

Miami-Dade County Public Schools

EUGENIA B. THOMAS K-8 CENTER



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Eugenia B. Thomas K-8 Center empowers our community through academic rigor and core values for excellence. We ensure every child feels safe and encouraged to explore their full potential. Through innovative learning, students develop critical thinking skills and become responsible citizens while contributing positively to the world.

Provide the school's vision statement

As a vibrant K-8 center where high expectations ignite excellence, we celebrate inclusivity and nurture creativity. We empower lifelong learners to become confident explorers and productive members of society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Ariani Alen

aalen1@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Oversee the implementation of the School Improvement Plan.
- Attend and collaborate during Synergy with team members.
- Review and utilize all SIP feedback from all grade levels and departments to create SIP Action Steps.

- Create and monitor elementary and secondary master schedule.
- Meet monthly with grade level or departments for Collaborative Planning Sessions.
- Meet with the Leadership Team.
- Engage in data chats with teachers and key stakeholders.
- Celebrate accomplishments and provide incentives to groups of teachers and students.

Leadership Team Member #2

Employee's Name

Julio A. Fong

jfong@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

- Oversee the implementation of the School Improvement Plan.
- Oversee all school-wide initiatives.
- Attend and collaborate during Synergy with team members.
- Review all SIP feedback from all grade levels and departments.
- Meet with the Leadership Team.
- Engage in data chats with teachers and key stakeholders.

Leadership Team Member #3

Employee's Name

Ladema Smith

lsmith3@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Oversee the implementation of the School Improvement Plan.
- Meet monthly with grade level or departments for Collaborative Planning Sessions.
- Meet with the Leadership Team.
- Engage in data chats with teachers and key stakeholders.
- Celebrate accomplishments and provide incentives to groups of teachers and students.

Leadership Team Member #4

Employee's Name

Laura Jimenez

laurajimenez@dadeschools.net

Position Title

Professional Learning and Growth Leader

Job Duties and Responsibilities

- Coordinates, monitors, and supports the fidelity of implementation in the professional learning opportunities offered to teachers in support of teaching and learning.
- Facilitates on-site professional learning opportunities by proposing and/or instructing school-based professional learning that support's the school's strategic goals and objectives.
- Supports and facilitates implementation and follow-up of the school's plan for professional learning.
- Periodically elicits feedback from instructional personnel at the school site regarding PD needs and provides input to school administrators.
- Prepares, reviews, and submits proposals through M-DCPS' Professional Learning Management System for school-based professional learning sessions.
- Works with colleagues to use disaggregated data to establish professional learning goals including needs identified in the School Improvement Plan.
- Attend Leadership Team meetings.
- Participate in weekly Collaborative Planning Sessions.
- Provide input for Action Steps.
- Implement Action Steps.
- Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.

Leadership Team Member #5

Employee's Name

Isabel Salido

isalido@dadeschools.net

Position Title

Media Specialist/Reading Contact

Job Duties and Responsibilities

- Attend Leadership Team meetings.
- Provide input for Action Steps.
- Implement Action Steps.
- Support ELA instruction for grades K-8.

Leadership Team Member #6

Employee's Name

Merlys Barnet

mbarnet@dadeschools.net

Position Title

EESAC Chairperson

Job Duties and Responsibilities

- Attend Leadership Team meetings.
- Participate in weekly Collaborative Planning Sessions.
- Provide input for Action Steps.
- Implement Action Steps.
- Oversee the School Improvement Plan timeline and ensure procedures are adhered to in EESAC meetings.
- Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Improvement Process is developed and implemented with input from all stakeholders. During the summer, a team of three teachers, one assistant principal and the principal reviewed school-wide data from students' assessments, early warning sign indicators, climate surveys completed by students, parents, teachers and staff to identify areas of focus. During Synergy, the team brainstormed possible action steps to propose to stakeholders for the School Improvement Plan. At the Opening of School meeting, all teachers and staff members participated in a breakout session meeting to review data points, areas of focus and develop action steps. Teachers met with their grade level and departments to provide feedback on the action steps they recommend be implemented after data analysis. The action steps are then narrowed down based on feedback from grade levels and departments. The Educational Excellence School Advisory Council meets to analyze data, review areas of focus, provide feedback on the action steps proposed and approve the plan.

EESAC includes a variety of stakeholders including the principal, teachers, educational support staff, parents, community members and students. Throughout the school year, data is reviewed continuously. Action steps are implemented, evaluated, and modified as needed. Feedback is collected from stakeholders through discussions, surveys, feedback forms, EESAC meetings, faculty meetings, leadership meetings and grade-level and department meetings. Impact Reviews are conducted by staff members that are selected based on their knowledge and skills aligned to the areas of focus to observe, evaluate, and help recommend modifications to the action steps. Teachers, staff, and students are asked to complete a Mid-Year School Culture survey with their reflection and/or feedback. The results are shared with all staff members and teachers to assist in the development of additional action steps. These practices are implemented school-wide every school year to involve all stakeholders consistently and use feedback and reflections to collaborate and identify needs and steps to promote learners' academic growth and well-being. Stakeholders are actively engaged to support our priorities and guiding principles that promote learners' academic growth and well-being.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The implementation of the School Improvement Plan is monitored closely and continuously. All stakeholders are informed of the areas of focus, evidence-based interventions, and action steps to ensure implementation. In order to monitor implementation, the administrative team conducts weekly walkthroughs, monitors students' progress, and meets with stakeholders in faculty meetings, breakout sessions, leadership meetings, EESAC meetings, grade-level and department meetings to discuss feedback on action steps and progress towards measurable goals. Learning Walks and Impact Reviews targeting areas of focus are conducted to monitor, evaluate the effectiveness of action steps and modify action steps as needed. The data is shared with the leadership team at the beginning of the school year, after the results from each state or district assessment and prior to the development of additional action steps. When analyzing data, the focus is on the progress of students with the greatest achievement gaps and ensuring that these students are improving. The implementation of data chats with teachers, counselors, administration, and key stakeholders twice a year is key in the close monitoring of individual students, especially those of greatest concern. During data chats, the team collaborates to discuss the best way to provide additional support, develop strategies that will yield the greatest gains and ensure students are improving their achievement in the state's academic standards. Progress on the academic standards are monitored through PowerBI and Performance Matters and assists in identifying if adjustments need to be made to improve student performance.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	61	54	67	91	102	135	116	134	144	904
Absent 10% or more school days	0	6	3	8	5	9	10	7	11	59
One or more suspensions	0	0	1	0	0	0	1	0	2	4
Course failure in English Language Arts (ELA)	0	1	5	8	3	4	6	1	0	28
Course failure in Math	0	1	1	8	7	10	10	1	0	38
Level 1 on statewide ELA assessment	0	0	0	10	16	18	12	24	26	106
Level 1 on statewide Math assessment	0	0	0	8	7	7	8	20	2	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	4	7	19	27	34	37	49	56	235
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	1	1	5	0	0	0	0	10

Current Year 2025-26

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	4	6	19	19	21	23	30	29	151

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	5	6	4	4	3	2	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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		6	4	9	6	9	9	8	13	64
One or more suspensions			1						1	2
Course failure in English Language Arts (ELA)		1	5	10	5	2	7		3	33
Course failure in Math		2	1	9	7	10	12		5	46
Level 1 on statewide ELA assessment				6	11	28	25	37	40	147
Level 1 on statewide Math assessment				4	8	14	22	22	27	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	8	28						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4		10	6					21

Prior Year (2024-25) 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	2	3

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	67	61	66	65	58	64	61	53
Grade 3 ELA Achievement	63	65	62	79	63	59	68	58	56
ELA Learning Gains	66	66	61	63	64	59			
ELA Lowest 25th Percentile	67	58	55	50	58	54			
Math Achievement*	74	69	62	67	68	59	67	63	55
Math Learning Gains	70	65	60	66	66	61			
Math Lowest 25th Percentile	74	59	53	74	63	56			
Science Achievement	60	62	57	62	60	54	55	56	52
Social Studies Achievement*	79	82	74	75	79	72	77	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	72	79	75	76	77	71	75	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	64	61	71	64	59	62	62	55

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	751
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	68%	68%	67%	59%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	54%	No		
English Language Learners	63%	No		
Black/African American Students	67%	No		
Hispanic Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	70%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%	63%	66%	67%	74%	70%	74%	60%	79%	72%			61%
Students With Disabilities	39%	22%	65%	77%	55%	64%	63%	36%	67%				50%
English Language Learners	55%	58%	64%	67%	71%	70%	74%	46%	66%	60%			61%
Black/African American Students	69%		60%		77%	60%							
Hispanic Students	64%	58%	67%	66%	73%	70%	77%	61%	80%	71%			60%
White Students	70%		56%		80%	69%							
Economically Disadvantaged Students	70%	67%	67%	65%	77%	69%	74%	59%	78%	81%			64%

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	66%	79%	63%	50%	67%	66%	74%	62%	75%	76%			71%
Students With Disabilities	37%	53%	52%	58%	39%	53%	66%	18%	63%				54%
English Language Learners	57%	78%	58%	50%	63%	67%	71%	53%	63%	60%			71%
Black/African American Students	73%		69%		67%	69%							
Hispanic Students	66%	77%	62%	50%	67%	66%	75%	60%	76%	75%			71%
White Students	77%		76%		64%	53%							
Economically Disadvantaged Students	68%	80%	64%	61%	65%	64%	82%	59%	79%	67%			58%

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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	64%	68%			67%			55%	77%	75%			62%
Students With Disabilities	34%	41%			39%			29%	42%				61%
English Language Learners	54%	65%			62%			43%	68%	69%			71%
Asian Students	50%				70%								
Black/African American Students	67%				53%								
Hispanic Students	64%	68%			67%			55%	78%	73%			71%
White Students	82%				73%								
Economically Disadvantaged Students	59%	52%			62%			50%	76%	70%			61%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	60%	-3%	57%	0%
ELA	4	47%	59%	-12%	56%	-9%
ELA	5	64%	60%	4%	56%	8%
ELA	6	57%	62%	-5%	60%	-3%
ELA	7	60%	62%	-2%	57%	3%
ELA	8	51%	60%	-9%	55%	-4%
Math	3	74%	69%	5%	63%	11%
Math	4	39%	68%	-29%	62%	-23%
Math	5	69%	62%	7%	57%	12%
Math	6	75%	64%	11%	60%	15%
Math	7	39%	54%	-15%	50%	-11%
Math	8	74%	60%	14%	57%	17%
Science	5	62%	56%	6%	55%	7%
Science	8	38%	46%	-8%	49%	-11%
Civics		71%	74%	-3%	71%	0%
Biology		100%	74%	26%	71%	29%
Algebra		76%	59%	17%	54%	22%
Geometry		100%	58%	42%	54%	46%

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?

ELA Lowest 25th Percentile demonstrated the most improvement.

- According to the 2024-2025 ELA data for grades 3-8, 67% of our students in the lowest 25th percentile made learning gains as compared to 50% from the 2023-2024 ELA data. This is an increase of 17 percentage points.
- ELA as required by RAISE was one of our areas of focus for the School Improvement Plan (SIP) during the 2024-2025 school year that impacted this data component.
- Some of the action steps that contributed to the improvement of the lowest 25th percentile in ELA as well:
 - Weekly Collaborative Planning Sessions took place with ELA teachers in grades K-8 sharing and discussing ideas and best practices on how to implement the Making Text Connections strategy with the texts from the district adopted textbooks.
 - ELA teachers in grades K-8 created and displayed Making Text Connections anchor charts in their classroom that is used by the teacher and students consistently throughout ELA instruction.
 - ELA teachers in grades K-8 implemented a Cambridge focused lesson aligned with the Text-to-Self and Text-to-World portion of the Making Text Connections strategy to reinforce students' understanding and connections to texts.
 - ELA teachers in grades K-8 collaborated to create grade-appropriate Making Text Connections graphic organizers to be used by students when reading a variety of texts.
 - Weekly Collaborative Planning Sessions took place with ELA teachers in grades K-8 bringing and sharing their students' work samples and responses showcasing implementation of Making Text Connections.
 - During ELA instruction, teachers taught, modeled, and incorporated the Making Text Connections during writing instruction. Students included text connections made utilizing this strategy as they elaborated on their writing in response to a writing prompt after reading texts.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last

year's low performance and discuss any trends.

Science Proficiency demonstrated the lowest performance.

- According to the 2024-2025 Science data for grades 5, 8, and Biology, 60% of our students were proficient as compared to 62% from the 2023-2024 Science data. This is a decrease of 2 percentage points.
 - Grade 5 Science data increased from 59% proficiency in 2023-2024 to 62% proficiency in 2024-2025.
 - Grade 8 Science data decreased from 42% proficiency in 2023-2024 to 38% proficiency in 2024-2025.
 - Biology data remained the same at 100% proficiency from 2023-2024 to 2024-2025.
- The contributing factors to last year's low performance in Grade 8 Science were:
 - Most grade 8 students did not attend tutoring.
 - Grade 8 students were lacking basic Science standards content knowledge from previous grade levels.
 - Grade 8 students were lacking motivation and effort in Science class.
 - ELA proficiency for grade 8 students was one of the lowest. ELA proficiency is directly correlated with Science proficiency since the Science Statewide Assessment relies heavily on reading ability and skills.
 - The highest performing students in Science took the Biology EOC; therefore, being omitted from the grade 8 Science Statewide Assessment proficiency.

Greatest Decline

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

ELA achievement for grade 3 demonstrated the greatest decline from the previous year.

- According to the 2024-2025 ELA achievement data for grade 3, 63% of our third grade students were proficient as compared to 79% from the 2023-2024 ELA achievement data for grade 3. This is a decrease of 16 percentage points.
- The factors that contributed to this decline were:
 - The third grade group of students historically since Kindergarten had the lowest ELA proficiency every year.
 - These third graders made us eligible to be a RAISE school due to the low ELA proficiency.
 - Despite being the greatest decline, the students earned a 63% proficiency in ELA as third graders, as compared to 47% proficiency in ELA as second graders.

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 4 Math achievement had the greatest gap when compared to the state average.

- According to the 2024-2025 Grade 4 Math achievement data, 39% of our fourth grade students were proficient as compared to the state average of 68%. That is a gap of 29 percentage points.
- The factors contributing to this gap were:
 - Two of the four fourth grade homerooms were enrolled in Accelerated Math and took the grade 5 Math FAST PM3. Therefore, only the lowest Math performing students in Math grade 4 took the grade 4 Math FAST PM3, which explains the low math proficiency. The two fourth grade homerooms that took the grade 5 Math FAST PM3 had 95% proficiency.
 - The fourth grade students that took the Grade 4 Math FAST PM3 were lacking foundational and prerequisite skills.

EWS Areas of Concern

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

The number of students earning a Level 1 on statewide ELA assessment is a potential area of concern based on the Early Warning Signs.

- 106 students scored a Level 1 on the statewide ELA assessment.
- Our student demographics is changing and many high performing students have left to neighboring charter schools, which has shifted our focus to learning gains and not necessarily proficiency.

Highest Priorities

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

1. Science Achievement
2. Middle School Acceleration, particularly the Algebra component
3. Reading proficiency for third grade
4. Reading proficiency for third to eighth grade
5. Students with multiple early warning signs

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 Math

Area of Focus Description and Rationale

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 the 2024-2025 Middle School Acceleration component, 72% of students taking a high school End-of-Course (EOC) exam were proficient in Algebra, Geometry, and/or Biology as compared to 76% in 2023-2024. This is a decrease of 4-percentage points. Our Middle School Acceleration component of 72% was below the state average of 79% and district average of 75%. Based on the data and the identified contributing factors of Algebra students' limited proficiency or participation in the Algebra EOC exam due to lack of understanding of foundational math and prerequisite skills, we will implement the Targeted Element of Math with a focus on Ongoing-Progress Monitoring.

Measurable Outcome

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

With the implementation of the Targeted Element of Math, we plan to increase 2 percentage points from 72% to 74% of students required to take the Algebra course as eighth graders and students taking the EOC exams will score a level 3 or higher on the 2025-2026 EOC exams by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Schedule an opening of school Algebra data chat with both Algebra teachers, administration, and the Upper Academy Counselor. As a result of this data chat, teachers will gain a more thorough understanding of their students' Math ability based on students' prior Math course and Math FAST PM3 scores to help guide instruction. Administration will monitor the impact of this action step through their presence during the data chat, focused walkthroughs and consistent review of Math district assessments on Performance Matters. Algebra teachers will follow the district pacing guide to administer and debrief topic assessments. Teachers will utilize data from students' most recent topic assessments to target standards and questions to reteach. As a result of this action step, Algebra

teachers will be able to gain a better understanding of students' proficiency on standards and guide instruction based on data. Administration will monitor the impact of this action step by reviewing the data on Performance Matters and continuing to monitor through focused walkthroughs. Algebra students will be monitored monthly, by reviewing grades, performance on assessments, and teacher feedback. Students identified to be struggling will be provided academic advising and support by the Upper Academy Counselor. As a result of this action step, we will identify struggling students early and provide timely interventions. Students in need of additional support will receive academic advising and targeted assistance from the Upper Academy Counselor to ensure progress and promote success in Algebra. Administration will monitor the impact of this action step by reviewing the data on Performance Matters, grades, teacher feedback and continuing to monitor through focused walkthroughs.

Person responsible for monitoring outcome

Ariani Alen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:

The evidence-based intervention of Ongoing Progress Monitoring (OPM) was chosen because data findings show the need to strengthen Algebra proficiency and OPM allows teachers and administrators to track growth, identify gaps, and provide targeted interventions in real time. This evidence-based intervention ensures instruction is responsive to students' needs, increasing the likelihood of closing achievement gaps and raising overall math performance. Implementing OPM is expected to improve individual student outcomes, Math achievement, and the Middle School Acceleration component.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Opening of School Algebra Data Chat

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Once

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

Schedule an opening of school Algebra data chat with both Algebra teachers, administration, and the Upper Academy Counselor. As a result of this data chat, teachers will gain a more thorough understanding of their students' Math ability based on students' prior Math course and Math FAST PM3 scores to help guide instruction. Administration will monitor the impact of this action step through their presence during the data chat, focused walkthroughs and consistent review of math district assessments on Performance Matters.

Action Step #2

Administration and Debriefing of District Topic Assessments

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Based on District Pacing Guide

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

Algebra teachers will follow the district pacing guide to administer and debrief topic assessments. Teachers will utilize data from students' most recent topic assessments to target standards and questions to reteach. As a result of this action step, Algebra teachers will be able to gain a better understanding of students' proficiency on standards and guide instruction based on data. Administration will monitor the impact of this action step by reviewing the data on Performance Matters and continuing to monitor through focused walkthroughs.

Action Step #3

Student Monitoring & Academic Advising

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Monthly

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

Algebra students will be monitored monthly, by reviewing grades, performance on assessments, and teacher feedback. Students identified to be struggling will be provided academic advising and support by the Upper Academy Counselor. As a result of this action step, we will identify struggling students early and provide timely interventions. Students in need of additional support will receive academic advising and targeted assistance from the Upper Academy Counselor to ensure progress and promote success in Algebra. Administration will monitor the impact of this action step by reviewing the data on Performance Matters, grades, teacher feedback and continuing to monitor through focused walkthroughs.

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**

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 the 2024-2025 Science data, 60% of fifth grade, eighth grade and Biology students were proficient in Science as compared to 62% in 2023-2024. This is a decrease of 2 percentage points. Our fifth grade Science proficiency was 62%, above the district average of 56% and the state average of 55%. Eighth grade Science proficiency was 38%, below the district average of 46% and the state average of 49%. Biology proficiency was 100%, above the district average of 74% and the state average of 71%. Based on the data and the contributing factors of ELA proficiency for grade 8 students being low and the understanding that ELA proficiency is directly correlated with students' performance on the Science Statewide Assessment because it relies heavily on reading ability and skills, as well as, most grade 8 students not attending tutoring, and lacking basic Science standards content knowledge from previous grade levels, we will implement the Targeted Element of Science with a focus on Ongoing Progress Monitoring (OPM).

Measurable Outcome

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

With the implementation of the Targeted Element of Science and the Evidence-Based Intervention of Ongoing Progress Monitoring (OPM), we plan to increase Science proficiency by 2 percentage points from 60% to 62% of students taking the grades 5 and 8 Science Statewide Assessment and Biology EOC assessment by scoring a level 3 or above on the 2025-2026 Science Statewide Assessment and EOC assessment by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Schedule an opening of school Science data chat with Science grade 5 teachers and a separate opening of school Science data chat for teachers of grade 8 Science, Physical Science, and Biology with administration and Upper Academy Counselor. As a result of this Science data chat, teachers will gain a more thorough understanding of their students' reading ability that directly impacts students' Science achievement and utilizing the Science baseline data, teachers will gain insight on their students' level of understanding on Science standards that will guide instruction. Administration will monitor the impact of this action step through their presence during both Science data chats, focused walkthroughs and consistent review of Science district assessments on Performance Matters. Science teachers in grades K-8 will administer the district Science pre-test or baseline to gather data on students' current understanding of Science standards. As a result of this action step, Science teachers will gain invaluable insight on students' level of proficiency on Science standards that will help to guide instruction. Administration will monitor the impact of this action step by reviewing the

Science pre-test or baseline data on Performance Matters and continue to monitor through focused walkthroughs. Science teachers will follow the district pacing guide to administer and debrief topic and unit assessments. Teachers will utilize data from students' most recent topic assessments to target standards and questions to reteach. As a result of this action step, Science teachers will be able to gain a better understanding of students' proficiency on standards and guide instruction based on data. Administration will monitor the impact of this action step by reviewing the data on Performance Matters and continuing to monitor through focused walkthroughs.

Person responsible for monitoring outcome

Ariani Alen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:

The evidence-based intervention of Ongoing Progress Monitoring (OPM) was chosen because data findings show the need to strengthen Science proficiency and OPM allows teachers and administrators to track growth, identify gaps, and provide targeted interventions in real time. This evidence-based intervention ensures instruction is responsive to students' needs, increasing the likelihood of closing achievement gaps and raising overall Science performance. Implementing OPM is expected to improve individual student outcomes and Science achievement.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Opening of School Science Data Chat

Person Monitoring:

Ariani Alen

By When/Frequency:

September 26, 2025/Once

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

Schedule an opening of school Science data chat with Science grade 5 teachers and a separate opening of school Science data chat for teachers of grade 8 Science, Physical Science, and Biology

with administration and Upper Academy Counselor. As a result of this Science data chat, teachers will gain a more thorough understanding of their students' reading ability that directly impacts students' Science achievement and utilizing the Science baseline data, teachers will gain insight on their students' level of understanding on Science standards that will guide instruction. Administration will monitor the impact of this action step through their presence during both Science data chats, focused walkthroughs and consistent review of Science district assessments on Performance Matters.

Action Step #2

Science Pre-Test/Baseline Administration

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Once

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

Science teachers in grades K-8 will administer the district Science pre-test or baseline to gather data on students' current understanding of Science standards. As a result of this action step, Science teachers will gain invaluable insight on students' level of proficiency on Science standards that will help to guide instruction. Administration will monitor the impact of this action step by reviewing the Science pre-test or baseline data on Performance Matters and continue to monitor through focused walkthroughs.

Action Step #3

Administration and Debriefing of Science Topic and Unit Assessments

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Based on District Pacing Guide

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

Science teachers will follow the district pacing guide to administer and debrief topic and unit assessments. Teachers will utilize data from students' most recent topic assessments to target standards and questions to reteach. As a result of this action step, Science teachers will be able to gain a better understanding of students' proficiency on standards and guide instruction based on data. Administration will monitor the impact of this action step by reviewing the data on Performance Matters and continuing to monitor through focused walkthroughs.

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

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 the 2024-2025 Star Early Literacy and Star Reading data, 42% of kindergarten students scored below the 40th percentile, 38% of first grade students scored below the 40th percentile, and

50% of second graders scored below the 40th percentile. Based on the data, only second grade students which are now third grade students had 50% or more students scoring below the 40th percentile and with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the targeted element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies. According to the 2024-2025 FAST ELA, 38% of third grade students scored below a Level 3, 51% of fourth grade students scored below a Level 3, and 34% of fifth graders scored below a Level 3. Based on the data, only fourth grade students which are now fifth grade students had 50% or more students scoring below the 40th percentile; however, with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the Targeted Element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies.

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

According to the 2024-2025 Star Early Literacy and Star Reading data, 42% of kindergarten students scored below the 40th percentile, 38% of first grade students scored below the 40th percentile, and 50% of second graders scored below the 40th percentile. Based on the data, only second grade students which are now third grade students had 50% or more students scoring below the 40th percentile and with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the targeted element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies.

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

According to the 2024-2025 FAST ELA, 38% of third grade students scored below a Level 3, 51% of fourth grade students scored below a Level 3, and 34% of fifth graders scored below a Level 3. Based on the data, only fourth grade students which are now fifth grade students had 50% or more students scoring below the 40th percentile; however, with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the Targeted Element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies.

Grades K-2: Measurable Outcome(s)

With the implementation of the Targeted Element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies, our current Kindergarten students will demonstrate 51% proficiency, an additional 2% of students in first and second grade (for a total of 1-60% and 2-64%) will demonstrate proficiency by scoring at or above the 40th percentile on the

2025-2026 STAR Early Literacy or Reading assessment by May 2026.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Targeted Element of ELA required by RAISE and the evidence-based intervention of Before, During, and After (BDA) Reading Strategies, an additional 2% of students in grades 3-5 (for a total of 3-52%, 4-64%, and 5-51%) will demonstrate proficiency by scoring at or above a level 3 on the 2025-2026 FAST ELA PM3 assessment by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA teachers will attend a collaborative session meeting with our Media Specialist to discuss Before, During, and After (BDA) Reading Strategies to implement during reading instruction. As a result of this session, teachers will gain a better understanding of the Before, During, and After (BDA) Reading Strategy to implement in their classroom with fidelity. Administration will participate in the collaborative session to identify lookfors and monitor BDA Reading Strategies implementation during focused walkthroughs, provide timely and specific feedback, and track student Reading data. ELA teachers will implement Before, During, and After (BDA) Reading Strategies during whole group instruction after attending the collaborative session. Teachers will teach the BDA Reading Strategies explicitly, model the strategies, encourage use, and monitor and listen to evidence of strategy use by students. As a result, teachers will be able to equip students with reading strategies to implement to improve student reading achievement. Administration will conduct walkthroughs and observe BDA Reading Strategies implementation during whole group, provide timely and specific feedback, and track student Reading data. ELA teachers will implement Before, During, and After (BDA) Reading Strategies during small group instruction after attending the collaborative session. Teachers will reteach the BDA Reading Strategies explicitly, model the strategies, encourage use, and monitor and listen to evidence of strategy use by students in small group instruction. As a result, teachers will be able to monitor students' understanding and implementation of reading strategies more closely to improve student reading achievement. Administration will conduct walkthroughs and observe BDA Reading Strategies implementation during small group instruction, provide timely and specific feedback, and track student Reading data.

Person responsible for monitoring outcome

Ariani Alen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Rationale:

Before, During, and After (BDA) Reading Strategies were selected as the evidence-based intervention for students in grades K–5 because it scaffolds comprehension skill development, are developmentally appropriate and flexible, encourage active and independent reading, are backed by research, and support diverse learners. This comprehensive, adaptable approach ensures all students have access to the tools they need to become proficient, confident readers. Teachers will monitor using formative assessments and observations to monitor BDA Reading Strategies implementation and model and adjust instruction based on students' needs. Administration will conduct walkthroughs and observe BDA Reading Strategies implementation, provide timely and specific feedback, and track student Reading data.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Before, During, and After (BDA) Reading Strategies Collaborative Session

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Once

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

ELA teachers will attend a collaborative session meeting with our Media Specialist to discuss Before, During, and After (BDA) Reading Strategies to implement during reading instruction. As a result of this session, teachers will gain a better understanding of the Before, During, and After (BDA) Reading Strategy to implement in their classroom with fidelity. Administration will participate in the collaborative session to identify lookfors and monitor BDA Reading Strategies implementation during focused walkthroughs, provide timely and specific feedback, and track student Reading data.

Action Step #2

Whole Group Implementation of Before, During, and After (BDA) Reading Strategies

Person Monitoring:

Ariani Alen

By When/Frequency:

September 26, 2025/Daily

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

ELA teachers will implement Before, During, and After (BDA) Reading Strategies during whole group instruction after attending the collaborative session. Teachers will teach the BDA Reading Strategies explicitly, model the strategies, encourage use, and monitor and listen to evidence of strategy use by students. As a result, teachers will be able to equip students with reading strategies to implement to improve student reading achievement. Administration will conduct walkthroughs and observe BDA Reading Strategies implementation during whole group, provide timely and specific feedback, and track student Reading data.

Action Step #3

Small Group Implementation of Before, During, and After Reading Strategies

Person Monitoring:

Ariani Alen

By When/Frequency:

September 26, 2025/Daily

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

ELA teachers will implement Before, During, and After (BDA) Reading Strategies during small group instruction after attending the collaborative session. Teachers will reteach the BDA Reading Strategies explicitly, model the strategies, encourage use, and monitor and listen to evidence of strategy use by students in small group instruction. As a result, teachers will be able to monitor students' understanding and implementation of reading strategies more closely to improve student reading achievement. Administration will conduct walkthroughs and observe BDA Reading Strategies implementation during small group instruction, provide timely and specific feedback, and track student Reading data.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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 the 2024-2025 School Climate Survey results completed by students in grades 4-8 only 57% of students strongly agreed or agreed with the statement, "My teachers are interested in how I do in the future," as compared to 51% in the 2023-2024 school year. Although there was an increase in the past school year, it still remains an area we would like to focus on to help improve school culture with students, particularly students with multiple early warning signs. Based on the data and the identified contributing factors of many students not feeling teachers care about their future, we will

implement the Targeted Element of Multiple Early Warning Signs with a focus on Mentorship Programs.

Measurable Outcome

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

With the implementation of the Targeted Element of Multiple Early Warning Signs, an additional 5% (for a total of 62%) of students in grades 4-8 completing the School Climate Student Survey will strongly agree or agree with the statement, "My teachers are interested in how I do in the future," by May 2026. Each teacher will meet with their selected student at the beginning of the school year to establish goals and areas in need of improvement. Teachers will follow up with students to discuss progress towards goals. As a result, students and teachers will feel a stronger bond to our school; therefore, improving the overall school culture and helping students to feel cared for and supported in reaching their goals. Administration will monitor the implementation of the Success Squad Mentorship Program and provide teachers with guidelines, recommendations and timelines for initial mentor and student meeting to establish goals and follow-up.

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.

A student list will be generated based on the Early Warning System Indicators report and input from teachers and staff. Teachers will be provided the opportunity to select a student from the list to mentor for this school year that they have a previous connection with. As a result, many students will be paired up with a teacher that will mentor them throughout the school year to increase positive school culture while promoting student and staff connections where students feel teachers care about their future. Administration will provide the list to teachers and monitor that teachers are paired up with a student displaying early warning signs. Teachers will meet with their selected student at least once following the initial Success Squad Mentorship meeting in which goals were established to discuss and record the students' progress towards goals. As a result, students and teachers will feel a stronger bond to our school; therefore, improving the overall school culture and helping students to feel cared for and supported in reaching their goals. Administration will monitor the implementation of the Success Squad Mentorship Program and provide teachers with a form, recommendations, and minimal timelines for mentor and student meetings to follow up on goals.

Person responsible for monitoring outcome

Ariani Alen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Mentorship Programs refer to the implementation and maintenance of mentoring programs which may include: teacher to teacher, student to student, and teacher/staff to student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school.

Rationale:

The evidence-based strategy of Mentorship Programs was chosen to promote a positive school and culture environment and improve the student and staff relationship in terms of students feeling that teachers care about their future.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Success Squad Mentorship Program Student Selection

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Once

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

A student list will be generated based on the Early Warning System Indicators report and input from teachers and staff. Teachers will be provided the opportunity to select a student from the list to mentor for this school year that they have a previous connection with. As a result, many students will be paired up with a teacher that will mentor them throughout the school year to increase positive school culture while promoting student and staff connections where students feel teachers care about their future. Administration will provide the list to teachers and monitor that teachers are paired up with a student displaying early warning signs.

Action Step #2

Success Squad Mentorship Program Goals

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Once

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

Each teacher will meet with their selected student at the beginning of the school year to establish goals and areas in need of improvement. Teachers will follow up with students to discuss progress towards goals. As a result, students and teachers will feel a stronger bond to our school; therefore, improving the overall school culture and helping students to feel cared for and supported in reaching their goals. Administration will monitor the implementation of the Success Squad Mentorship Program

and provide teachers with guidelines, recommendations and timelines for initial mentor and student meeting to establish goals and follow up.

Action Step #3

Success Squad Mentoring

Person Monitoring:

Ariani Alen

By When/Frequency:

By September 26, 2025/Minimally Once

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

Teachers will meet with their selected student at least once following the initial Success Squad Mentorship meeting in which goals were established to discuss and record the students' progress towards goals. As a result, students and teachers will feel a stronger bond to our school; therefore, improving the overall school culture and helping students to feel cared for and supported in reaching their goals. Administration will monitor the implementation of the Success Squad Mentorship Program and provide teachers with a form, recommendations, and minimal timelines for mentor and student meetings to follow up on goals.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00