

Miami-Dade County Public Schools

J.C. BERMUDEZ DORAL SENIOR HIGH



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of J.C. Bermudez Doral Senior High School is to journey together as a community of learners to assist every individual in becoming aware of their infinite worth and uniqueness. We educate using reason as a way of recognizing the meaning of truth and freedom.

Provide the school's vision statement

J.C. Bermudez Doral Senior High School's vision is to educate individuals to become aware of their infinite worth and contribute to the good of society with their lives.

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

Smith, Edward

Position Title

Principal

Job Duties and Responsibilities

Mr. Edward Smith is responsible for overseeing daily school operations, providing organizational leadership, managing the school budget, conducting interviews, and making hiring decisions for school personnel. Additionally, he handles the review and implementation of Miami-Dade County Public School (M-DCPS) policies. He also ensures a safe and clean environment for students, while also attending Professional Developments to stay abreast of current educational trends. Mr. Smith encourages, guides, and assists student leaders and teachers in reaching their fullest potential. He maintains an open line of communication by routinely meeting with teachers, parents, stakeholders, and community members to address their needs and concerns. Mr. Smith also supervises all academic areas and ensures student achievement remains the priority while consistently ensuring the school culture continues to grow positively.

Leadership Team Member #2

Employee's Name

Suarez, Sonie

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Suarez serves as a Language Arts teacher and plays an integral role in the Leadership Team. Her contributions encompass a wide array of responsibilities, such as overseeing master scheduling, coordinating testing, strategizing and executing professional development initiatives, providing instructional coaching, and delivering English for Speakers of Other Languages (ESOL) instruction while ensuring compliance with relevant guidelines.

Leadership Team Member #3

Employee's Name

Iribar, Yanela

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Iribar assists in the planning, development, organization, coordination, and supervision of all instructional programs and activities. She also interprets and implements the district-approved curriculum program in light of individual school needs. She maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. Ms. Iribar also establishes and maintains cooperative working relationships with community-based groups, parents, students, and District administrators and develops resources within the community.

Leadership Team Member #4

Employee's Name

Trelles, Lissett

Position Title

Teacher, K-12

Job Duties and Responsibilities

Ms. Trelles serves as our College Assistance Program (CAP) Advisor, ensuring adherence to district and state procedures within the CAP sector of the Student Services department at our school. Her

role encompasses a broad range of responsibilities, including overseeing clubs, strategizing and implementing professional learning initiatives, and managing the planning, development, organization, coordination, and supervision of ELA and schoolwide initiatives.

Leadership Team Member #5

Employee's Name

Aguiar, Monica

Position Title

Teacher ESE

Job Duties and Responsibilities

Ms. Aguiar [instructs and provides support to students with special needs](#). Ms. Aguiar develops and implements individualized educational plans (IEPs) by assessing and evaluating students' abilities, progress, and needs to develop appropriate goals and objectives for their IEPs. She works alongside general education teachers and provides differentiated instruction to students with disabilities within the general education class.

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.

Meetings will convey with a diverse array of stakeholders, including school administrators, teachers and faculty, parents and guardians, students, community members, and guidance counselors and support staff. These engagements actively involved these key participants in informed decision-making during the planning and development of the process. Moreover, the invaluable insights garnered from the results of our 2023-2024 School Climate Survey were incorporated to further guide and inform the decision-making process throughout its entirety.

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))

J.C. Bermudez will regularly monitor our SIP through engaging in a continuous improvement cycle to design, implement, manage, and monitor efforts focused on providing opportunities and improving student achievement for all students. Such progress would entail making data collection decisions, evaluating and visually representing data, adjusting instructions, and communicating progress. We will determine what is working, what is not, and what is needed to improve our academic standards and close the achievement gap. An action plan will then be developed and implemented with fidelity.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	96.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	43.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days	24	44	36	51	155
One or more suspensions	16	0	1	0	17
Course failure in English Language Arts (ELA)	6	23	14	12	55
Course failure in Math	14	30	20	18	82
Level 1 on statewide ELA assessment	94	90	79		263
Level 1 on statewide Algebra assessment	42	0	0		42

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
	9	10	11	12	
Students with two or more indicators	106	101	86	23	316

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	1	2	0	0	3

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	45	60	55	43	55	50	43	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	57	58	57				46		
ELA Learning Gains Lowest 25%	52	55	55				40		
Math Achievement *	69	51	45	67	43	38	49	42	38
Math Learning Gains	64	50	47				59		
Math Learning Gains Lowest 25%	76	56	49				58		
Science Achievement *	71	68	68	84	62	64	52	41	40
Social Studies Achievement *	78	73	71	59	69	66		56	48
Graduation Rate		92	90		89	89		56	61
Middle School Acceleration								56	44
College and Career Readiness		74	67		70	65		67	67
ELP Progress	56	57	49	55	49	45	66		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	568
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	65%	52%	45%			

* 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	3	
English Language Learners	61%	No		
Hispanic Students	63%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	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	35%	Yes	2	
English Language Learners	55%	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%
Hispanic Students	64%	No		
White Students	69%	No		
Economically Disadvantaged Students	67%	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	36%	Yes	1	
English Language Learners	49%	No		
Native American Students				
Asian Students				
Black/African American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	52%	No		
Multiracial Students				
Pacific Islander Students				
White Students	49%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		57%	52%	69%	64%	76%	71%	78%				56%
Students With Disabilities	19%		32%	27%	43%	47%	45%	46%	62%				
English Language Learners	31%		57%	56%	73%	69%	79%	63%	69%				56%
Hispanic Students	44%		58%	53%	69%	64%	75%	70%	78%				55%
White Students	69%		54%		92%	70%							
Economically Disadvantaged Students	43%		44%	43%	64%	59%	74%	75%	84%				60%

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	43%				67%			84%	59%				55%
Students With Disabilities	23%				35%				48%				
English Language Learners	25%				61%			74%	45%				70%
Hispanic Students	42%				66%			83%	59%				70%
White Students	67%				80%				60%				
Economically Disadvantaged Students	47%				63%			96%	57%				74%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	43%		46%	40%	49%	59%	58%	52%					66%
Students With Disabilities	28%		33%	28%	35%	49%	35%	41%					
English Language Learners	28%		48%	45%	45%	61%	60%	42%					66%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	44%		46%	40%	49%	59%	58%	52%					66%
Multiracial Students													
Pacific Islander Students													
White Students	40%		43%		50%	60%		50%					
Economically Disadvantaged Students	41%		44%	38%	46%	57%	60%	48%					69%

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	10	41%	56%	-15%	53%	-12%
Ela	9	40%	54%	-14%	53%	-13%
Biology		70%	70%	0%	67%	3%
Algebra		70%	55%	15%	50%	20%
Geometry		66%	56%	10%	52%	14%
History		72%	70%	2%	67%	5%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		41%	17%	24%	16%	25%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		33%	18%	15%	17%	16%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was in the U.S. history EOC, which showed 73% proficiency for the 2023-2024 school year, as compared to 50% proficiency for the 2022-2023 school year. The action steps that influenced these results were the implementation of differentiated instruction within the classroom, department professional learning, vertical planning alongside the English department, afterschool tutoring, school tailored Boot Camps and Saturday Success academy.

Lowest Performance

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

The data component that showed the lowest performance was in our school's overall performance on the PM3 F.A.S.T Assessment for ELA. This assessment yielded a 41% proficiency for our 9th and 10th grade students. Although we increased 3 percentage points, there were contributing factors that prevented a higher increase, for example, an increase in enrollment during the PM2 and PM3 assessments; many ESOL students exited the ESOL program between the PM2 and PM3 administration, and possibly the frequency of testing that was administered throughout the year.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was our Biology End of Course assessment. This assessment for the 2023-2024 school year yielded a 70% proficiency for our students, in comparison to an 84% proficiency for the 2022-2023 school year. The main contributing factor was an increase in enrollment of students taking Biology. This school year, all students from all subgroups were tested (ELL and SWD). There was an increase in class sizes as well.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap is in our ELA proficiency. For the 2023-2024 school year, we are 11 points below the state average, as compared to the 52% state average. The leadership team deemed that the contributing factors were in class size and an increase in enrollment during the PM 2 and PM3 administration window of the exam.

EWS Areas of Concern

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

N/A

Highest Priorities

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

J.C. Bermudez Doral Senior High School's highest priorities are:

1. Improving our ELA scores.
2. Improving our biology scores.
3. Collaborative planning that is data driven and strategic.
4. Reduce unexcused attendance and student tardies.
5. Increase student motivation by increasing incentives/activities.

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

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.

After further review of our 2023-2024 FAST PM3 data, 41% of our 10th-grade students were proficient in ELA, compared to the state average of 53% and the district average of 56%. Additionally, according to the data, there was no change in student proficiency in ELA 10th grade in the 2023-2024 academic year (41%) compared to the 2022-2023 school year. Based on this, the leadership team has recognized the need for implementing Differentiated Instruction (DI), and Intervention on standards-aligned instruction in ELA, specifically in 10th grade.

Measurable Outcome

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

According to the 2023-2024 ELA FAST PM3 10th grade results, there was no change in student proficiency (41%) as compared to the 2022-2023 FAST ELA PM3 10th grade results (41%). Implementing the Targeted Element of Differentiated Instruction and Intervention will result in a 3-percentage points increase in ELA proficiency as evidenced by the 2025 ELA FAST PM3 state assessment. The administration team will identify curriculum areas and specific concepts that students perform below the system/state level and examine school-based assessments and current interventions for students in the needs category.

Monitoring

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

Administrators will review Bi-weekly lesson plans and data binders to ensure data chats are conducted among teachers and students. Data Analysis of formative assessments will be reviewed monthly during leadership team meetings to ensure students are demonstrating growth on remediated standards. Monthly reviews of formative assessment data will be conducted to track progress and adjust groups based on current data in real-time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students shared during

the professional learning sessions are evident during instruction. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for identified subgroups.

Person responsible for monitoring outcome

Yanela Iribar (yiribar@dadeschools.net)

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 ELA, our school will focus on the Evidence-based Intervention of: Differentiated Instruction will assist with providing students with different avenues to learning and support their specific academic needs/levels to ensure all students within a classroom can learn effectively, regardless of differences in ability. Intervention will be used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

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. Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. 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, differentiating instruction etc.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

8/08/2024 - 08/30/2024

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

step:

Data will be gathered from Power BI and provided to all English 9th and 10th-grade teachers with a disaggregated list of students' ELA FAST PM1 data including additional relevant information about the students. As a result, this data will drive teacher instructional plans and identify student groups for differentiated instruction.

Action Step #2

Administrative Walkthroughs

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/19/2024-09/27/2024

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

The administrative team will conduct ongoing walkthroughs to ensure fidelity in the implementation of student-based data to drive instruction and differentiated instruction. Student groups should be visible within the classroom instruction.

Action Step #3

Data Chats

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/19/2024-09/27/2024

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

The administrative team will conduct preliminary data chats with English teachers to identify students performing in the lowest 25%. As a result, those students will be recommended for additional intervention, such as after-school tutoring and intervention during the school day.

Action Step #4

Department Data Meetings

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will meet with the English department during monthly meetings to collaborate and ensure that student end-products are aligned with standards and that planned lessons embed remediation of weak standards while maintaining rigor and adherence to the district pacing guide.

Action Step #5

Data Chat

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will continue to conduct data chats with English Language Art teachers based on FAST ELA PM2 assessments to identify students performing in the lowest 25%. As a result, those students will be recommended for additional intervention, such as after-school tutoring and intervention during the school day.

Area of Focus #2

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.

After further review of our school data, only 71% of our students were proficient on the 2023-2024 Biology, EOC, as compared to 84% of students in the 2022-2023 school year. Based on this, the leadership team has recognized the need for implementing academic vocabulary instruction, ongoing progress monitoring, and standards-based 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.

According to the 2023-2024 Biology, EOC, 71% of our students were proficient, as compared to 84% of students in the 2022-2023 school year. By successfully implementing academic vocabulary instruction, ongoing progress monitoring, and standard-based instruction, the 2024-2025 Biology, EOC results will reflect an increase of three percent points in student achievement.

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 team will conduct ongoing walkthroughs to ensure standard-based instruction is evident. Data chats will be conducted with the leadership team and with teachers to review current data in real time. Progress monitoring assessments will be administered and reviewed quarterly to track student progress.

Person responsible for monitoring outcome

Yanela Iribar (yiribar@dadeschools.net)

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: Academic Vocabulary Instruction to increase vocabulary skills for our large population of ESOL students. Ongoing Progress Monitoring (OPM) ensures the administration team and teachers are using real-life data and making necessary changes to instruction. Standard-based instruction is used to plan instruction based on assessment results to meet students' needs.

Rationale:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, quantify a student's rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. Standard-based instruction relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs.

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

Assessment

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

8/08/2024 - 08/30/2024

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

The administration team will provide data from the 2023-2024 EOC Biology assessments through preliminary data chats. This will include results from a baseline that will be provided during the first weeks of school. As a result, teachers will plan lessons that are customized to student needs and identify students performing in the lowest 25% that will benefit from additional intervention.

Action Step #2

Instructional Planning

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/08/2024-09/27/2024

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

The science department chair alongside biology teachers will meet and plan district curriculum support specialists. As a result, time will be scheduled for the curriculum specialist to model exemplary lessons focusing on Academic Vocabulary and differentiated instruction where the focus can be on improving vocabulary skills for all learners.

Action Step #3

Administrative Walkthroughs**Person Monitoring:**

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/08/2024-09/27/2024

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

The administrative team will conduct ongoing walkthroughs to ensure fidelity in the implementation of student-based data to drive instruction and differentiated instruction.

Action Step #4

Department Data Meeting

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will meet with the Science department during monthly meetings to collaborate and ensure that student end-products are aligned with standards and that planned lessons embed remediation of weak standards while maintaining rigor and adherence to the district pacing guide.

Action Step #5

Progress Monitoring Assessments

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will conduct data chats with Biology teachers based on Unit assessments to identify students performing in the lowest 25%. As a result, those students will be recommended for additional intervention, such as after-school tutoring and intervention during the school day.

Area of Focus #3

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 2023-2024 Florida B.E.S.T. Standards, the proficiency rate for the Students with Disabilities subgroup in ELA was 19%. In comparison, the 2022-2023 Florida B.E.S.T. Standards proficiency rate for Students with Disabilities in ELA was 23%, thus yielding a 7% percentage decrease in ELA. We will focus on Differentiated Instruction to address this critical need.

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 differentiated instruction tailored to the subgroup of Students with Disabilities in English Language Arts classes, we anticipate a 2 percentage point proficiency increase in their performance on the 2024-2025 FAST ELA Assessment, from 23% to 25%.

Monitoring

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

The administration team will conduct ongoing classroom walkthroughs to ensure differentiated instruction is evident. The leadership team will conduct quarterly data chats and make adjustments based on ongoing data. Administrators will review instructional plans for indication of differentiation. Formative and informative data will be analyzed bi-weekly to ensure students are demonstrating growth on remediated standards. Students not showing growth through progress monitoring assessments will be identified and provided with intervention.

Person responsible for monitoring outcome

Yanela Iribar (yiribar@dadeschools.net)

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 will assist with providing students with different avenues to learning and support their specific academic needs/levels to ensure all students within a classroom can learn effectively, regardless of differences in ability. Intervention will be used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

Differentiated instruction is a research-based strategy that has proven to be effective in targeting student deficiencies. Differentiated instruction will ensure that teachers use qualitative and quantitative data to drive instruction that will meet students where they are. Intervention will be used to ensure students performing below 25% proficiency are receiving additional instructional support where the teacher can meet the child's specific academic needs.

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

Instructional Planning

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/14/2024-08/30/2024

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

Using data gathered from past assessments and the student's current IEP, teachers will develop lesson plans that address students' needs. As a result, teachers will identify student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Action Step #2

Instructional Delivery

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/19/2024-09/27/2024

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

The administration team alongside the special education team, will identify students that require additional services and support in the area of English Language Arts. These students will be recommended for Intervention and/or afterschool tutoring to receive additional academic support.

Action Step #3

Administrative Walkthrough

Person Monitoring:

Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:

08/19/2024-09/27/2024

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

The administrative team will conduct ongoing walkthroughs to ensure fidelity in the implementation of differentiated instruction. Student groups should be visible within the classroom instruction.

Action Step #4

Faculty Meeting

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team, alongside the special education team, will conduct a faculty meeting focusing on differentiation strategies and best practices in implementing individualized accommodations. The goal is to ensure that these students have access to appropriate support and instructional methods that align with their individualized education plans (IEPs) or accommodations.

Action Step #5

Individualized Education Plan (IEP) Reviews

Person Monitoring:

By When/Frequency:

Yanela Iribar

10/14/2024-01/17/2025

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

The administrative team, along with our school's Multi-Tiered System of Supports, will use PowerBI to access student data to integrate academic and behavioral instruction and tiered intervention. The team will meet monthly to identify students who require services and to track the effectiveness of tiered instruction and intervention

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

After reviewing the 2024 climate survey, it was noted that only 74% of parents felt that teachers are doing their best to include them in matters affecting their child's progress. This feedback highlights a crucial area for improvement: increasing parent involvement across all grade levels.

Measurable Outcome

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

According to the 2024 School Climate Survey data, 74% of parents felt that teachers were doing their best to include them in matters affecting their child's progress. Following our review of the 2024 climate survey, we have identified a critical need to increase parent involvement across all grade levels. Our goal is to raise this percentage to 80% or more by the end of the school year.

Monitoring

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

To achieve our goal of increasing parental involvement to 80% or more, we will enhance communication through the SCOIR platform, offer quarterly parent meetings, either in-person or online, and boost PTSA membership and participation. Ongoing monitoring of these strategies will provide insights into engagement levels and allow for timely adjustments. This approach will strengthen home-school partnerships and support improved student achievement.

Person responsible for monitoring outcome

Lori Bailey (lfbailey@dadeschools.net)

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:

To achieve our measurable outcomes, we are implementing evidence-based interventions such as increased use of the SCOIR platform for regular parent updates, quarterly parent meetings via both in-person and streaming formats, and enhanced PTSA involvement. These strategies are chosen based on their proven effectiveness in improving parental engagement and communication. The rationale for these interventions is that they provide multiple touchpoints for parents, thus fostering stronger connections and more active participation. We will monitor the effectiveness of these interventions through attendance tracking for meetings and PTSA participation metrics. This ongoing assessment will ensure that the interventions are meeting our goals and allowing for timely adjustments to maximize their impact.

Rationale:

Involvement in receiving updates via SCOIR, becoming a PTSA member, and attending parent meetings significantly increases parents' feelings of involvement by enhancing communication and engagement. SCOIR provides regular, detailed updates directly to parents, keeping them informed about programs, opportunities, and more. Joining the PTSA connects parents with the school community, offering opportunities to participate in school events and decision-making processes. Regular parent meetings, whether in-person or online, allow for direct interaction with teachers and administrators, fostering a sense of partnership and active involvement in their child's education. These combined efforts create a more inclusive and transparent environment, making parents feel more connected and engaged in their child's academic experience.

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

SCOIR Communication

Person Monitoring:

Lori Bailey (lfbailey@dadeschools.net)

By When/Frequency:

08/08/24-09/27/2024

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

The action involves gathering data from SCOIR and sharing it with teachers to encourage them to engage students in learning how to use SCOIR effectively and ensure their parents' emails are added to their profiles. To monitor the impact, we will track the updates of parent emails in SCOIR and assess improvements in teacher-student-parent interactions. Regular reviews of this data will help evaluate the effectiveness of these actions and guide adjustments to further enhance engagement.

Action Step #2

PTSA Involvement

Person Monitoring:

Lori Bailey (lfbailey@dadeschools.net)

By When/Frequency:

08/08/24-09/27/24

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

To increase PTSA involvement, the school will enhance membership efforts through informational sessions and improved communication about events. We will monitor the impact by tracking membership numbers and attendance at PTSA activities. This approach will help us assess the effectiveness of our strategies and make necessary adjustments to further boost engagement.

Action Step #3

Quarterly Parent Meetings

Person Monitoring:

Lori Bailey (lfbailey@dadeschools.net)

By When/Frequency:

08/08/24-09/27/24

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

To enhance parent involvement, the school will organize quarterly parent meetings, in-person and virtually. These meetings will provide updates on student progress, discuss school initiatives, and address parent concerns. We will track attendance rates and gather feedback on participant satisfaction and engagement to monitor the impact. This data will help us assess the effectiveness of the meetings and make adjustments to meet parents' needs and preferences better.

Action Step #4

Parent School Portal

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will encourage parents to monitor their child's progress in school through the use of the parent portal. Send home a step-by-step instructional guide on how to request a parent PIN and how to log in to the parent portal. As a result, parents will be in control of their child's academic progress and success.

Action Step #5

Quarterly In-person/Online Parent Meetings

Person Monitoring:

Yanela Iribar

By When/Frequency:

10/14/2024-01/17/2025

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

The administrative team will continue with the quarterly parent meetings, in-person and virtually to increase parental involvement. As a result, our school will educate and inform parents about school policies and develop a collaborative partnership.

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.

N/A

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))

N/A

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))

N/A

How Plan is Developed

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

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

N/A

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)).

N/A

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)).

N/A

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))

N/A

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.

Resources will be reviewed Bi-Weekly with the use of data chats between the leadership team and English and Math teachers. The leadership team will monitor the performance of the Students with Disabilities subgroup utilizing district assessment tools, including Power BI, Performance Matters, and both PM1 and PM2 results of the FAST assessment. Intervention will be provided to this particular subgroup provided by the special education teachers within the English Language Arts classes and math classes.

Specifics to Address the Need

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

Differentiated instruction will be implemented in the Math and English Language arts classes. Data chats will be conducted using results gathered from the PM1 and PM2 FAST Assessments and baseline assessments for Math. Administrative walkthrough will be conducted by the leadership team Bi-weekly, to ensure intervention is implemented in the English and Math classrooms. The instructional support team will conduct regular reviews of individualized education plans for our students with disabilities to ensure instruction is meeting the student's specific needs. The team will ensure that the IEP is up-to-date, and aligned with their needs and make any necessary adjustments or accommodations.

VII. Budget to Support Areas of Focus

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

No

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