

Miami-Dade County Public Schools

WEST HIALEAH GARDENS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our West Hialeah Gardens family empowers our student population with a bilingual education foundation and a love of learning that enables them to be persistent learners prepared for success in higher education and achieving their maximum potential in a global society. In our family everyone is capable of success.

Provide the school's vision statement

Our West Hialeah Gardens family fosters individual determination in a bilingual learning environment that promotes high level of academic achievement, supports creative thinking in a global society, emphasizes self-reflection, and considers the social/emotional well-being of its students enabling us to conquer challenges and celebrate success.

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

Hector Guerra

Position Title

Principal

Job Duties and Responsibilities

Mr. Guerra provides direction and support as he oversees the effective planning and implementation of schoolwide decision-making and overall instruction. He oversees all school plans, actions and initiatives regarding stakeholder engagement and collaboration. He delegates as she shares the day-to-day operation of the school with the assistant principals and the school's leadership team.

Leadership Team Member #2

Employee's Name

Massiel Lorenzo

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Lorenzo is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.

Leadership Team Member #3**Employee's Name**

Jenel Romero

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Romero is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.

Leadership Team Member #4**Employee's Name**

Madelin Castillo

Position Title

Instructional Coach

Job Duties and Responsibilities

Ms. Castillo is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math by providing data and analyzing schoolwide trends in instruction to make recommendations about potential next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to

monitor student growth and assist students to reach or exceed grade-level proficiency.

Leadership Team Member #5

Employee's Name

Lourdes Nodarse

Position Title

Language Arts Department Chair

Job Duties and Responsibilities

Ms. Nodarse is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math by providing data and analyzing schoolwide trends in instruction to make recommendations about potential next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to monitor student growth and assist students to reach or exceed grade-level proficiency.

Leadership Team Member #6

Employee's Name

Blanca Gnefkow

Position Title

Math and Science Department Chair

Job Duties and Responsibilities

Ms. Gnefkow is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math and science by providing data and analyzing schoolwide trends in instruction to make recommendations about potential next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to monitor student growth and assist students to reach or exceed grade-level proficiency.

Leadership Team Member #7

Employee's Name

Alexandra Roman

Position Title

Grade Level Chair Kindergarten

Job Duties and Responsibilities

Ms. Roman is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #8

Employee's Name

Cristina Olarte

Position Title

Grade Level Chair First Grade

Job Duties and Responsibilities

Ms. Olarte is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #9

Employee's Name

Yeny Lara

Position Title

Grade Level Chair Second Grade

Job Duties and Responsibilities

Ms. Lara is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #10

Employee's Name

Rosa Menendez

Position Title

Grade Level Chair Third Grade

Job Duties and Responsibilities

Ms. Menendez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #11**Employee's Name**

Aaron Leon

Position Title

Grade Level Chair Fourth Grade

Job Duties and Responsibilities

Mr. Leon is responsible for fostering a collaborative culture among his peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #12**Employee's Name**

Myriam Lindo

Position Title

Grade Level Chair Fifth Grade

Job Duties and Responsibilities

Dr. Lindo is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.

Leadership Team Member #13**Employee's Name**

Susan Fernandez

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Fernandez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.

Leadership Team Member #14**Employee's Name**

Danay Gonzalez

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Gonzalez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.

Leadership Team Member #15**Employee's Name**

Elizabeth Celestrin

Position Title

ESE Department Chair

Job Duties and Responsibilities

Ms. Celestrin is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach

and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Sanchez also facilitates and provides support to the ESE department and all stakeholders to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems.

Leadership Team Member #16

Employee's Name

Alicia Hernandez

Position Title

ELL Department Chair

Job Duties and Responsibilities

Ms. Hernandez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Hernandez leads and guides the development and implementation of effective programming of English language learners (ELLs), monitors the effectiveness of programming for ELLs to ensure increased student achievement.

Leadership Team Member #17

Employee's Name

Raisa Pardillo

Position Title

Parent Engagement Liaison

Job Duties and Responsibilities

Ms. Pardillo is the Title I Community Support Specialist. She supports the goals of the school by meeting with the parents and facilitating workshops, disseminating documents to assist families and the community, and supporting the stakeholders in order to achieve their academic and socio-emotional targets.

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.

Stakeholders will be involved School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs.

SIP Monitoring

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

The SIP will be monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards and those with achievement gaps. This will be done by analyzing and disaggregating data collected through various programs such as Power BI, District Topic Assessments, i-Ready reports and FAST assessments. Stakeholder feedback will also serve to monitor the effective implementation of the 2024-2025 SIP.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	15	19	14	12	13				73
One or more suspensions	0	0	0	0	3	0				3
Course failure in English Language Arts (ELA)			15	26	16	13				70
Course failure in Math			27	24	17	19				87
Level 1 on statewide ELA assessment				11	33	44				88
Level 1 on statewide Math assessment				9	30	17				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			23	51						74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	14	21	34	27				96

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	11	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	21	24	23	22	15				106
One or more suspensions										0
Course failure in ELA		3	11	15	8	7				44
Course failure in Math		4	7	15	12	15				53
Level 1 on statewide ELA assessment				13	45	52				110
Level 1 on statewide Math assessment				6	41	29				76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	45	41	58	80						360

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	8	21	43	28				105

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	5	13						24
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	63	57	60	60	53	63	62	56
ELA Grade 3 Achievement **	61	63	58	60	60	53			
ELA Learning Gains	68	64	60				71		
ELA Learning Gains Lowest 25%	66	62	57				62		
Math Achievement *	74	69	62	66	66	59	67	58	50
Math Learning Gains	68	65	62				71		
Math Learning Gains Lowest 25%	70	58	52				62		
Science Achievement *	64	61	57	65	58	54	54	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	67	64	61	59	63	59	61		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	600
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	62%	64%	49%		61%	58%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	2	
English Language Learners	65%	No		
Hispanic Students	67%	No		
Economically Disadvantaged Students	65%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
English Language Learners	59%	No		
Hispanic Students	62%	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%
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Economically Disadvantaged Students

60%

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%
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Students With Disabilities

55%

No

English Language Learners

62%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

64%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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	62%	61%	68%	66%	74%	68%	70%	64%					67%
Students With Disabilities	26%	30%	36%	44%	45%	52%	38%	35%					55%
English Language Learners	56%	58%	67%	65%	71%	70%	73%	58%					67%
Hispanic Students	61%	60%	67%	66%	74%	68%	71%	65%					67%
Economically Disadvantaged Students	61%	61%	67%	61%	70%	65%	65%	63%					68%

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	60%	60%			66%			65%					59%
Students With Disabilities	30%	18%			42%			47%					52%
English Language Learners	55%	56%			64%			61%					60%
Hispanic Students	60%	60%			66%			66%					60%
Economically Disadvantaged Students	58%	59%			63%			58%					62%

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.
All Students	63%		71%	62%	67%	71%	62%	54%		
Students With Disabilities	42%		67%	52%	49%	70%	68%	32%		
English Language Learners	60%		71%	67%	64%	72%	58%	43%		
Native American Students										
Asian Students										
Black/African American Students										
Hispanic Students	63%		71%	61%	67%	71%	61%	53%		
Multiracial Students										
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	62%		72%	62%	65%	71%	64%	50%		
										62%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	55%	56%	-1%	55%	0%
Ela	4	57%	55%	2%	53%	4%
Ela	5	49%	56%	-7%	55%	-6%
Math	3	65%	65%	0%	60%	5%
Math	4	79%	62%	17%	58%	21%
Math	5	59%	59%	0%	56%	3%
Science	5	58%	53%	5%	53%	5%

III. Planning for Improvement

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

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

Most Improvement

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

The data that showed most improvement was Math. Our overall proficiency of students scoring 3 or above increased from 62% to 68% from 2023 to 2024, respectively. Actions that led to this increase in performance included use of data to inform instruction such as data from topic assessments, i-Ready, teacher-created tests, and state assessments. Additionally, targeted differentiated instruction in Math helped to fill in the gaps and increase student achievement.

Lowest Performance

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

Lowest performance component is ELA. The three-year trend shows a drop in ELA proficiency in grades 3-5 from 63%, 55%, to 54% for 2022, 2023, 2024, respectively.

Greatest Decline

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

Students with disabilities at a steady three year decline in ELA, from 42%, 30% to 26% in 2022, 2023, and 2024, respectively.

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.

Grade 5 ELA at 49% compared to the state at 55%.

EWS Areas of Concern

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

According to the EWS data, the greatest potential area of concern is Grade 4. Grade 4 has the highest number of students with two or more early warning indicators.

Highest Priorities

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

1. Addressing the achievement gap in Students with Disabilities in ELA.
2. Providing targeted DI to SWD to close the learning gaps.
3. Implementing RtI with fidelity to target L25/L35 students in Grade 5 ELA.
4. Monitoring Grade 4 students with two or more EWS indicators in order to provide instructional and social emotional support.
5. Establish Standards-Based Collaborative planning sessions for teachers in order to deliver PD that will target BEST standards and data analysis.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

Based on the data review, our school will implement a Targeted Element of Differentiation. We selected the overarching area of Differentiation based on data findings that demonstrated three year trend in declining ELA proficiency scores in grades 3-5: 63%, 55%, to 54% for 2022, 2023, 2024, respectively. Additionally, 2024 FAST data indicate that Grade 5 ELA is below the state average: 49%-55%, respectively. Therefore, we are not meeting the individual needs of learners in ELA; we must improve our ability to differentiate instruction based on current student data. Data will continue driving instruction and scaffolding will be implemented for the L25 /L35 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Measurable Outcome

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

With the implementation of Differentiation, an additional 10% of the grades K-5 students, including the L25 and L35 students, will increase schoolwide ELA scores by a minimum of 10 percentage points, from 54% in 2024 to 64%, as evidenced by the 2025 FAST PM3. Grade 5 students will increase by 10 percentage points, from 49% in 2024 59% as evidenced by the 2025 FAST PM3.

Monitoring

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

The Leadership Team will develop the Bullseye standards-based intervention groups and adjust them based on recent student data. Ongoing data chats will be conducted to adjust learning groups by performance. Follow-up leadership meetings will take place to debrief instructional trends based on data and ensure students are demonstrating growth in deficient standards. Formative assessments will be analyzed to provide explicit instruction that meets the needs of all learners. Monitoring of i-Ready and Horizons interventions will be implemented by the classroom teacher to ensure fidelity in student usage. Administrators will do walk-throughs and review lesson plans in order to monitor the

implementation of DI.

Person responsible for monitoring outcome

Hector Guerra, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis, Horizons, and i-Ready instructional grouping to customize their students' DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Using Data to Form DI Groups

Person Monitoring:

Jenel Romero and Massiel Lorenzo, Assistant Principals

By When/Frequency:

September 27/Quarterly

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

Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from FAST Progress Monitoring, PM 1 and PM2, i-Ready, and Horizons. This will guide instruction for the targeted groups to have on grade-level content that will enable them to make learning gains and move towards proficiency. This action step will be monitored through data analysis of formative assessments such as FAST PM1 and PM2, i-Ready, Horizons, and topic assessments.

Action Step #2

Using Data to Plan DI Lessons

Person Monitoring:

Jenel Romero and Massiel Lorenzo, Assistant Principals

By When/Frequency:

September 27/Ongoing

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

Teachers will plan their DI lessons by gathering data from FAST PM1 results, i-Ready AP1 and district weekly assessments. This will help teachers create DI lesson plans that target deficits that prevent students from meeting the ELA standards. This action step will be monitored by administration's review of teachers' lesson plans.

Action Step #3

Participating in Data Chats

Person Monitoring:

Hector Guerra, Principal

By When/Frequency:

September 27/Quarterly

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

AT the end of the grading period, teachers will formally meet with the Literacy Team to review their data to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA. This will be monitored by sign-in sheets and teachers data documentation when they meet with administration at the end of the grading period.

Area of Focus #2

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 Federal Index, the ESSA subgroup which did not meet the 41% threshold is the Students with Disabilities subgroup. Only 26% of SWD were proficient on the 2024 ELA FAST State Assessment. This is a decline of 4 percentage points from the previous year, 2023 ELA FAST.

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.

Based on the 2024 FAST PM3 data, Students with Disabilities subgroup will need additional support in ELA/Reading. These students were at 26% proficient compared to 30% proficient in 2023, a 4 percentage drop from 2023 to 2024, respectively.

Standards-based differentiated instruction along with participation in i-Ready and Horizons interventions will address the academic needs for these students and they will increase proficiency by

10 percentage points (36%) on the 2025 FAST ELA.

Monitoring

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

The Leadership team and instructional coaches will meet bi-weekly with teachers to review data on SWD's progress and discuss/update the delivery plan for ELA standards as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality DI is taking place with an emphasis filling the gaps in ELA for Students with Disabilities. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

Person responsible for monitoring outcome

Hector Guerra, Principal; Elizabeth Celestrin, ESE Department Chair; Madelin Castillo, Instructional Coach

Evidence-based Intervention:

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

Description of Intervention #1:

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis, Horizons, and i-Ready instructional grouping to customize SWD's English Language Arts DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Common Planning to Review Data

Person Monitoring:

Hector Guerra

By When/Frequency:

September 27/Ongoing

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

Every week, teachers will participate in common planning in order to review data and target differentiated instruction for the SWD ESSA subgroups in ELA and to ensure proficiency in meeting the ELA standards. A member of the Literacy team will attend the common planning for each grade level in order to monitor and ensure that data is utilized and is evident while developing DI lessons.

Action Step #2

Implement the BEST Standards during DI

Person Monitoring:

Hector Guerra, Principal

By When/Frequency:

September 27/Ongoing

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

Students with Disabilities subgroup will receive additional support in ELA. BEST Standards-based differentiated instruction along with participation in i-Ready will address the academic needs for these students. To monitor this action step, the administrators will review lessons plans for indication of DI, especially for the SWD subgroups.

Action Step #3

Data Chats to Inform Instructional Delivery and DI Groups for SWD

Person Monitoring:

Hector Guerra

By When/Frequency:

September 27/Quarterly

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

Teachers will meet with administrators and Literacy Team to review data for SWD students. To monitor this action step, data analysis of formative assessments will be reviewed to observe student progress and inform deliberate targeted instruction for these students.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

The area of focus is Standards-Based Collaborative planning. According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2024 FAST STAR assessment indicate that the Median Percentile Score was 26% for Grade 1 students track to be and 49% of Grade 5. These

subgroups have been identified in need of additional intervention support and targeted instruction in ELA. Therefore, our school will focus on improving collaboration among teachers and promote learning, insights, and constructive feedback that occur during professional discussions among teachers.

Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. This will in turn impact student achievement.

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

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2024 FAST STAR assessment indicate that the Median Percentile Score was 26% for Grade 1 students and are not on track to be proficient on the 2025 Grade 2 STAR Assessment. In order to maintain high proficiency standards related to Reading/ELA in grades K-2 with an emphasis on Grade 1, Standards-based collaborative planning will be implemented to ensure that teachers plan interventions and lessons that will be data-driven and will be used to accelerate the learning gains of all our student population,

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

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2024 FAST ELA assessment indicate that 49% of Grade 5 students are not on track to score Level 3 or above on the 2025 ELA FAST. These students scored below Level 3 Proficiency in the 2024 FAST ELA. In order to maintain high proficiency standards related to Reading/ELA in grades 3-5 with an emphasis on Grade 5, Standards-based collaborative planning will be implemented to ensure that teachers plan interventions and lessons that will be data-driven and will be used to accelerate the learning gains of all our student population.

Grades K-2: Measurable Outcome(s)

With the implementation of Standards-based collaborative planning, an additional 10% (36) of Grade 1 students will achieve proficiency levels on the 2025 FAST/STAR ELA PM3 Assessment as compared to 26% in 2024.

Grades 3-5: Measurable Outcome(s)

With the implementation of Standards-based collaborative planning, an additional 10% (59) of Grade 5 students will achieve proficiency levels on the 2025 FAST ELA PM3 Assessment as compared to

49% in 2024.

Monitoring

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

The Administrative and Leadership team will monitor the implementation of standards-based collaborative planning through sign-in sheets, review of lesson plans, data chats, and participation in planning sessions. Feedback will be provided to impact student progress and ensure students are demonstrating growth in the BEST ELA standards.

Person responsible for monitoring outcome

Hector Guerra, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvement in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teacher's and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Collaborative planning based on the B.E.S.T. Standards in ELA will ensure that teachers plan interventions and lessons that will be data-driven and will be used to accelerate the learning gains of all our student population, including our L25/L35 and SWD. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

BEST Standards with Focus on Differentiation

Person Monitoring:
Hector Guerra, Principal

By When/Frequency:
September 27/Weekly

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

During weekly Standards-based collaborative planning sessions, teachers will focus on implementing DI to ensure students are grasping the standards. Use of formative assessments such as weekly/ topic assessments, i-Ready, and Horizons will be used to monitor the impact of this action step.

Action Step #2

Collaborative Planning with the Reading Coach

Person Monitoring:
Hector Guerra, Principal

By When/Frequency:
September 27/Weekly

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

Every week, the Reading Coach will meet with grades 1 and 5 teachers to model and plan for best practices in the area of ELA to support the implementation of the BEST standards. The impact of this action step will be monitored through sign-in logs, minutes of the meetings, lesson plan reviews, classroom walkthroughs, and formative data.

Action Step #3

PLST Professional Learning Opportunities

Person Monitoring:
Hector Guerra

By When/Frequency:
September 27/Ongoing

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

Professional Learning opportunities that target BEST standards will be provided for Grades K-5 teachers with a special emphasis on selected grades 1 and 5 teachers whose student data indicate the need of additional mentoring and support. This action step will be monitored by sign in sheets, lesson plan reviews, classroom walkthroughs, formal observations, and formative data.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to Power BI SIP 2023-2024 Data, students with 15+ absences increased by 3 percentage points from the 2022-2023 to the 2023-2024 school year, 16% to 19% respectively. Grade 1 had the highest number of absences: 11% of students absent 15 days or more. Poor attendance contributes to students' poor performance. Therefore, our school will implement the Targeted Element of Student Attendance since many of our low performing students have recurring issues with attendance. We

recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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.

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, student proficiency in the 2025 FAST PM3 will improve by 10 percentage points in 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.

The Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The LT will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The LT will plan regular student incentives to promote consistent student attendance.

Teachers, administrators, and counselors will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. This data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome

Hector Guerra, Principal; Susan Fernandez, Counselor

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

Research shows that attendance is an important factor in student achievement. Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a

systematic approach to identify attendance issues, remediation, and rewards

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Rewards Program

Person Monitoring:

Susan Fernandez

By When/Frequency:

September 27/Ongoing

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

At the end of each week, counselors will recognize classrooms with perfect attendance and implement rewards program. Counselors will keep a log of classrooms that achieve perfect attendance in order to monitor this action step.

Action Step #2

Counsel Students and Parents

Person Monitoring:

Danay Gonzalez, Counselors

By When/Frequency:

September 27/Monthly

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

Based on monthly iAttend reports, monthly ARC meeting will be conducted where the counselors will conference with students and parents to provide support and individualized strategies to resolve issues causing poor attendance. iAttend reports will be used impact of this action step.

Action Step #3

Providing Resources to Parents

Person Monitoring:

Raisa Pardillo/ Parent Liaison

By When/Frequency:

September 27/Ongoing

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

Every month, the Parent Engagement Liaison will provide workshops via ZOOM and in-person to parents to provide resources that will resolve issues causing poor attendance. Sign-in logs will be used to monitor the impact of this action step.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP will be disseminated to the stakeholders during EESAC meetings, monthly parent meetings, flyers, Title I meetings and it will also be uploaded to our website: <https://whges.org>.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school will build positive relationships with parents, families and other community stakeholders via the following:

Monthly Parent Meetings -both during school and at night

Flyers

Electronic Messages--Connect Ed

ClassDojo

Social Media

Home Visits

Conferences: Both in-person or Zoom

School Website for Parent Engagement: <https://whges.org/title-i/>

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))

West Hialeah Gardens 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 by focusing on Benchmarks Aligned Instruction which is addressed in Part II of the SIP.

Instruction must be focused, targeted, and aligned to the BEST standards in order to deliver instruction that is effective and successful. This will be achieved by providing targeted interventions during school, before, and after school.

Enrichment and accelerated activities will also be provided to our students via SECME, STEAM, Robotics, Math Club, Dramatic Arts, and Chorus.

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))

Federal, State, and local services, resources and programs support and enhance the social and academic programs at West Hialeah Gardens. The students of West Hialeah Gardens are eligible to receive services upon identification and classification as homeless. Project Upstart, Homeless Children & Youth Program assists our school with the identification, enrollment, attendance, and transportation of homeless students. All homeless children are provided with all entitlements as stipulated by the McKinney Vento Homeless Assistance Act. West Hialeah Gardens also offers a non-violence and anti-drug program to students which incorporates field trips, community service and counseling provided through a partnership with Citrus Health System and the Healthy Me Program. Additionally, students are assisted with vision exams and eyewear through the Bruce Heiken Vision Fund.

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))

The school counselors ensure that our students receive appropriate mental health services through our Mental Health Coordinator and School Psychologist, and referrals to Citrus Health. Mentoring programs such as Pickle Pals and Safety Patrols and extracurricular activities like cheerleading, chorus, athletics and music clubs improve students' skills outside the academic subject areas.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

When an at-risk incident occurs, the student services team comprised of counselors, administrators, program specialists, BMT behavior management specialists, mental health coordinator, and the ESE coordinator will be called upon to de-escalate and implement tiered model of behavioral interventions.

Parents, teachers, and counselors will work as a team in order to develop a BIP and a FAB as needed.

Outside community agencies will be involved to provided services to these students if further counseling services are needed. The mental health coordinator will refer to outside agencies contracted by the District.

Professional Learning and Other Activities

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

In order to ensure that high-quality grade level instruction is being provided to all students, data-driven professional learning and activities that enable teachers, paraprofessionals, and other school personnel to develop the knowledge and skills they need to address students' learning challenges will be provided formally through My Learning Plan, twice a year, and informally through in-house PD during common planning times. Data from topic assessments, i-Ready, FAST, and teacher-created assessments will be used to develop PD that is effective and is followed by careful implementation with feedback to ensure it responds to educators' learning needs.

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))

Our VPK prepares children to be ready in the transition from early childhood education to the local elementary school program. Children who participate in high-quality early childhood education programs develop better language skills, score higher in school-readiness tests, and have better social skills and fewer behavioral problems once they enter school.

Our VPK program helps children develop the social and emotional skills they need to succeed in school and in life. Through classroom activities and play, VPK teachers help children learn how to interact with others, express their feelings, and regulate their emotions, and engage in consistent routines.

VPK gives children a jump start by preparing them for school and enhancing their pre-reading, pre-math, language and social skills. kids through tasks like recognizing color, shapes, fundamental similarity, and counting.

West Hialeah Gardens also reaches out to local preschools in our area by sending out flyers, giving school tours, and posting on the school website and social media sites the expectations and social and academic milestones required for entry to our Kindergarten program.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The Leadership Team will meet to review the data and identify the areas of needs to improve student achievement with a special focus on ELA and Students with Disabilities.

Federal Funds/IDEA

District Funds

Title I

Title III will be used for ELL extended learning opportunities via before and after school tutoring.

ESE

ELL

EESAC funds will be used to purchase BEST Standards-Based support materials in the area of ELA.

Specifics to Address the Need

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

Data indicates that resources need to be focused on our lowest performing students in the area of ELA and specifically Students with Disabilities. The resources needed are interventionists to support DI and ASD teachers ESE/ASD units since we lost two ASD positions. By October's FTE, District funds will be used to purchase additional support personnel.

VII. Budget to Support Areas of Focus

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

Yes

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