsible for providing strong leadership and guidance to the entire school community. They must establish a clear vision and set goals aligning with the school's mission, ensuring all staff, teachers, and students work towards a common objective. Moreover, the principal creates a positive, inclusive school culture that fosters a safe and nurturing learning environment. This involves promoting respect, tolerance, and fairness among students and staff and addressing disciplinary issues. Additionally, a principal plays a vital role in recruiting, hiring, and supervising teachers and staff members. They must ensure that the school has a qualified and dedicated team in place and provide ongoing professional development opportunities to enhance the skills and knowledge of educators. Principals are also responsible for evaluating teacher performance and providing constructive feedback to promote continuous improvement. Furthermore, a principal serves as a liaison between the school and the wider community, forging partnerships with parents, local organizations, and other stakeholders. They must effectively communicate with parents, informing them about school policies, events, and their child's progress. Principals also collaborate with community leaders to create opportunities for students, such as internships, mentorship programs, and extracurricular activities.

Financial management is another critical responsibility of a school principal. Moreover, a principal is the chief advocate for the school and its students. They must actively engage with local education authorities, advocating for necessary resources, policy changes, and educational reforms that benefit the school community. This advocacy role is crucial in shaping educational policies and ensuring the school has the resources to provide quality education. Principals also play a key role in ensuring compliance with government regulations and educational standards, including overseeing standardized testing and curriculum implementation.

Lastly, a principal is responsible for crisis management and ensuring the safety and security of students, staff, and the school premises. They must develop and implement emergency preparedness plans, conduct regular safety drills, and promptly address security concerns. Principals must also handle sensitive issues and conflicts within the

school community, ensuring that they are resolved in a fair and equitable manner. The duties and responsibilities of a school principal are vast and require a diverse skill set. From providing leadership and vision to managing finances, promoting a positive school culture, and advocating for the school community's needs, principals are instrumental in creating an environment conducive to learning and growth. Their dedication and commitment are essential in shaping the future of students and ensuring the success of the entire school community.

## **Leadership Team Member #2**

### **Employee's Name**

Yvonne Sanchez

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The duties and responsibilities of an assistant principal are vital to the smooth functioning of a school. Assistant principals are crucial in supporting the principal in various administrative tasks and ensuring a conducive learning environment for students. One of their primary responsibilities is to assist the principal in managing the school's day-to-day operations. This includes supervising teachers and staff, addressing disciplinary issues, and handling student concerns. Assistant principals collaborate with teachers to develop and implement effective educational programs and curricula. They also evaluate teachers' performance and provide guidance and support for professional growth. Additionally, assistant principals are responsible for overseeing student activities and ensuring the safety and well-being of students. They work closely with parents and community members to foster a positive school culture and maintain effective communication channels. Furthermore, assistant principals are involved in strategic planning and policy development to improve the school's overall quality of education. Overall, the duties and responsibilities of an assistant principal are diverse and multifaceted, requiring strong leadership, organizational, and interpersonal skills to effectively contribute to the school's and its students' success.

## **Leadership Team Member #3**

### **Employee's Name**

Lawanda Perry

### **Position Title**

Counselor

### **Job Duties and Responsibilities**

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The duties and responsibilities of a counselor are crucial in providing support and guidance to

individuals in need. A counselor's primary responsibility is establishing a safe and trusting environment where clients can freely express their thoughts, emotions, and concerns. They are trained professionals with strong interpersonal skills and the ability to actively listen and empathize with their clients. Counselors must assess and evaluate their clients' mental, emotional, and psychological well-being and develop appropriate treatment plans tailored to their needs. They may utilize various therapeutic techniques and interventions to help clients navigate multiple challenges, such as personal issues, relationship problems, trauma, addiction, or mental health disorders. Moreover, counselors are vital in promoting mental health awareness and education within communities. They may organize workshops, seminars, or support groups to provide information and resources to individuals struggling with mental health concerns.

Additionally, counselors must maintain confidentiality and adhere to ethical and professional standards. They must also continuously engage in professional development activities to stay updated with the latest research, techniques, and best practices in the field. Overall, counselors' duties and responsibilities revolve around providing compassionate and practical support to individuals in need, helping them overcome their challenges, and promoting their overall well-being.

## **Leadership Team Member #4**

### **Employee's Name**

Toi Scott

### **Position Title**

Instructional Reading Coach

### **Job Duties and Responsibilities**

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The duties and responsibilities of a reading coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a reading coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective reading strategies, instructional materials, collaborative planning, and assessment tools. Additionally, a reading coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a reading coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching reading. Furthermore, a reading coach must work closely with parents and families to foster a supportive home environment for reading by providing resources and strategies that can be implemented outside the classroom. Lastly, a reading coach is responsible for monitoring student progress and analyzing data to identify trends and areas for improvement and then developing

targeted interventions to address those needs. Overall, the duties and responsibilities of a reading coach are focused on empowering teachers, supporting students, and fostering a love for reading that will last a lifetime.

## **Leadership Team Member #5**

### **Employee's Name**

Jennifer Herrera

### **Position Title**

Instructional Math Coach

### **Job Duties and Responsibilities**

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The duties and responsibilities of a math coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a math coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective math strategies, instructional materials, collaborative planning, and assessment tools. Additionally, a math coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a math coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching math.

## **Leadership Team Member #6**

### **Employee's Name**

Diane Smith

### **Position Title**

Math & Science Instructional Coach

### **Job Duties and Responsibilities**

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The Science Instructional Coach will support teachers in implementing research-based instructional strategies. The Coach will work directly with school teachers to support rigorous, standards-based, inquiry-centered science teaching. The coach will provide collaborative and one-on-one instructional coaching and facilitate related professional development. The Coach will work with administrators and teachers to align their work with district priorities. The Coach will focus on enhancing teachers' abilities to provide instruction that builds students' understanding of content knowledge and application, is academically rigorous, addresses the curriculum standards, and enhances students' engagement and ownership of their learning. The coach will systematically organize, maintain, and disseminate materials, information, and resources for hands-on science instruction. In addition, as a

member of a professional coaching community, the Science Instructional Coach will participate in professional development and inquiry into his or her own practice and perform system-wide duties as assigned.

The duties and responsibilities of a math coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a math coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective math strategies, instructional materials, collaborative planning, and assessment tools. Additionally, a math coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a math coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching math.

## 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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The process for involving stakeholders in the School Improvement Plan (SIP) development process is crucial for ensuring that the plan reflects the needs and priorities of the entire school community. To begin with, the school leadership team plays a central role in engaging stakeholders. They are responsible for initiating conversations and creating opportunities for participation. This can be done through regular meetings, workshops, or focus groups where stakeholders can express their thoughts, concerns, and ideas. The input of teachers and school staff is precious as they have firsthand knowledge of the school's strengths and areas for improvement. Their expertise and insights help shape the goals and strategies outlined in the SIP. Involving parents is equally important, as they bring a unique perspective and can provide valuable feedback regarding their child's education. Schools can organize parent meetings and surveys or establish parent advisory committees to ensure their input is incorporated into the SIP. In the case of secondary schools, involving students in the process is mandatory. Their voices are essential as they experience and navigate the school environment daily. Their input can be gathered through student surveys, focus groups, or student-led discussions. Additionally, engaging business or community leaders is crucial for fostering partnerships supporting the school's improvement efforts. These leaders can provide resources, expertise, and guidance to help align the SIP with the community's needs.

Ultimately, the input gathered from all stakeholders is carefully considered and integrated into the SIP development process. This inclusive approach ensures that the plan is comprehensive, reflective of the diverse perspectives within the school community, and ultimately more likely to result in meaningful and sustainable improvements in educational outcomes.

### 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 involvement of stakeholders in creating the School Improvement Plan (SIP) is vital to ensure that

the plan mirrors the needs and priorities of the entire school community. The school leadership team is at the forefront of stakeholder engagement, tasked with sparking dialogues and creating avenues for involvement. This can be achieved through routine meetings, workshops, or focus groups where stakeholders can voice their opinions, worries, and suggestions. The contributions of teachers and school staff are invaluable, given their direct experience with the school's strengths and areas needing enhancement. Their expertise and insights contribute to forming the SIP's goals and strategies. Parental involvement is equally crucial as they offer a unique viewpoint and can give insightful feedback about their child's education. Schools can facilitate parent meetings and surveys or form parent advisory committees to ensure their feedback is included in the SIP. For secondary schools, student participation in the process is compulsory. Their voices are vital as they daily experience and navigate the school environment. Their feedback can be collected through student surveys, focus groups, or student-led discussions. Moreover, the involvement of business or community leaders is essential for building partnerships that support the school's improvement initiatives. These leaders can offer resources, expertise, and guidance to help align the SIP with the community's needs. In the end, the feedback gathered from all stakeholders is thoughtfully considered and incorporated into the SIP development process. This inclusive method ensures that the plan is thorough, reflects the diverse viewpoints within the school community, and is ultimately more likely to lead to significant and lasting improvements in educational outcomes.

Revising the school improvement plan typically involves several vital steps to ensure it addresses the current needs and goals of the school community. Continuous monitoring of progress toward the goals is essential. This includes regular reviews of data and feedback from stakeholders to make necessary adjustments. Based on the evaluation, the plan is revised to address any new challenges or to refine strategies that are not working as expected by the stakeholders.

## 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>97.9%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</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) 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: D 2022-23: C* 2021-22: A 2020-21: 2019-20: C</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	1	12	21	12	11	10				67
One or more suspensions	1	3	2	2	4	4				16
Course failure in English Language Arts (ELA)	0	1	7	18	16	3				45
Course failure in Math	0	0	9	25	13	6				53
Level 1 on statewide ELA assessment	0	0	0	10	29	28				67
Level 1 on statewide Math assessment	0	0	0	7	21	26				54
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	27	44	45						118
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	17	14	15	8					56

#### 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	2	18	24	35	40	33				152

#### 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	2	1	3	10	0	0				16
Students retained two or more times	0	0	0	2	1	1				4

**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	80	67	72	80	76	74				449
One or more suspensions	3	1	4	3	3	5				19
Course failure in ELA		11	15	8	5					39
Course failure in Math		7	18	10	2	3				40
Level 1 on statewide ELA assessment				13	25	26				64
Level 1 on statewide Math assessment				16	32	37				85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	24	43	31						213

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	12	16	19	28	32				110

**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	4	8	1	4	1					18
Students retained two or more times				1	2	5				8

## 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 *	30	63	57	52	60	53	57	62	56
ELA Grade 3 Achievement **	15	63	58	61	60	53			
ELA Learning Gains	41	64	60				72		
ELA Learning Gains Lowest 25%	46	62	57				67		
Math Achievement *	41	69	62	51	66	59	54	58	50
Math Learning Gains	50	65	62				76		
Math Learning Gains Lowest 25%	50	58	52				74		
Science Achievement *	28	61	57	37	58	54	58	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	55	64	61	63	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 (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	356
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
40%	53%	64%	35%		49%	44%

\* 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	28%	Yes	1	1
English Language Learners	50%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	45%	No		
Economically Disadvantaged Students	36%	Yes	1	

### 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	63%	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%
Black/African American Students	43%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	52%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students				
Black/African American Students	61%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	66%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	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	30%	15%	41%	46%	41%	50%	50%	28%					55%
Students With Disabilities	18%	6%	32%		28%	40%	40%	33%					
English Language Learners	27%		50%	64%	41%	65%							55%
Black/African American Students	27%	9%	31%	23%	39%	43%	44%	26%					
Hispanic Students	28%	25%	46%	69%	44%	54%		35%					55%
Economically Disadvantaged Students	26%	10%	37%	47%	36%	44%	50%	22%					54%

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	52%	61%			51%			37%					63%
Students With Disabilities	59%	58%			66%			61%					
English Language Learners	59%	64%			64%								64%
Black/African American Students	45%	62%			44%			20%					
Hispanic Students	61%	61%			56%			52%					63%
Economically Disadvantaged Students	48%	57%			44%			28%					83%

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	57%		72%	67%	54%	76%	74%	58%					54%
Students With Disabilities	63%		61%	45%	57%	73%	70%	55%					
English Language Learners	55%		92%		65%	92%							54%
Native American Students													
Asian Students													
Black/African American Students	54%		68%	70%	44%	69%		62%					
Hispanic Students	58%		78%		61%	83%	73%	53%					54%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	56%		71%	65%	53%	75%	74%	60%					54%

## 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	14%	56%	-42%	55%	-41%
Ela	4	28%	55%	-27%	53%	-25%
Ela	5	31%	56%	-25%	55%	-24%
Math	3	43%	65%	-22%	60%	-17%
Math	4	41%	62%	-21%	58%	-17%
Math	5	31%	59%	-28%	56%	-25%
Science	5	23%	53%	-30%	53%	-30%

### 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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According to the 2023-2024 FAST PM3 data, there were no improvements to the school's data when compared to the 2022-2023 FAST PM3 data.

##### Lowest Performance

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

---

According to the 2023-2024 FAST PM3 data, the data component that exhibited the lowest performance is ELA Grade 3, with a score of 15% proficiency compared to the state average of 55% and the district average of 56%. Based on the data and contributing factors, third-grade teachers' inconsistency throughout the year led to a lack of fidelity in interventions and effective Tier 1 instruction. To address this, we will implement interventions with fidelity and provide support to teachers through instructional coaching. In addition, teacher absence played a role in students feeling inadequate and confidence to perform well.

##### Greatest Decline

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

---

According to the 2023-2024 FAST PM3 data, the data component that exhibited the most significant decline from the 2022-2023 school year is ELA Grade 3, with a score of 15% proficiency in 2024-2025 as compared to the prior year's average of 61% proficiency. The data was 1% percentage point higher than the district at 60% proficiency.

Based on the data and contributing factors, such as the transition of third-grade teachers throughout the year, the lack of fidelity in interventions, and student attendance, we will implement interventions with fidelity and support teachers with instructional coaching.

##### 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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According to the 2023-2024 FAST PM3 data, the component with the greatest gap compared to the state average is ELA Grade 3, with 15% proficiency as compared to the state proficiency of 58%, with a difference of 43 percentage points. Factors contributing to the gap in third grade are mainly due to the absence of teachers in two of the three homeroom classes, thus impacting the fidelity of interventions. In addition to a transition with teachers, there was the resignation of the Intermediate Reading Instructional Coaches, which caused a lapse in instruction and a transition of inexperienced teachers to support third-grade classes. Student attendance contributed to the gap in proficiency.

### **EWS Areas of Concern**

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

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Based on the 2023-2024 data, an area of concern is the significant number of students scoring at a Level 1 on the ELA assessment. In grades 3-5 there is a concern with the number of students with a substantial reading deficiency.

### **Highest Priorities**

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

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1. Proficiency in ELA, Math, and Science and its sustainability.
2. Student Attendance.
3. Effective teaching strategies and interventions with fidelity.
4. Collaborative Planning and Instructional Coaching support.
5. School Culture

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

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

### Area of Focus #1

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

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

#### Area of Focus Description and Rationale

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

---

According to the 2024 FAST PM3 assessment, 15% of 3rd graders are proficient in ELA, 36% of 4th graders are proficient in ELA, and 40% of 5th-grade students are proficient in ELA, compared to the state's average of 58% in 3rd grade, 53% in 4th grade, and 55% in 5th grade. The lack of pedagogical methodologies related to providing standards-based explicit instruction contributes to this need for improvement.

#### Affects to Student Learning

The early grades play a pivotal role in laying the foundation for students' literacy skills. Low proficiency in ELA during these crucial years can have a lasting impact, hindering students' comprehension of more complex texts and concepts as they progress through school. This can lead to a lack of confidence and motivation, potentially resulting in disengagement from learning and lower overall academic performance. Proficiency in ELA is not just about reading and writing; it's about success in all subjects, as these skills are essential across the curriculum. Students who struggle with ELA may face challenges in subjects like science and social studies.

The planned actions to address these issues—ongoing professional development, progress monitoring, and rigorous instruction—are critical steps:

- **Professional Development:** Equipping teachers with effective, standards-based instructional strategies can improve the quality of teaching and help address diverse learning needs.
- **Progress Monitoring:** Regularly tracking student progress allows for timely interventions and adjustments to instruction, ensuring that students receive the support they need to improve.
- **Rigorous Instruction:** Implementing challenging and engaging lessons can help raise student achievement and close the proficiency gap.

The constant effective collaboration between Instructional coaches and teachers will further enhance

the delivery of explicit instruction, ensuring that teaching practices are aligned with best practices and standards.

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

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The analysis of our K-2 Data has revealed a critical focus area: ELA Tier 1 Instruction.

K-2 Early Learning data indicates that 26% of the students are At/Above Proficiency while 74% are below Proficiency.

K-2 Reading data indicates that 27% of the students are At/Above Proficiency while 73% are below Proficiency.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in students who will excel or obtain proficiency. The goal is to increase proficiency by 25 percentage points when comparing 2024 PM3 to the 2025 PM3.

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

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Focus on ELA Tier 1 Instruction was identified as critical based on the analysis of our 2024 FAST data results. The 2024 FAST Assessments revealed that only 30% of 3-5 grade students achieved proficiency in Reading.

Addressing this challenge requires a firm commitment to prioritizing English Language Arts (ELA) and concentrating on strategic planning and delivering Tier 1 Core Instruction. By taking this approach, we are confident in achieving our goal of a notable 15 percentage point increase in proficiency, comparing the 2023 PM3 to the 2024 PM3 assessment.

We expect proficiency to rise from 30% to 50% in the 2025 FAST PM3.

### **Grades K-2: Measurable Outcome(s)**

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According to the 2024 iReady AP3, data indicates 53% of all of our students in grades K-2 scored one grade level below in ELA; only 25% of students scored proficient.

The goal is to increase proficiency by 15 percentage points when comparing 2024 PM3 to the 2025 PM3.

### **Grades 3-5: Measurable Outcome(s)**

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Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of our 2024 FAST data results. According to results from the 2024 FAST Assessments, only 30% of the Grade

3-5 students attained a level of proficiency in Reading.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in students who will excel or obtain proficiency. The objective is to achieve a remarkable 15 percentage point increase in ability, comparing the 2024 PM3 to the 2025 PM3 assessment. When comparing the 2024 FAST PM3 to the 2025 FAST PM3, proficiency is expected to increase from 30% to 50%.

### **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.

---

Administration and Transformational instructional coaches will monitor the Daily End Products, checks for understanding, and Tier 1 instruction during walkthroughs to ensure that Benchmark-aligned instruction is taking place with fidelity.

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

Celethia Passmore-Mack

### **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:**

Within the targeted area of Benchmark-aligned instruction, the focus will be on the use of current data to group students homogenously by areas of deficiency, and align to the resources that correlate with the areas of deficiencies.

### **Rationale:**

The implementation of the Benchmark-aligned instruction will ensure that teachers are using rigorous, relevant, and data driven lesson plans that are standards based and accelerate student achievement. If Benchmark-aligned instruction is implemented strategically with fidelity and coupled with explicit instruction, then the percentage of students making adequate progress will increase.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

### **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**

## Implementation of the Schoolwide Expectation Plan

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 15, 2024-October 2, 2024

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

The Leadership Team will create and implement the Schoolwide Expectation plan for all instructional and support staff (Interventionists). As a result, teachers will utilize the BEST Standards Handbook Instructional Guides, District Pacing Guides, and Schoolwide Expectation Plan to create high-yielding, benchmark-aligned lessons. Teachers and Instructional Coaches will use the Schoolwide Expectation Plan to ensure that teachers understand and implement the curriculum expectations daily to meet the needs of all learners.

**Action Step #2**

Collaborative Planning for Teachers and Interventionists

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 15, 2024-October 2, 2024

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

Teachers and Interventionists will collaboratively discuss best practices on Tier 1 benchmark aligned instruction during collaborative planning by content and identify a strategy to utilize. As a result, teachers will implement the strategy during instructional delivery. The teachers and interventionists will plan weekly as school administration take part in collaborative planning sessions to ensure fidelity. This action will provide the administrative team a targeted walkthrough schedule to ensure the implementation of specific instructional practices.

**Action Step #3**

Administrative Walkthrough Schedule

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 15, 2024-October 2, 2024

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

Align the walkthrough schedule based on collaborative planning and coaching feedback. The walkthrough plan will identify specific areas of focus (e.g., classroom management, student engagement, and formative assessment). The administration team will utilize a Walkthrough survey using the Framework of Effective Instruction to establish aligned look-fors.

**Area of Focus #2**

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

**ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)****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 assessment, 15% of 3rd graders are proficient in ELA, 36% of the

4th graders are proficient in ELA, and 48% of 5th grade students are proficient in ELA, compared to the state averages of 55% in 3rd grade, 53% in 4th grade, and 55% in 5th grade. The contributing factor for needing improvement is the lack of consistency in using Differentiated Instruction and Intervention.

The 2023-2024 Free and Reduced Lunch data indicates that 78% of the students in this subgroup are also included in the ELA data analysis.

### **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 successful implementation of differentiated instruction, an additional 25% of 3rd graders, 25% of fourth graders, and 25% of fifth graders will score at or above grade level in the area of ELA and Math.

### **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.

---

Administration and the Transformation coaches will monitor using the Differentiated Instruction schedule during walkthroughs to ensure that it is taking place with fidelity. Data analysis of formative assessments will be reviewed monthly to monitor progress. The data will also be discussed and analyzed during weekly leadership team meetings. This will be evidenced through observations, data chats, lesson plans, product reviews, and hands on, minds-on learning.

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

Celethia Passmore - Mack

### **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:**

Within the targeted area of Differentiated Instruction, the focus will be on the use of current data to group students homogeneously by areas of deficiencies and aligned resources that correlate with the areas of deficiency.

#### **Rationale:**

If differentiated instruction is implemented strategically with fidelity and aligned with the usage of appropriate resources, then the percentage of students making adequate progress will increase.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**Description of Intervention #2:**

Differentiated Instruction

**Rationale:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. Measuring Up books will be used to remediate previous taught skills. These materials will be used during extended learning opportunities for students in the AM and in afterschool tutoring. At the of the school students will be able to participate in a fields trip to broaden their experiences and to make connections with literature. Field trips provide students with real-world experiences that can make reading more relevant and engaging. When students see and experience what they read about, it can enhance their understanding and retention of the material. Many field trips include interactive exhibits and activities that can help students grasp complex concepts in a hands-on way. This type of learning can be particularly beneficial for students who struggle with traditional reading methods. Field trips can spark students' interest and motivation to read. Vocabulary Building: Exposure to new environments and experiences can introduce students to new vocabulary and concepts, which can improve their reading comprehension and language skills.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**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**

Implementation of Differentiated Instruction and Intervention

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

If differentiated instruction is implemented strategically with fidelity and aligned with the usage of appropriate resources, then the percentage of students making adequate progress will increase. Electronic Equipment for Reading: We will be introducing electronic equipment, including karaoke machines, to encourage reading and build confidence. This innovative approach aims to make reading fun and interactive, promoting literacy and a love for learning. These initiatives are designed to create an inclusive and supportive learning environment where all students can thrive. By providing these resources, we aim to bridge the gap and ensure that every child has the opportunity to succeed, regardless of their economic background. A poster maker can be a creative and effective way to support students with reading deficiencies. Posters can present information in a visually

appealing and organized manner, which can be easier for students to understand and remember. Visual aids like diagrams, infographics, and charts can simplify complex information. Creating posters can be an engaging activity that motivates students. When students are involved in making their own posters, they take ownership of their learning, which can boost their confidence and interest in the subject. Posters can serve as constant visual reminders of key concepts, vocabulary, and reading strategies. Having these visual aids displayed in the classroom can reinforce learning through repetition and visual memory. Students can work together to create posters, promoting collaboration and communication. This interactive approach can help students learn from each other and develop their reading and comprehension skills in a supportive environment. Teachers can tailor posters to meet the specific needs of their students. For example, they can create posters that highlight phonics rules, sight words, or reading comprehension strategies, making the learning material more accessible and relevant.

### **Action Step #2**

Collaborative Planning

#### **Person Monitoring:**

Celethia Passmore - Mack

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

August 12, 2024 to October 2, 2024

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

Collaborative planning meetings will occur in which teachers, transformation coaches, and administration will analyze student data to determine the grouping of students based on student deficiencies. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiated instruction. UnSig funds will be used to purchase laptop carts to ensure that all students have an opportunity to work individually. Digital platforms often include interactive elements such as games, quizzes, and multimedia content that can make learning more engaging for students. With laptops, students can use various literacy apps and programs designed to improve reading and writing skills. With laptops, students can use various literacy apps and programs designed to improve reading and writing skills. Immersive Reader and Reading Passages can help student with reading comprehension and fluency. Laptops facilitate collaborative projects and communication among students and teachers. Tools like Microsoft Teams can be used for group work, discussions, and peer reviews, fostering a supportive learning environment. The BEST Math Rehearsal will be used to reteach previously taught skills to help prepare students for state testing.

### **Action Step #3**

Align Resources to Data

#### **Person Monitoring:**

Celethia Passmore - Mack

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

August 12, 2024 to October 2, 2024

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

During weekly planning sessions once groups are formulated according to data, resources will be pulled that will address areas in need of improvement. As a result, instructional strategies and resources will be aligned to the data. UnSig funds will be used to enhance student learning and reading development. Access to Computers: Each classroom will be equipped with a computer cart, ensuring that every student has access to a computer. This will enable them to engage with digital learning resources and develop essential technological skills. Electronic Equipment for Reading: We will be introducing electronic equipment, including karaoke machines, to encourage reading and build confidence. This innovative approach aims to make reading fun and interactive, promoting literacy and a love for learning. These initiatives are designed to create an inclusive and supportive learning environment where all students can thrive. By providing these resources, we aim to bridge the gap

and ensure that every child has the opportunity to succeed, regardless of their economic background. Teachers can leverage Microsoft Surface devices to support students struggling with literacy in several impactful ways: **\*\*Immersive Reader\*\***: This tool helps students with reading comprehension by providing text decoding solutions, translating text into over 60 languages, and reading text aloud. It's especially beneficial for students with dyslexia and other learning differences. **\*\*Reading Progress\*\***: Integrated into Microsoft Teams, this app allows students to practice reading fluency. Teachers can assign reading passages, and the app tracks students' progress, providing insights into areas where they need more support. **\*\*Reading Coach\*\***: This tool works alongside Reading Progress to offer individualized reading exercises based on each student's needs. It helps with pronunciation, syllabification, and vocabulary recall, building students' confidence as readers. **\*\*Accessibility Tools\*\***: Microsoft Surface devices come with built-in accessibility features that support diverse learning needs. These tools help students stay engaged, improve reading comprehension, and build confidence. By integrating these tools into their teaching strategies, educators can create a more inclusive and supportive learning environment for all students.

### 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.

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According to the 2023-2024 SSA report, only 29% of 5th-grade students demonstrated proficiency in science, significantly lower than the state average of 53% and the district average of 50%. Several factors contributed to this disparity:

- **Attendance**: Poor attendance rates negatively impacted student performance.
- **Teaching Strategies**: There was a lack of adherence to effective teaching methodologies.
- **New 5th Grade Team**: Introducing a new teaching team may have affected student outcomes.
- **Lab Fidelity**: Inconsistent adherence to proper lab procedures influenced the results.

To address these issues, it is essential to implement targeted measures to improve science education from kindergarten onwards.

The low proficiency in 5th-grade science, as highlighted in the 2023-2024 SSA report, can significantly impact student learning in several ways:

1. **Foundational Knowledge**: Science in the 5th grade lays the groundwork for more advanced concepts in middle and high school. Without a strong foundation, students may struggle with more complex topics later on.
2. **Critical Thinking Skills**: Science education promotes critical thinking and problem-solving skills. Low proficiency can hinder the development of these essential skills, affecting overall

academic performance.

3. **Engagement and Interest:** Struggles in science can lead to decreased interest and engagement in the subject. This can result in a lack of motivation to pursue science-related activities or careers in the future.
4. **Interdisciplinary Impact:** Science is interconnected with other subjects like math and reading. Poor performance in science can negatively affect students' abilities in these areas as well.
5. **Confidence and Self-Esteem:** Consistent struggles in science can impact students' confidence and self-esteem, making them less likely to participate actively in class and more likely to experience academic anxiety.

Addressing these issues through targeted measures, such as improving attendance, adhering to effective teaching strategies, supporting new teaching teams, and ensuring proper lab procedures, can help enhance science education and overall student learning outcomes.

### **Measurable Outcome**

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

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With the implementation of Data-Driven Decision Making, an additional 20% (for a total of 43%) of the 5th grade leveled students will score at or above grade level in the area of Science by 2024-2025 state 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.

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The Science Coach will monitor through quarterly assessments, data chats, topic assessments, and student product reviews. The Science Coach will collaborate with the Reading Coach to ensure that reading strategies are implemented into the science curriculum.

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

Celethia Passmore - Mack

### **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:**

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Decision Making. Data-Driven Decision Making will assist the science coach and teachers with developing systems and protocols that utilize data to drive instructional decisions.

**Rationale:**

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction. The Five E lesson plan format as well as evidence in the classroom.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**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**

Science Focus Calendar

**Person Monitoring:**

Celethia Passmore -Mack

**By When/Frequency:**

August 14, 2024-October 2, 2024

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

Developing a Focus Calendar with Key Dates for Testing, Data Discussions, Quarterly Reviews, and Topic Assessments will provide clear insight for teachers and Instructional Coaches. Administrators will conduct walk-throughs with specific qualitative look-Fors and provide corrective feedback. Develop a cross-curricular calendar after cross checking science and ELA pacing guides to find an alignment with ELA lessons that correlate with science to maximize student learning. We are working to create a Science Lab where students in grades K-5 will have an opportunity for students to receive explicit science instruction in a lab.

**Action Step #2**

Collaborative Strategy

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 14, 2024-October 2, 2024

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

Starting on the week of September 3, 2024, instructional coaches and teachers will select one school-wide collaborative strategy during collaborative planning to implement during the instructional block, as a result you will see students actively engaged in the lesson. Ensure that all teachers are apprised of the Spiraling science standards by grade level and attend Science Collaborative Planning.

**Action Step #3**

Science Lab

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 14, 2024-October 2, 2024

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

**step:**

Teachers will implement and complete the first hands-on labs for students in grades K-5. In our Science Lab, students from Kindergarten through 5th grade engage in hands-on, explicit science instruction. This program is designed to foster curiosity and a love for science through interactive experiments and activities. Each session is tailored to the developmental stage of the students, ensuring that concepts are both accessible and challenging. UnSig Funds will be utilized to purchase essential items to enhance our science education program. These funds will help us acquire the necessary resources to create a state-of-the-art science lab, ensuring that our students have ample opportunities to engage with science from an early age, starting in kindergarten. The establishment of this science lab will provide a hands-on learning environment where students can explore, experiment, and develop a deep understanding of scientific concepts. By integrating these resources into our curriculum, we aim to foster a love for science and inspire the next generation of scientists and innovators. We are committed to providing our students with the best possible educational experiences, and this initiative is a significant step towards achieving that goal.

**Area of Focus #4**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

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

According to the 2024 FAST PM3 assessment, 6% of 3rd graders are proficient in ELA, 18% of SWD are proficient in ELA, and 32% of SWD students in grades 3-5 proficient in ELA, as compared to the state averaging 55% in 3rd grade, 53% in 4th grade, and 55% in 5th grade.

The contributing factors for this need for improvement is the lack of pedagogical methodologies related to providing standards-based explicit instruction. The actions that will be taken are to provide ongoing professional development, progress monitoring and rigorous instruction. The collaboration of the transformation coaches and teachers will support the understanding of delivering explicit instruction.

**Measurable Outcome**

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

Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of our 2024 FAST data results. According to results from the 2024 FAST Assessments, only 18% of the Grade 3-5 students attained a level of proficiency in Reading.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in

students who will excel or obtain proficiency. The objective is to achieve a remarkable 15 percentage point increase in ability, comparing the 2024 PM3 to the 2025 PM3 assessment. When comparing the 2024 FAST PM3 to the 2025 FAST PM3, proficiency is expected to increase from 18% to 30%.

### **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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Administration and Transformational Instructional Coaches will monitor the Daily End Products, checks for understanding, and Tier 1 instruction during walkthroughs to ensure that Benchmark-aligned instruction is taking place with fidelity.

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

Celethia Passmore - Mack

### **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:**

Within the targeted area of Benchmark-aligned instruction, the focus will be on the use of current data to group students homogenously by areas of deficiency, and aligned to the resources that correlate with the areas of deficiencies.

#### **Rationale:**

The implementation of the Benchmark-aligned instruction will ensure that teachers are using rigorous, relevant, and data driven lesson plans that are standards based and accelerate student achievement. If Benchmark-aligned instruction is implemented strategically with fidelity and coupled with explicit instruction, then the percentage of students making adequate progress will increase.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

#### **Description of Intervention #2:**

The emphasis will be placed on utilizing up-to-date data to categorize students into homogeneous groups based on their specific areas of need. This will be done in conjunction with aligning educational resources that directly address and support these identified areas of deficiency.

#### **Rationale:**

Utilizing the FAST reading and math data to identify students' strengths and weaknesses will allow for fluid movement of students between groups as they progress or need more support. Regularly re-assessing group composition based on ongoing formative assessments will allow for targeted small groups to support the students with disabilities.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**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**

Implementation of the Schoolwide Expectation Plan

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

The Leadership Team will create and implement the Schoolwide Expectation plan for all instructional and support staff (Interventionists). As a result, teachers will utilize the BEST Standards Handbook Instructional Guides, District Pacing Guides, and Schoolwide Expectation Plan to create high-yielding benchmark-aligned lessons. Teachers and Instructional Coaches will use the Schoolwide Expectation Plan to ensure that teachers understand and implement the curriculum expectations daily to meet the needs of all learners.

**Action Step #2**

Collaborative Planning for Teachers and Interventionists

**Person Monitoring:**

Celethia Passmore-Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

Teachers and Interventionists will collaboratively discuss best practices on Tier 1 benchmark aligned instruction during collaborative planning by content and identify a strategy to utilize. As a result, teachers will implement the strategy during instructional delivery. The teachers and interventionists will plan weekly as school administration take part in collaborative planning sessions to ensure fidelity. This action will provide the administrative team a targeted walkthrough schedule to ensure the implementation of specific instructional practices.

**Action Step #3**

Intervention

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

Students will be offered varied levels of activities and assessments to ensure all students are challenged and supported. Leverage software that provides real-time data to inform grouping decisions. Incorporation of educational technology programs can adapt to different skill levels to support student learning. By implementing these strategies, educators can create an environment that maximizes learning opportunities and caters to the diverse needs of students. It's important to regularly review and adjust these strategies to ensure they remain effective and aligned with student performance data. For our SWD student population, we will create a sensory room. Sensory rooms

provide a safe and calming space where students can retreat to manage stress and anxiety. This can be particularly beneficial for students with autism or sensory processing disorders. Controlled sensory experience, these rooms help students calm and focus themselves, making them better prepared for learning and interacting with others<sup>2</sup>. Enhanced Sensory Integration: Sensory rooms can help students develop coping skills and improve their sensory processing abilities. This can lead to better regulation of their responses to sensory stimuli, which is crucial for their overall development. Social and Emotional Benefits: These rooms can also provide a space for students to interact with peers in a less stressful environment, promoting social skills and emotional well-being. Customized Experiences: Sensory rooms can be tailored to meet the specific needs of each student, providing personalized sensory input that can help them manage their unique challenges. By incorporating sensory rooms into their educational strategies, schools can create a more inclusive and supportive environment for students with disabilities. UnSig funds will be used to purchase sensory items to enhance student learning and growth.

## **Area of Focus #5**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

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

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According to the 2024 FAST PM3 assessment, 6% of 3rd graders are proficient in ELA, 9% of Black students are proficient in ELA, and 27% of Black students in grades 3-5 proficient in ELA, as compared to the state averaging 55% in 3rd grade, 53% in 4th grade, and 55% in 5th grade.

The contributing factors for this need for improvement is the lack of pedagogical methodologies related to providing standards-based explicit instruction. The actions that will be taken are to provide ongoing professional development, progress monitoring and rigorous instruction. The collaboration of the transformation coaches and teachers will support the understanding of delivering explicit instruction.

#### **Measurable Outcome**

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

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Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of our 2024 FAST data results. According to results from the 2024 FAST Assessments, only 32% of Black students in grades 3-5 students attained a level of proficiency in Reading.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in students who will excel or obtain proficiency. The objective is to achieve a remarkable 15 percentage

point increase in ability, comparing the 2024 PM3 to the 2025 PM3 assessment. When comparing the 2024 FAST PM3 to the 2025 FAST PM3, proficiency is expected to increase from 32% to 42%.

### **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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Administration and Transformational Instructional Coaches will monitor the Daily End Products, checks for understanding, and Tier 1 instruction during walkthroughs to ensure that Benchmark-aligned instruction is taking place with fidelity.

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

Celethia Passmore -Mack

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

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

#### **Description of Intervention #1:**

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

#### **Rationale:**

The implementation of the Benchmark-aligned instruction will ensure that teachers are using rigorous, relevant, and data driven lesson plans that are standards based and accelerate student achievement. If Benchmark-aligned instruction is implemented strategically with fidelity and coupled with explicit instruction, then the percentage of students making adequate progress will increase.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

#### **Description of Intervention #2:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and

developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

The implementation of the Benchmark-aligned instruction will ensure that teachers are using rigorous, relevant, and data driven lesson plans that are standards based and accelerate student achievement. If Benchmark-aligned instruction is implemented strategically with fidelity and coupled with explicit instruction, then the percentage of students making adequate progress will increase.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**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**

Implementation of the Schoolwide Expectation Plan

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

The Leadership Team will create and implement the Schoolwide Expectation plan for all instructional and support staff (Interventionists). As a result, teachers will utilize the BEST Standards Handbook Instructional Guides, District Pacing Guides, and Schoolwide Expectation Plan to create high-yielding benchmark-aligned lessons. Teachers and Instructional Coaches will use the Schoolwide Expectation Plan to ensure that teachers understand and implement the curriculum expectations daily to meet the needs of all learners.

**Action Step #2**

Collaborative Planning for Teachers and Interventionists

**Person Monitoring:**

Celethia Passmore-Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

Teachers and Interventionists will collaboratively discuss best practices on Tier 1 benchmark-aligned instruction during collaborative planning by content and identify a strategy to utilize. As a result, teachers will implement the strategy during instructional delivery. The teachers and interventionists will plan weekly as the school administration participates in collaborative planning sessions to ensure fidelity. This action will provide the administrative team with a targeted walkthrough schedule to ensure the implementation of specific instructional practices.

## **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.

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A positive school culture and environment play a vital role in the overall success of a school. It refers to the values, beliefs, attitudes, and behaviors that shape the ethos of the school community. A positive school culture is characterized by a sense of belonging, trust, respect, and cooperation among all members of the school community. This type of culture promotes academic excellence while also fostering personal growth and development for students and staff alike.

One aspect of positive school culture is a supportive and inclusive atmosphere. Students should feel welcome and valued regardless of their background or abilities. The school environment should be conducive to learning, where students are encouraged to take risks, ask questions, and explore new ideas without fear of failure or criticism. Teachers and staff must work together to create a safe space where students can express themselves freely and develop their full potential. Another important aspect of positive school culture is effective communication between teachers, students, and parents.

Open lines of communication help build trust and promote transparency within the school community. Regular meetings between teachers, parents, and students can provide an opportunity for feedback on student progress, identify areas for improvement, and address any concerns that may arise. Effective communication also helps ensure that all stakeholders are working towards the same goals and objectives. Moreover, positive school culture requires a commitment to continuous improvement. Schools must be willing to reflect on their practices and policies regularly to identify areas for growth and improvement.

### **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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The number of homeroom classes has seen a significant increase, from 18 in 2023 to 22 in 2024, and currently stands at 25 for the 2024-2025 school year. This rapid growth demands urgent action to support an inclusive learning environment, maintain teacher retention, and boost enrollment.

Effectively managing the increased number of homeroom classes is a complex task that demands meticulous strategic planning and efficient resource allocation.

1. **Hiring Additional Staff:** To maintain a low student-to-teacher ratio, the school can hire more teachers and support staff. This ensures that each class receives adequate attention and support.
2. **Professional Development:** Providing ongoing training for teachers can help them manage larger classes more effectively. This includes strategies for classroom management, differentiated instruction, and the use of technology to enhance learning.
3. **Flexible Grouping:** Flexible grouping strategies allow teachers to work with small groups of students within the larger class.
4. **Classroom Organization:** Organizing the classroom to facilitate easy movement and access to materials can help manage more prominent groups.
5. **Use of Technology:** Integrating technology, such as educational software and online resources, can support instruction and provide additional learning opportunities for students.
6. **Parental Involvement:** Encouraging parents to be involved in their children's education can help reinforce learning at home and provide additional support for students.
7. **Support Services:** Providing additional support services, such as tutoring and counseling, can help address the diverse needs of students in larger classes.

By implementing these strategies, the school can effectively manage the increased number of homeroom classes and continue to provide a high-quality, inclusive learning environment for all students.

### 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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A positive school culture is one that promotes respect, inclusivity, and a sense of belonging among all members of the school community. To monitor such a culture, it is important to establish clear goals and benchmarks for what constitutes a positive school environment. These goals should be based on the unique needs and values of the school community and may include things like high levels of student engagement, low levels of bullying and harassment, and strong relationships between students and teachers.

One way to monitor progress towards these goals is through regular surveys of students, teachers, and parents. These surveys can provide valuable insights into the experiences of different members of the school community and help identify areas where improvements are needed. Another important tool for monitoring positive school culture is through classroom observations by administrators or other trained observers.

**Person responsible for monitoring outcome**

Celethia Passmore-Mack

**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:**

Consistent Protocols to Maintain a Clean and Welcoming School Environment promote healthy and well-maintained environments. Unsanitary conditions attract insects, vermin, irritants, and allergens found in dust and dirt, which can harm student health and school performance. Consistent Protocols to Maintain a Clean and Welcoming School Environment require a holistic approach. It requires school administrators and educators to join together to create a learning environment that considers their students' language, cultures, and family structures.

**Rationale:**

Maintaining a clean and welcoming school environment is essential for several reasons. A clean learning environment promotes good health and hygiene, which is crucial for students and staff alike. Secondly, a welcoming environment creates a positive atmosphere for learning. Students and staff feel more comfortable and motivated to be in a clean and organized environment, which can enhance their performance and productivity. A well-maintained school environment also sends a message of respect and value towards the students, staff, and community. Lastly, a clean school environment reflects the school's values and standards. A school that prioritizes cleanliness and order shows that it values discipline, responsibility, and respect for the environment. Maintaining a clean and welcoming school environment is crucial for promoting good health, creating a positive atmosphere for learning and reflecting the school's values and standards.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**Action Steps to Implement:****Action Step #1**

Communication

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

The school will regularly share school news, updates, and achievements through newsletters, Class Dojo, the school's websites, and social media to keep teachers and community stakeholders informed. New teachers will meet with the principal monthly to become acquainted with the school's mission and vision. During this meeting, new faculty members can ask questions and seek support from the principal during "Chat and Chew with the Principal."

**Action Step #2**

Teacher Voice

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

Provide teachers, "Teacher Voice!" Teacher Voice allows teacher to speak openly about your opinions, ideas, and suggestions in an environment that is driven by trust, collaboration, and responsibility. This will allow teachers to feel valued and cause teacher retention.

**Action Step #3**

Decision-Making Process

**Person Monitoring:**

Celethia Passmore - Mack

**By When/Frequency:**

August 12, 2024 to October 2, 2024

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

Teachers will participate in the collaborative decision-making process for their classes. Reconceptualizing how teachers might combine their expertise and leverage it most effectively is essential to student learning as well as to teacher professional development and collective efficacy.

## 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 SIP will be in the Parent Resource Center, the school's webpage, and ESSAC and Faculty meetings.

<https://gouldselementary.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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The involvement of stakeholders in the creation of the School Improvement Plan (SIP) is vital to ensure that the plan mirrors the needs and priorities of the entire school community. The school leadership team is at the forefront of stakeholder engagement, tasked with sparking dialogues and creating avenues for involvement. This can be achieved through routine meetings, workshops, or focus groups where stakeholders can voice their opinions, worries, and suggestions. The contributions of teachers and school staff are invaluable, given their direct experience with the school's strengths and areas needing enhancement. Their expertise and insights contribute to the formation of the SIP's goals and strategies. Parental involvement is equally crucial as they offer a unique viewpoint and can give insightful feedback about their child's education. Schools can facilitate parent meetings and surveys or form parent advisory committees to ensure their feedback is included in the SIP. Their voices are vital as they daily experience and navigate the school environment. Their

feedback can be collected through student surveys, focus groups, or student-led discussions. Moreover, the involvement of business or community leaders is essential for building partnerships that support the school's improvement initiatives. These leaders can offer resources, expertise, and guidance to help align the SIP with the community's needs. In the end, the feedback gathered from all stakeholders is thoughtfully considered and incorporated into the SIP development process. This inclusive method ensures that the plan is thorough, reflects the diverse viewpoints within the school community, and is ultimately more likely to lead to significant and lasting improvements in educational outcomes.

The (PFEP) will be located at <https://gouldselementary.net/>.

### **Plans to Strengthen the Academic Program**

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

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The school will use data from assessments and student performance to identify areas of improvement and tailor instructional interventions accordingly. Regular analysis of student achievement data helps track progress and adjust teaching strategies as needed. The school would extend learning time beyond regular classroom hours. This could involve before-school or after-school programs, as well as summer school sessions, to provide additional support and enrichment opportunities. Integrating technology effectively into the curriculum can enhance learning experiences and provide opportunities for self-paced learning, research, and interactive engagement.

### **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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The school would regularly assess student progress through formative and summative assessments. This ongoing monitoring helps identify areas of improvement and measure the effectiveness of the curriculum changes. By implementing these strategies, the school can create an environment that fosters academic growth, provides challenging learning experiences and empowers students to excel. This aligns with the goals of strengthening the academic program, increasing learning time, and offering an enriched and accelerated curriculum as outlined in ESSA 1114(b)(7)(ii). The school would review and update its curriculum to align with the latest educational standards and best practices. This includes identifying areas where the curriculum can be enriched and accelerated to challenge students at various levels of proficiency. The school extends and provides more learning opportunities. This could involve before and after-school programs, weekend workshops, and

summer enrichment camps. The school would offer a variety of enrichment programs such as Robotics, Modern Band, gifted and talented programs, and interdisciplinary projects that challenge and engage students beyond the standard curriculum.

## **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's counseling program plays a vital role in ensuring that students receive the support they need to succeed academically and emotionally. The school employs licensed professional counselors who provide individual and group counseling services to students. The counselors work with students to address academic concerns, social/emotional issues, and career planning. Additionally, the school provides mental health services through partnerships with outside agencies such as Children's Hospital. These services include individual and group therapy, family therapy, and crisis intervention. The school also offers specialized support services for students who require additional assistance in specific areas. For example, the school has interventionists who work with struggling readers to improve their literacy skills. The school also offers tutoring services for students who need extra help in specific subjects. Mindful Mentors are another important aspect of the school's support system. The school has a mentoring program that pairs low-achieving students with faculty or staff who become a mentor to a select student. This program not only helps students academically but also helps them build positive relationships with adults and peers.

#### **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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The Every Student Succeeds Act (ESSA) emphasizes the importance of preparing students for postsecondary opportunities and the workforce. To this end, ESSA requires that states develop accountability systems that include indicators of student readiness for postsecondary education and the workforce. One such indicator is the percentage of graduates who complete career and technical education programs that result in industry-recognized credentials or postsecondary credit. Career and technical education (CTE) programs provide students with practical, hands-on experience in specific career fields, allowing them to gain valuable skills and knowledge that can lead to successful careers. These programs often offer opportunities for students to earn postsecondary credit while still in high school, which can help them get a head start on their college or career goals. By participating in CTE programs, students can also become more aware of potential postsecondary opportunities and

develop a better understanding of the requirements and expectations for different careers.

### **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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A tiered model is a prevention-oriented approach that is commonly used in schools to address problem behavior and provide early interventions to students who are at risk of experiencing difficulties. This model involves the implementation of a multi-tiered system of support, which includes universal, targeted, and intensive levels of intervention. The goal of the tiered model is to provide a continuum of services that meet the needs of all students, with the majority of students receiving support at the universal level, while those who need more intensive interventions receive them at the targeted or intensive levels.

To implement a schoolwide tiered model, one must identify the problem behavior they wish to address and establish clear criteria for determining which students will receive support at each level. This may involve conducting assessments to identify student needs and developing individualized plans for each student based on their specific needs. Once these criteria have been established, schools can begin to implement evidence-based interventions that are designed to prevent problem behavior from occurring in the first place or address it when it does occur. Student behaviors are addressed during the first week of school during student orientation. Coordination with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) is essential for ensuring that all students receive appropriate support. IDEA provides special education services and support for students with disabilities, while ESSA focuses on improving academic outcomes for all students. By working together, schools can ensure that all students receive comprehensive support that meets their individual needs. For example, if a student receives special education services under IDEA, they may also benefit from additional support provided through a schoolwide tiered model.

Overall, implementing a schoolwide tiered model requires careful planning and coordination between different programs and services to ensure that all students receive appropriate support. By providing a continuum of services that meet the needs of all students, we can prevent problem behavior from occurring in the first place or address it when it does occur, ultimately improving academic outcomes for all students.

### **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

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and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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One key aspect of this provision is that states must provide ongoing professional learning opportunities for educators. These opportunities should be designed to improve instructional practices, increase the effective use of data from academic assessments, and enhance teachers' understanding of supporting students in meeting high academic standards. The professional learning opportunities include job-embedded coaching, mentoring, or colleague collaboration. Furthermore, these opportunities are tailored to meet the unique needs of teachers in high-need subjects such as mathematics, science, foreign languages, and special education. Teachers meet weekly with the school's instructional coaches in collaborative planning.

In addition to providing professional learning opportunities, we invest in activities that recruit and retain effective teachers in high-need subjects. This may include programs that offer financial incentives for individuals who pursue a career in teaching or that provide mentorship and support programs for novice teachers. Moreover, states can establish partnerships with higher education institutions to develop pathways into teaching careers for individuals with expertise in specific subject areas. These partnerships can help ensure that new teachers are prepared to meet the challenges of teaching high-need subjects effectively.

Another critical aspect of this provision is the emphasis on using data from academic assessments to inform instructional practices. Teachers must be equipped with the skills to analyze student performance data accurately and use it effectively to inform their instructional practices. This may involve training on interpreting test scores accurately and using data analysis tools effectively. Moreover, states should provide training on how best to integrate assessment results into overall instructional strategies to make them more meaningful for both students and educators.

### **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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One of the primary reasons why teacher collaborative planning is essential is that it fosters a culture of shared responsibility among educators. When teachers work together to develop lesson plans and assessment tools, they become more accountable for student learning outcomes. This collaboration encourages teachers to reflect on their teaching practices, identify areas for improvement, and adapt their strategies accordingly. As a result, students benefit from a more cohesive and consistent educational experience across different classrooms.

## 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.

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A collaborative effort was utilized to develop the 2024-2025 SIP. As a result, selecting instructional focus became intentional as school improvement funding was reviewed and allocations were aligned and distributed based on needs. The Administration meets with the SAC, which is composed of teachers, business community representatives, parents, and students, to review funding allocations and ensure resources are based on needs identified in each area of focus.

### Specifics to Address the Need

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

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According to the 2024 FAST PM3 assessment, 15% of 3rd graders are proficient in ELA, 36% of the 4th graders are proficient in ELA, and 40% of 5th grade students are proficient in ELA, as compared to the state averaging 55% in 3rd grade, 53% in 4th grade, and 55% in 5th grade. The contributing factors for this need for improvement is the lack of pedagogical methodologies related to providing standards-based explicit instruction. The actions that will be taken are to provide ongoing professional development, progress monitoring and rigorous instruction.

The purchasing of the following resources, Ready Florida BEST Reading Practice for grades K-5. The implementation of this resource will allow for increased student achievement and improved FAST student results.

## 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
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/369	UNISIG	0.0	4,374.00
	<i>Florida B.E.S. T. Math Rehearsal Plus Instruction resources. Mirrors the FAST and includes 2 assessments PLUS instruction and may be used for benchmark and progress monitoring. The online version is \$12.50 per student for one year. \$12.50 X 350 students = \$4375.00. Vendors were present at district sponsored events and provided schools with samples resources. August 2023-June 2025.</i>				
Areas of Focus	Instructional Practice - Science	5100/510	UNISIG	0.0	4,697.70
	<i>Science Lab coats for adults and students to implement Science lab activities in a real-world setting. Adults (10) X \$47.99 = \$479.99. Class set of Lab coats for each grade level (210) X \$22.37 = \$4,697.70.</i>				
Areas of Focus	Instructional Practice - Science	5100/510	UNISIG	0.0	2,500.77
	<i>An assortment of materials is needed to implement science labs and other hands-on activities on a bi-weekly basis for all students in grades K-5. Supplies include Beakers, test tubes, and vials. Balances and scales, graduated cylinders, thermometers, lab coats, gloves, safety goggles, masks, and waste disposal containers.</i>				
Areas of Focus	Instructional Practice - Science	5100/510	UNISIG	0.0	900.00
	<i>ETO Science Journals. The science journals are comprised of all 5th grade science lessons and labs. The journal will serve as a guide for teachers, students and administrators to ensure that all learning targets are met and mastered.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/649	UNISIG	0.0	1,599.30
	<i>Utilize Document Camera in core classrooms to assist with strategies relating to students' IEPs and to assist with working in small group settings on other classrooms. VDK Pro Ultra Definition 8MP/USB Document Camera with AI Enhanced Mic Bundle 10 X 159.93 = \$1599.30. M-DCPS Chart of Accounts uses Object Code 647 for Tech-related Non-Cap Equipment.</i>				
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/644	UNISIG	0.0	4,560.00
	<i>Utilize latest technology teaching tools to enhance math lessons. Promethean Active panel with mobile components and installation 3 X \$1,520 = \$4,560.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/120	UNISIG	0.4	2,455.20
	<i>One hourly PBIS Coach to work with at risk students, analyze behavioral data and create motivational activities for students. 1 Coach X 10 hours a week X 35 hour-\$350 X 35 weeks = 12,250.00 + Fringes: Retirement \$366.00 + FICA (\$188) and W/C (\$68) = \$622.</i>				
Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions)	5100/510	UNISIG	0.0	975.00
	<i>Due to the increase of ELL students, additional ELL materials are needed in the area of</i>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>science. The school enrollment as increased: 150 students x 6.50 each = \$975.00</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/510	UNISIG	0.0	3,391.92
	<i>SWD Four-Station Sensory Table for students SWD to promote cooperative play and improve motor skills with hands on activities. (4) X \$423.99 = \$3,391.92.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/642	UNISIG	0.0	1,300.00
	<i>Galam Kids Balance Ball Chair - Classic Children's Stability Ball Chair, Alternative School Classroom Flexible Desk Seating for Active Students with special needs. This will allow students to stay focused during class and complete required assignments. \$65 x 20 chairs = \$1300.00</i>				
Areas of Focus	Instructional Practice - Science	6400/330	UNISIG	0.0	2,100.00
	<i>The Florida Association of Science Teachers' Conference scheduled October 24-26, 2024. Registration is \$400.00 per person, Hotel \$350.00 per night x 2 nights, Travel \$300.00 +\$1050.00 x 2 teachers = \$2100.00</i>				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	1,500.00
	<i>Ceramic supplies for student art experiences and students' mental wellness. Aluminum Foil, Crayola Modeling Clay, Small yellow sponges, Clay tools for hand-building and wheel throwing, 11x14 Styrofoam for printmaking, Low-fire clay, low-fire glazes, 8x12 cardboard Starter kit for students in grades 3-5. Ceramic Bundle = \$1500.00.</i>				
Areas of Focus	Instructional Practice - Science	5100/510	UNISIG	0.0	4,500.00
	<i>Science labs materials: Goggles/gloves, Sink for rinsing, Droppers/pipettes, Ruler/measure of size, Weight/ measure of mass, Volume/measure of liquid Hand lenses/microscopes, Forceps/tweezers, Thermometer and Timers. Science Lab kits, \$150.00 x 30 classes = \$4500.00.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	188.00
	<i>One hourly PBIS Coach to work with at risk students; analyze behavioral data and create motivational activities for students. FICA \$188.00.</i>				
Areas of Focus	Instructional Practice - Science	5100/644	UNISIG	0.0	7,156.28
	<i>To purchase approximately 7 desktop computers to create a mini-science lab in the Robotics and Science Lab, to improve students' outcomes in science by supplementing Science instruction differentiated instruction to support Tier 1 instruction in science.</i>				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/644	UNISIG	0.0	9,584.00
	<i>Additional computer carts are needed to ensure that all teachers have technology at that their fingertips. This implementation will prevent teachers from sharing and provide more instructional time. (15 Fully Assembled 30 Bay Mobile Charging and Storage Cart for iPad, Chromebook and Laptop Computer with Keypad Lockup to 14-inch Screen Size, Surge</i>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>Protection, Front &amp; Back Access Locking Cabinet \$599.00 each. 15 X 599.99 = 8999.95</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>One hourly PBIS Coach to work with at risk students, analyze behavioral data and create motivational activities for students. Retirement \$366.00</i>	5100/210	UNISIG	0.0	366.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Hand2mind Express Your Feelings Sensory Bottles \$30 X (10 classes) = \$300.00. These express your feelings sensory toys are great for teaching children to express their feelings in a fun, unique way. They are cute and fun to play with, and the colors and stuff inside make it even more fun. These bottles will definitely provide a way for non-verbal students to communicate.</i>	5100/510	UNISIG	0.0	300.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Intercession Review and Analyzing Data (Hourly) -5 Teacher Leaders (Instructional Coaches and Grade Level Teachers) (June 2025) X \$35 per hour x 5 hours per day = 875 x 10 = \$8750 + Fringes: Retirement (\$1303.00) +FICA (\$668.00) +WC (\$240.00) = \$2,211.00.</i>	5100/120	UNISIG	0.2	8,737.00
Areas of Focus	Instructional Practice - Science <i>Utilize supplemental software with standard and non-standard students to increase motivation and basic skills in Reading. Software: (iXL) 1 year subscription (Reading) for 500 students. The dates will be retrofitted for the grant period. iXL is approved however, the district pays for Math iXL.</i>	5100/369	UNISIG	0.0	900.00
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>Measuring Up Reading Books for students in grades 3-5. There are about 300 students in grades 3-5 who would benefit from the use of these materials. The Measuring Up Reading Books will be used for early bird and afterschool programs. Measuring Up will allow instructional coaches to assess students, target instruction &amp; offer differentiated adaptive practice. \$14.95 per book x 300 students = \$4485 plus 10 Teachers Editions at \$32.95 = \$98.85. Vendors were present at district sponsored events and provided schools with samples resources.</i>	5100/510	UNISIG	0.0	5,000.00
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>Measuring UP Math Books for students in grades 3-5. Measuring Up Reading Books for students in grades 3-5. There are about 300 students in grades 3-5 who would benefit from the use of these materials. There are about 300 students in grades 3-5 who would benefit from the use of these materials. The Measuring Up Reading Books will be used for early bird and afterschool programs. Measuring Up will allow instructional coaches to assess students, target instruction &amp; offer differentiated adaptive practice. \$14.95 per book x 300 students = \$4485 plus 10 Teachers Editions at \$32.95 = \$98.85. Vendors were present at district</i>	5100/510	UNISIG	0.0	5,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>sponsored events and provided schools with samples resources.</i>					
Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) <i>Classroom Hourly Teachers and Hourly Interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day, tutorial sessions. Clubs will be created to give students extracurricular experiences after school. Fringes: Retirement \$1190.00.</i>	5100 /210	UNISIG	0.0	1, 190.00
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>Poster Maker to be used to display student success targets. To spotlight students' attendance and student achievements. This display will strengthen the home-school connection for parents, students, and teachers. Highlighting student achievement is clearly a great motivator for the achievers to keep up the good work. Moreover, such recognition can also inspire other students to volunteer and excel. Students—some of whom might be reluctant to get involved—see what their peers are accomplishing and want to learn what they can do.</i>	5100/648	UNISIG	0.0	2, 000.00
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK) <i>Utilize technology to print lessons, infographics, posters etc. for STEAN activities Epson Eco Tank ET-2850 Cartridge Free SuperTank Wireless Inject Color printer 30 X 269.99=\$8,099.70 and Epson 502 Ink Bottles pack of 4 x 884.67 = \$3,538.70 Total: \$11,638.40.</i>	5100/644	UNISIG	0.0	11, 638.40
Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) <i>Classroom Hourly Teachers and Hourly Interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day, tutorial sessions. Clubs will be created to give students extracurricular experiences after school. Fringes: W/C \$219.00</i>	5100/240	UNISIG	0.0	219.00
Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) <i>The supplies will be used to meet the needs of all students receiving Tier 1, Tier 2 and Tier 3 instruction. School supplies, markers, dotang folders, manila folders, chart paper, pencils, pens, journals, construction paper, and art supplies. Sheet protectors, labels, expo boards and markers. Toner, staplers and copy paper.</i>	5100/510	UNISIG	0.0	14, 500.00
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	1, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p><i>Student Agendas: Keeping track of homework, readings, and other school assignments, using a school agenda regularly has many other great benefits for students. Students in 5th grade use of student agendas will reduce stress, increase organization, manage time and produce better grades. With practice and repetition, the use of school agenda can become a reliable part of a student's daily school routine. In addition, this implementation will prepare students for middle school. \$10.00 X 100 Students= \$1000</i></p>				
Areas of Focus	<p>ESSA Subgroups - Economically Disadvantaged Students (FRL)</p> <p>Utilize the latest technology trend to review/analyze data and communicate Non-Capitalized Computer Hardware - To purchase approximately 10 Microsoft Surface computers to improve small group and differentiated instruction, enhance and supplement the development of conceptual meaning and technology-based interventions centered on students' needs and further differentiated instruction for individual student learning within the student block. The devices will me used for the gifted classes with the Robotics integration. Microsoft Surface Pro 9 Tablet (\$999.00) + 2-year warranty (\$149) + Keyboard and pen (\$279.00) -\$1427 X \$14270</p>	5100/644	UNISIG	0.0	14,270.00
Areas of Focus	<p>ESSA Subgroups - Black/African American Students (BLK)</p> <p>Increase comprehension and fluency during pull out differentiated groupings. 1 Hourly Interventionist 25 hours a per week X 30.00-hour (750.00) x 35 weeks = 26,500.00 \$6697 = 33197.00 Fringes: Retirement (\$3945).</p>	5100/210	UNISIG	0.0	3,945.00
Areas of Focus	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>One hourly PBIS Coach to work with at risk students; analyze behavioral data and create motivational activities for students. FICA \$188.00. Workers' compensation \$ 68.00.</p>	5100/240	UNISIG	0.0	68.00
Areas of Focus	<p>ESSA Subgroups - Economically Disadvantaged Students (FRL)</p> <p>24 Pack Classroom Headphones Bulk with Microphone for Kids School Students, Wholesale Durable Wired Headsets Class Set for Children and Adult 129.99 per pack x 30 packs = \$3897.70. Students need headphones for assessments and individual learning.</p>	5100/519	UNISIG	0.0	3,897.70
Areas of Focus	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>Intercession Review and Analyzing Data (Hourly) -5 Teacher Leaders (Instructional Coaches and Grade Level Teachers) (June 2025) X \$35 per hour x 5 hours per day = 875 x 10 = \$8750 + Fringes: +WC (\$240.00).</p>	5100/240	UNISIG	0.0	240.00
Areas of Focus	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>Intercession Review and Analyzing Data (Hourly) -5 Teacher Leaders (Instructional Coaches and Grade Level Teachers) (June 2025) X \$35 per hour x 5 hours per day = 875 x 10 = \$8750 + Fringes: FICA (\$668.00).</p>	5100/220	UNISIG	0.0	668.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Intercession Review and Analyzing Data (Hourly) -5 Teacher Leaders (Instructional Coaches and Grade Level Teachers) (June 2025) X \$35 per hour x 5 hours per day = 875 x 10 = \$8750 + Fringes: Retirement (\$1303.00).</i>	5100/210	UNISIG	0.0	1, 303.00
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK) <i>Increase comprehension and fluency during pull our differentiated groupings: 1 Hourly Interventionist 25 hours a per week X 30.00-hour (750.00) x 35 weeks = 26, 500.00 \$6697 = 33197.00 Fringes: WC (\$728.00)</i>	5100/240	UNISIG	0.0	728.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Increase support for students with disabilities via hourly paraprofessional support. This will allow paraprofessionals opportunities to come in early in the morning to assist students in need of additional academic support. \$35.00 hour x 8 months = \$280.00 + fringes \$70.34 = \$350.00 x 5 hourly paraprofessionals working 5 hours per week, \$24,250.00 Fringes: FICA (\$1404)</i>	5100/210	UNISIG	0.0	2, 885.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Increase support for students with disabilities via hourly paraprofessional support. This will allow paraprofessionals opportunities to come in early in the morning to assist students in need of additional academic support. \$35.00 hour x 8 months = \$280.00 + fringes \$70.34 = \$350.00 x 5 hourly paraprofessionals working 5 hours per week, \$24,250.00 Fringes: FICA (\$1404)</i>	5100/220	UNISIG	0.0	1, 480.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Increase support for students with disabilities via hourly paraprofessional support. This will allow paraprofessionals opportunities to come in early in the morning to assist students in need of additional academic support. \$35.00 hour x 8 months = \$280.00 + fringes \$70.34 = \$350.00 x 5 hourly paraprofessionals working 5 hours per week, \$24,250.00 Fringes: WC(\$505)</i>	5100/240	UNISIG	0.0	532.00
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK) <i>Increase comprehension and fluency during pull our differentiated groupings: 1 Hourly Interventionist 25 hours a per week X 30.00-hour (750.00) x 35 weeks = 26, 500.00.</i>	5100/120	UNISIG	0.5	26, 459.00
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK) <i>Increase comprehension and fluency during pull our differentiated groupings: 1 Hourly Interventionist 25 hours a per week X 30.00-hour (750.00) x 35 weeks = 26, 500.00 \$6697 = 33197.00 Fringes: FICA (\$2024)</i>	5100/220	UNISIG	0.0	2, 024.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/510	UNISIG	0.0	1,193.20
	Gaiam Kids Wobble Stool Desk Chair - Alternative Flexible Seating Balance Wiggle Chair   ADHD Sensory Fidget Core Rocker Child Seat Elementary School Classroom to promote student learning and student focus during classroom instruction. \$59.66 X 20 = \$ 113.20.				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/648	UNISIG	0.0	3,416.50
	GBC Ultima 55 Thermal Roll Laminator, 27" Maximum Width, 10 Minute Warm-Up \$1,708.25 x (2) = \$ 3416.50. Laminators will be used to preserve and enhance educational resources, create durable, long-lasting paper resources and safeguard crucial documents. This enhance will allow for parents and teachers to preserve student work and preserve instructional anchor charts used in classroom daily to support student learning. The laminator will be located in the copy room in the main office for teachers to use as needed.				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/510	UNISIG	0.0	4,066.00
	Laminating Rolls of paper for each machine \$65.00 x 10 = \$650.00 total \$4066.00.				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/648	UNISIG	0.0	6,967.00
	Audio Mixer Professional DJ Mixer Console 8 Channel Audio Interface Digital Mixing Board USB Bluetooth MP3 Input 48V Phantom with mics. This will allow students to perform for their parents and promote confidence in support for ELA instruction, where students will participate in readers' theater and poetry reading and writing. The equipment will be used to replicate a previous implementation of students performing utilizing a teleprompter. \$150.00 each x 12 teacher = \$1800.00 NEEWER X12 14-inch Aluminum Alloy Teleprompter for iPad Tablet Smartphone DSLR Cameras with Remote Control, Carry Case, APP Compatible with iOS/Android for Online Teaching/Vlogger/Live This engagement allows students to build confidence while reading words and songs. This implementation was previously used via our Talents Afterschool program. \$279 each teleprompter X 12 \$3348 Shure SM58 Pro XLR Dynamic Microphone - Professional Studio & Live Performance Cardioid Mic for Vocals, Podcasting, and Recording \$100 each X12 \$1200 IpaZZport Mini Bluetooth Keyboard, QWERTY Handheld Backlit Wireless Mini Keypad, Portable and Rechargeable, For Latest \$28.99 each x 40 teachers = \$1159.60. Belkin 8-Outlet Surge Protector W/ 8 AC Outlets & 8ft Long Flat Plug. UL-Listed Heavy-Duty Extension Cord for Home, Office, Power strips for classroom \$21.00 X 60 teachers = \$1260				
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	7800/330	UNISIG	0.0	19,500.00
	Field trip opportunities will provide to align experiences with literature. Students will an opportunity to participate in several fields' trips through the year. Disney World in Orlando ticket price \$130.00 per student X 100 students, and Bus Transportation \$6500 = \$19500.00. Disney World is an educational trip as it offers various learning experiences in addition to its entertainment. Epcot's World Showcase exposes students to diverse cultures, Disney				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>Imagination Campus provides classes and workshops focusing on STEM education, and the Animal Kingdom offers insights into nature, wildlife, and conservation. Moreover, Disney Youth Programs apply classroom lessons in real-life scenarios, and several attractions incorporate STEM concepts, making learning interactive and fun.</i>				
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b> required by RAISE (specific questions)	5100 /120	UNISIG	0.1	7, 981.00
	<i>Classroom Hourly Teachers and Hourly Interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day, tutorial sessions. Clubs will be created to give students extracurricular experiences after school.</i>				
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b> required by RAISE (specific questions)	5100/120	UNISIG	0.3	18, 346.00
	<i>Increase comprehension and fluency after school for reading, math, science for students in grades 3-5. Hourly teachers 5 hours per week X \$35.00 per hour x 35 weeks = \$6,125.00 +(fringes) 1,538.60 = \$7663.60 x 2 teachers.</i>				
<b>Areas of Focus</b>	<b>ESSA Subgroups - Students With Disabilities (SWD)</b>	5100/150	UNISIG	0.6	19, 353.00
	<i>Increase support for students with disabilities via hourly paraprofessional support. This will allow paraprofessionals opportunities to come in early in the morning to assist students in need of additional academic support. \$35.00 hour x 8 months = \$280.00 + fringes \$70.34 = \$350.00 x 5 hourly paraprofessionals working 5 hours per week, \$24,250.00 Fringes: Retirement (\$2885) + FICA (\$1480) + WC (\$532) = \$4897</i>				
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b> required by RAISE (specific questions)	5100/210	UNISIG	0.0	2, 736.00
	<i>Increase comprehension and fluency after school for reading, math, science for students in grades 3-5. Hourly teachers 5 hours per week X \$35.00 per hour x 35 weeks = \$6,125.00 +(fringes) 1,538.60 = \$7663.60 x 2 teachers. Retirement: \$2736</i>				
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b> required by RAISE (specific questions)	5100/220	UNISIG	0.0	1, 404.00
	<i>Increase comprehension and fluency after school for reading, math, science for students in grades 3-5. Hourly teachers 5 hours per week X \$35.00 per hour x 35 weeks = \$6,125.00 +(fringes) 1,538.60 = \$7663.60 x 2 teachers. FICA \$1404.</i>				
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b> required by RAISE (specific	5100/240	UNISIG	0.0	505.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>questions)</p> <p>Increase comprehension and fluency after school for reading, math, science for students in grades 3-5. Hourly teachers 5 hours per week X \$35.00 per hour x 35 weeks = \$6,125.00 +(fringes) 1,538.60 = \$7663.60 x 2 teachers. W/C \$505.00</p>				
<b>Areas of Focus</b>	<p>ESSA Subgroups - Black/African American Students (BLK)</p> <p>Utilize latest technology teaching tools to enhance math lessons. Promethean Active panel with mobile stand 3 X \$2,480 = \$7,440.</p>	5100/643	UNISIG	0.0	7,440.00
<b>Areas of Focus</b>	<p>Instructional Practice - ELA required by RAISE (specific questions)</p> <p>Classroom Hourly Teachers and Hourly Interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day, tutorial sessions. Clubs will be created to give students extracurricular experiences after school. Fringes: FICA \$610.</p>	5100/220	UNISIG	0.1	610.00
<b>Areas of Focus</b>	<p>ESSA Subgroups - Black/African American Students (BLK)</p> <p>(6) HP Color LaserJet Enterprise 5700dn Printers for instructional faculty and staff to provide parents with color copies of parent data reports. In addition to honor roll certificates, Values Matters certificates and other student achievement certificates. The color printer will also provide teachers and coaches to provide students color data trackers and individual data chat reports. 6 printers x \$1049 = \$6294.00.</p>	5100/643	UNISIG	0.0	6,294.00
<b>Areas of Focus</b>	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>ASD Sensory materials: weighted vests, sensory sack, squeeze machine, deep pressure foam roller, Yuk-E-Ball Medicine, Foam Pogo Jumper, swing and balance board, spin disc, and climbing wall. Due to the increased number of SWD within the ASD setting, students would benefit from the sensory materials to increase student behavioral outcomes. The materials will be used for all ASD classes in grades K-5 which is equivalent to about 105 students.</p>	5100/510	UNISIG	0.0	2,500.00
<b>Areas of Focus</b>	<p>ESSA Subgroups - Black/African American Students (BLK)</p> <p>(2) JBL Partybox 310 - Portable Party Speaker with Long Lasting Battery, Powerful JBL Sound and Exciting Light Show. The speaker will be used for student performances for your modern afterschool band. The system will boost student confidence and encourage students to continue in the academic success. 419.95 X (2) = \$839.90.</p>	5100/642	UNISIG	0.0	839.90
<b>Total</b>	<b>Areas of Focus</b>				<b>264,283.87</b>

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Positive Culture and Environment <i>Workers Compensation Fringe Benefits for Teacher Stipends</i>	Teacher Retention and Recruitment	5100/240	UNISIG	0.0	623.00
Positive Culture and Environment <i>FICA Fringe Benefits for Teacher Stipends</i>	Teacher Retention and Recruitment	5100/220	UNISIG	0.0	1,732.00
Positive Culture and Environment <i>Basic (FEFP K-12)-Capitalized Computer Hardware-\$14,000 (2) 43' 7000 XT Series Interactive Panel. The interactive panels will be used by the instructional coach, ESE teachers and Interventionist in addition to special area teachers. The interactive panels will be located in classrooms, media center, collaboration area, and ESE collaboration areas. The interactive panels will also be used for parent/teacher data workshops. Other ways to enhance learning by allowing students to integrate multimedia resources into their lessons, engage with educational content, conduct research, and participate in interactive reading sessions, panels can be used for experiments, coding lessons, and other hands-on activities, making STEM subjects more engaging; panels in hallways or common areas can display important announcements, student work, and interactive maps or schedules and particularly beneficial for students with special needs, providing interactive and sensory learning experiences.</i>	Teacher Retention and Recruitment	5100/643	UNISIG	0.0	14,000.00
Positive Culture and Environment <i>Counselor Support before school daily provides student with emotional support and enhance their mental wellness. 1 counselor X 10 hours a week X \$35 per hour-\$350.00 X35 weeks = 12,250.00 + Fringes: Retirement (\$1824) + FICA (\$936) and WC (\$336) = \$3096.</i>	Teacher Retention and Recruitment	6120/130	UNISIG	0.2	12,231.00
Positive Culture and Environment <i>VAM Ratings for teachers with the highest points will receive a stipend. Teachers will receive a one-time stipend. Using evaluation criteria to identify which teachers qualify as highly effective. The amount will be fairly and evenly divided between the teachers earning the highest points. The teachers will be informed of the stipend, explaining the criteria and the reason for the reward. This transparency can boost morale and motivation. There are a total of 46 teachers in grades K-5. The top 20 Teachers with the highest VAM scores will receive a \$1250 one-time stipend. 20 teachers /\$25000 = \$1,250 each teacher.</i>	Teacher Retention and Recruitment	5100/120	UNISIG	0.4	22,645.00
Positive Culture and Environment <i>Professional Development for Administrative Team to continue to enhance their leadership skills to positively impact staff morale, student achievement and build capacity within teachers. Dade Association of Administrators Leadership Institute July 2025 Boca Raton 2 X \$400 = \$800 Hotel (The Boca Raton) 3 nights @ 275 night =825 X 2= \$1650 Mileage .675 x 60 miles roundtrip (40.50) X 2 = 81.00 Per Diem 36.00 per day x 2= 72.00 =\$2603.00. The aspiring math or science coach may attend this event.</i>	Teacher Retention and Recruitment	6300/330	UNISIG	0.0	2,601.00
Positive Culture and Environment <i>10 Apple IPAD 11-inch 10th generation - \$899.00, Apple - Smart Folio for iPad 11th generation \$79.00 X 10 = \$790.00 iPads can make learning more engaging through interactive apps and multimedia content. Teachers can tailor lessons to individual student needs, allowing for differentiated instruction. Apps can adapt to a student's learning pace,</i>	Teacher Retention and Recruitment	5100/644	UNISIG	0.0	9,780.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>providing additional practice or advanced challenges as needed. Pads facilitate collaboration among students through shared projects and activities. They can create presentations, videos, and digital art, fostering creativity and teamwork. Pads offer various apps designed to support students with special needs, helping them develop skills in a more accessible and engaging way. In addition, students in the school's Robotics Club, VEX GO and VEX IQ will use the iPads for competitions throughout the year. Students can program their VEX GO robots using block-based coding, which is intuitive and easy to learn. Combining iPads with VEX GO allows students to see the immediate results of their coding efforts, reinforcing learning through practical application. Students can work in groups to solve problems and complete projects, fostering teamwork and communication skills. The use of iPads and VEX GO as part of a balanced curriculum that includes both digital and hands-on activities.</i>				
<b>Positive Culture and Environment</b>	<b>Teacher Retention and Recruitment</b>	6120/220	UNISIG	0.0	936.00
	<i>Counselor Support before school daily provides student with emotional support and enhance their mental wellness. 1 counselor X 10 hours a week X \$35 per hour-\$350.00 X35 weeks = 12, 250.00 + Fringes: + FICA (\$936).</i>				
<b>Positive Culture and Environment</b>	<b>Teacher Retention and Recruitment</b>	6120/240	UNISIG	0.0	336.00
	<i>Counselor Support before school daily provides student with emotional support and enhance their mental wellness. 1 counselor X 10 hours a week X \$35 per hour-\$350.00 X35 weeks = 12, 250.00 + Fringes: WC (\$336).</i>				
<b>Positive Culture and Environment</b>	<b>Teacher Retention and Recruitment</b>	6120/210	UNISIG	0.0	1, 824.00
	<i>Counselor Support before school daily provides student with emotional support and enhance their mental wellness. 1 counselor X 10 hours a week X \$35 per hour-\$350.00 X35 weeks = 12, 250.00 + Fringes: Retirement (\$1824).</i>				
<b>Total</b>	<b>Positive Culture and Environment</b>				66, 708.00
<b>Plan Budget Total</b>					<b>330, 991.87</b>