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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

Every child comes to our school with strengths and abilities. The staff of Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing... finding the intelligence... building character within our students... seeing each child as an individual with unique hopes, dreams, skills, and needs... "Nurture Every Child's Potential."

Provide the school's vision statement

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The staff at Ethel Koger Beckham K-8 Center will "Nurture Every Child's Potential." Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is "Nurturing Every Child's Potential."

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

Cecilia Sanchez

Position Title

Principal

Job Duties and Responsibilities

Our principal is focused on advancing student and staff learning. She leads the way in helping teachers provide rigorous, standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our school leader is committed to providing teachers quality feedback while following the Framework of Effective Instruction. During pre and post observation conferences, the principal is looking for a student-centered classroom where students are

challenged to think in cognitively complex ways.

Leadership Team Member #2

Employee's Name

Charity Paredes

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for implementing district and school policies, managing administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive climate for learning, including participation in the development and implementation of improvement plans and effectively communicating school objectives with all stakeholders.

Leadership Team Member #3

Employee's Name

Iliana Castillo

Position Title

PreK Teacher

Job Duties and Responsibilities

Dr. Castillo promotes and supports literacy throughout the school through 21st Century Learning Skills.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

Stakeholders are presented with SIP during development as well as throughout the school year to encourage feedback and contributions. All stakeholders, including parents, students, staff, and EESAC members meet during scheduled EESAC meetings and faculty meetings to discuss school progress as it pertains to the SIP. Grade level team and departments discuss the Areas of Focus as well as implementation steps to ensure compliance to the SIP.

SIP Monitoring

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

The SIP is reviewed during designated intervals. Feedback, to include student performance data, is requested from faculty and staff as well as other stakeholders. These results are compiled and discussed at EESAC meetings as well as faculty meetings. Student progress data is used to make necessary adjustments to the instructional program, resources provided, and support offered to promote high-quality instruction in the targeted areas.

D. Demographic Data

| | |
|--|---|
| 2024-25 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 |
| 2023-24 TITLE I SCHOOL STATUS | NO |
| 2023-24 MINORITY RATE | 99.0% |
| 2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE | 61.9% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024 | N/A |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL) |
| SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i> | 2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: |

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|---|---|---|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 0 | 5 | 0 | 4 | 1 | 1 | 3 | 6 | 3 | 23 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Course failure in English Language Arts (ELA) | 0 | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 1 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on statewide ELA assessment | | | | | 5 | 13 | 9 | 2 | 3 | 32 |
| Level 1 on statewide Math assessment | | | | | 0 | 6 | 4 | 1 | 2 | 13 |
| 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 | 2 | 7 | | | | | | 18 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 3 | 1 | 2 | 0 | | | | | 6 |

Current Year 2024-25

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 2 | 1 | 2 | 6 | 14 | 8 | 4 | 4 | 42 |

Current Year 2024-25

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

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

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|---|---|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 1 | 5 | 3 | 3 | 2 | 5 | 5 | 3 | 6 | 33 |
| One or more suspensions | | | | | | | | | | 0 |
| Course failure in ELA | | | 2 | | 1 | 5 | | | 1 | 9 |
| Course failure in Math | | 1 | | | 1 | 1 | 1 | | | 4 |
| Level 1 on statewide ELA assessment | | | | 2 | 5 | 13 | 3 | 7 | 3 | 33 |
| Level 1 on statewide Math assessment | | | | 2 | 4 | 13 | 3 | 2 | 3 | 27 |
| 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 | 5 | 5 | 10 | | | | | | 86 |

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 1 | 1 | 2 | 2 | 9 | 2 | 2 | 3 | 23 |

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

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 5 | 1 | 1 | 2 | | | | | | 9 |
| Students retained two or more times | | | | | | | | | | 0 |

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|--------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 87 | 65 | 58 | 82 | 61 | 53 | 87 | 62 | 55 |
| ELA Grade 3 Achievement ** | 91 | 63 | 59 | 86 | 58 | 56 | | | |
| ELA Learning Gains | 78 | 64 | 59 | | | | 77 | | |
| ELA Learning Gains Lowest 25% | 70 | 58 | 54 | | | | 75 | | |
| Math Achievement * | 87 | 68 | 59 | 83 | 63 | 55 | 82 | 51 | 42 |
| Math Learning Gains | 75 | 66 | 61 | | | | 73 | | |
| Math Learning Gains Lowest 25% | 82 | 63 | 56 | | | | 74 | | |
| Science Achievement * | 72 | 60 | 54 | 78 | 56 | 52 | 71 | 60 | 54 |
| Social Studies Achievement * | 94 | 79 | 72 | 93 | 77 | 68 | 96 | 68 | 59 |
| Graduation Rate | | 78 | 71 | | 76 | 74 | | 53 | 50 |
| Middle School Acceleration | 93 | 77 | 71 | 92 | 75 | 70 | 76 | 61 | 51 |
| College and Career Readiness | | 76 | 54 | | 73 | 53 | | 78 | 70 |
| ELP Progress | 73 | 64 | 59 | 74 | 62 | 55 | 78 | 75 | 70 |

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

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

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

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

| 2023-24 ESSA FPPI | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 82% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 902 |
| Total Components for the FPPI | 11 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 82% | 83% | 79% | 61% | | 75% | 78% |

* 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 | 70% | No | | |
| English Language Learners | 76% | No | | |
| Hispanic Students | 82% | No | | |
| Economically Disadvantaged Students | 79% | 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 | 47% | No | | |
| English Language Learners | 74% | No | | |
| Hispanic Students | 83% | 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% |
|-------------------------------------|--|---------------------------|--|--|
| Economically Disadvantaged Students | 79% | 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 | 68% | No | | |
| English Language Learners | 76% | No | | |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African American Students | | | | |
| Hispanic Students | 79% | No | | |
| Multiracial Students | | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| Pacific Islander Students | | | | |
| White Students | | | | |
| Economically Disadvantaged Students | 78% | 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 | 87% | 91% | 78% | 70% | 87% | 75% | 82% | 72% | 94% | 93% | | | 73% |
| Students With Disabilities | 66% | 83% | 69% | 63% | 68% | 75% | 76% | 45% | 87% | | | | 66% |
| English Language Learners | 82% | 93% | 75% | 67% | 84% | 74% | 76% | 58% | 79% | | | | 73% |
| Hispanic Students | 87% | 91% | 78% | 70% | 87% | 75% | 82% | 71% | 94% | 93% | | | 73% |
| Economically Disadvantaged Students | 84% | 91% | 75% | 72% | 81% | 70% | 80% | 59% | 94% | 93% | | | 68% |

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|-------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| All Students | 82% | 86% | | | 83% | | | 78% | 93% | 92% | | | 74% |
| Students With Disabilities | 52% | 36% | | | 65% | | | 39% | | | | | 45% |
| English Language Learners | 79% | 79% | | | 80% | | | 65% | | | | | 68% |
| Hispanic Students | 82% | 86% | | | 83% | | | 78% | 93% | 92% | | | 68% |
| Economically Disadvantaged Students | 75% | 88% | | | 79% | | | 67% | 88% | 80% | | | 75% |

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 | 87% | | 77% | 75% | 82% | 73% | 74% | 71% | 96% | 76% | | | 78% |
| Students With Disabilities | 63% | | 68% | 64% | 66% | 59% | 79% | 46% | 94% | | | | 71% |
| English Language Learners | 85% | | 75% | 71% | 85% | 75% | 80% | 63% | 89% | 60% | | | 78% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | | | | | | | | | | | | | |
| Hispanic Students | 87% | | 78% | 75% | 82% | 73% | 75% | 71% | 96% | 76% | | | 78% |
| Multiracial Students | | | | | | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 85% | | 76% | 75% | 80% | 71% | 74% | 68% | 97% | 73% | | | 76% |

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

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

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

| 2023-24 SPRING | | | | | | |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela | 3 | 86% | 56% | 30% | 55% | 31% |
| Ela | 4 | 77% | 55% | 22% | 53% | 24% |
| Ela | 5 | 78% | 56% | 22% | 55% | 23% |
| Ela | 6 | 88% | 57% | 31% | 54% | 34% |
| Ela | 7 | 90% | 55% | 35% | 50% | 40% |
| Ela | 8 | 91% | 54% | 37% | 51% | 40% |
| Math | 3 | 91% | 65% | 26% | 60% | 31% |
| Math | 4 | 85% | 62% | 23% | 58% | 27% |
| Math | 5 | 75% | 59% | 16% | 56% | 19% |
| Math | 6 | 88% | 60% | 28% | 56% | 32% |
| Math | 7 | 86% | 49% | 37% | 47% | 39% |
| Math | 8 | 57% | 58% | -1% | 54% | 3% |
| Science | 5 | 57% | 53% | 4% | 53% | 4% |
| Science | 8 | 80% | 42% | 38% | 45% | 35% |
| Civics | | 94% | 70% | 24% | 67% | 27% |
| Biology | | 100% | 70% | 30% | 67% | 33% |
| Algebra | | 94% | 55% | 39% | 50% | 44% |
| Geometry | | 95% | 56% | 39% | 52% | 43% |

| 2023-24 FALL | | | | | | |
|--------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | | | | | |

* 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?

After reviewing the Spring 2024 performance data, the data component that showed the most improvement was the area of ELA. Schoolwide ELA proficiency increased 5 percentage points, increasing from 82% proficient in 2023 to 87% proficient in 2024.

This success is attributed to ongoing professional development on B.E.S.T Standards and sharing best practices with grade levels, differentiated instruction during the school day to target specific areas in need of improvement and before/after school tutoring targeting our most fragile population. Extensive vertical articulation has taken place to enhance the preparedness of students as they move from one grade level to the next. Weekly grade level / department meetings focus on standards and the rigor necessary to ensure student acquisition of state benchmarks. Administrative / Teacher Data chats further the dialogue regarding student performance, student preparedness, and resources available. As needed, the administrative team provides support in the way of coaching to instructional staff, walk-throughs, and sharing of best practices to include content shared at ICAD's presented by the district.

Lowest Performance

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

After reviewing the Spring 2024 performance data, the data component that showed the lowest performance was the area of science. Student performance in the spring of 2023 was 78% proficient. In 2024, student performance was 72% proficient, which shows a decrease of 6 percentage points. Several factors contributed to the decline in science including pacing of required benchmarks and the challenges in implementing the recommended essential labs. Additionally, the inconsistent use of available ongoing progress monitoring assessments to support data driven instruction and remediation of skills not mastered were not consistently implemented which resulted in the decline.

Greatest Decline

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

After reviewing the Spring 2024 performance data, the only area that showed a decline from the

previous school year was science. Student performance in the spring of 2023 was 78% proficient in 2024, student performance was 72% proficient, which shows a decrease of 6 percentage points. As noted above in the lowest performance category, several factors contributed to the decline in science including pacing of required benchmarks, and the challenges in implementing the recommended essential labs. Additionally, the inconsistent use of available ongoing progress monitoring assessments to support data driven instruction and remediation of skills not mastered were not consistently implemented which resulted in the decline.

When further analyzing the data, the decrease of 6 percentage points noted a decrease in the schoolwide overall performance, however; when closely analyzing the two grade levels (fifth and eighth grade) , the grade demonstrating the greatest need for additional support is fifth grade. Fifth grade performance on the Spring 2024 science assessment was 57% proficient. Eighth grade performance on the Spring 2024 science assessment was 80% proficient.

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.

Ethel Koger Beckham K-8 Center outperformed the state in every category, however, when reviewing the data, schoolwide science performance data for fifth grade students at EKB performed four percentage points higher than the state average. Eighth grade students at EKB performed thirty five percentage points higher than the state average. The statewide average for science performance was 54% proficient. Schoolwide performance for science at EKB was 72% proficient. Students at Ethel Koger Beckham K-8 Center performed 18 percentage points higher than the state average.

EWS Areas of Concern

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

After reviewing the Early Warning Systems data, our greatest area of concern is ELA. Thirty two students scored a Level 1 on the statewide ELA assessment, including thirteen students in grade 5 indicating a need for intervention and monitoring of these students. Additionally, we had 23 students with 10 or more absences who will require additional support and resources.

Highest Priorities

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

Based on student performance data and Early Warning Systems data, a few priorities have been identified. For the 2024-2025 school year, our highest priority for the School Improvement Plan will be science for all students, with an emphasis on instruction in the elementary grades.

In addition to science, the leadership team at Ethel Koger Beckham K-8 Center will also focus on

students scoring in the lowest quartile on the ELA assessment as well as student attendance.

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 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 reviewing the Spring 2024 performance, overall proficiency was 72%. Science proficiency for students in grade 5 had the lowest proficiency level for all tested subjects. There was a 6 percentage point decrease when compared to the proficiency levels during the spring 2023 administration. Science has had the lowest proficiency for the last two years when compared to the other tested areas.

When reviewing the data, it is evident that several factors contributed to the decline in science, including pacing of required benchmarks, and lack of follow-through with the implementation of essential labs.

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.

During the spring 2024 administration, 72% of students scored at proficiency levels. Utilizing Ongoing Progress Monitoring via Performance Matters, students will demonstrate 75% proficiency with each quarterly/topic administration.

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.

Teachers, together with the leadership team, will participate in data chats to evaluate student progress and make necessary instructional decisions to ensure student mastery of instructional standards. Results from the data chats will provide direction for instruction and intervention, and provide leadership team with ways to support instructional staff.

Person responsible for monitoring outcome

Charity Paredes, Assistant Principal (305171@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:

The evidence-based intervention being implemented for this Area of Focus is Ongoing Progress Monitoring (OPM). The anticipated percent performance will be 75% of students demonstrating mastery on administered assessments.

Rationale:

Ongoing Progress Monitoring will empower students to set personal learning goals which will enable them to own their data and hold themselves accountable for their academic progress. Providing students with opportunities to be recognized for meeting their weekly/quarterly goals will encourage them to strive towards consistently meeting these goals.

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

Administration of District Ongoing Progress Monitoring Assessments

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Quarterly

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

Review of Ongoing Progress Monitoring data on Performance Matters to verify administration of assessment within the pacing guide recommended testing window and monitor student mastery of covered benchmarks.

Action Step #2

Essential Labs

Person Monitoring:

Charity Paredes

By When/Frequency:

September 29, 2024/Monthly

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

Exposing students to more opportunities to conduct essential labs will allow them to bridge the gap between application and theory. Walkthroughs will be conducted on a monthly basis and the focus will be the implementation of essential labs. Students will be able to apply the knowledge gained in the labs onto the district unit assessment.

Action Step #3

Interactive Science Journals

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Monthly

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

Students in all grade levels will create/maintain an authentic interactive science journal that is age appropriate. Monitoring the use of interactive journals will be done through walkthroughs.

Action Step #4

Generation Genius

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Bi-weekly

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

In order to continue the projected increase of proficient learners, student engagement will be monitored through IXL science for 5th grade and Generation Genius for 8th grade.

Action Step #5

Data Chats

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Bi-weekly

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

Conduct data chats for each grade level to monitor use of and implementation of programs to remediate student learning gaps through leveled resources.

Area of Focus #2

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 reviewing the Spring 2024 performance data, it was noted that ELA student performance of our lowest 25% subgroup made the least progress. Seventy percent of the students in the subgroup showed learning gains, indicating that 30% did not make learning gains. Of all identified subgroups, ELA students in the lowest quartile showed the most limited growth.

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.

Students will be given additional learning opportunities through i-Ready to increase reading proficiency as measured by i-Ready ongoing progress monitoring and diagnostic assessments. Students in this subgroup will demonstrate an increase of 3 percentage points by the spring 2025.

Monitoring

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

The leadership team will conduct quarterly data chats by grade levels and departments to monitor student progress of the lowest 25% utilizing iReady data. Teachers will conduct weekly updates, and will also conduct data chats with the students to encourage and motivate students to strive for higher reading performance and mastery of standards.

Person responsible for monitoring outcome

Charity Paredes, Assistant Principal (305171@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:

The evidence-based intervention being implemented for this Area of Focus is Ongoing Progress Monitoring (OPM). The anticipated percent increase after implementing evidenced-based interventions is 3 percentage points.

Rationale:

Ongoing Progress Monitoring will empower students to set personal learning goals which will enable them to own their data and hold themselves accountable for their academic progress. Providing students with opportunities to be recognized for meeting their weekly/quarterly goals will encourage them to strive towards consistently meeting these goals.

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

i-Ready Usage and Progress Monitoring

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

After each Diagnostic/OPM Assessment

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

Teachers will provide students with weekly updates on progress towards i-Ready usage and performance.

Action Step #2

Differentiated Instruction

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Quarterly

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

Utilizing information gained during data chat sessions, revisit and revise differentiated instruction plan to target students not meeting minimum standards in tested benchmarks, and enroll those students in Journey's tutoring program to provide additional support after school hours.

Action Step #3

Teacher/Student and Administrative Data Chats

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Quarterly

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

Teachers and admin will conduct data chats with students after each diagnostic. Progress monitoring assessments will be provided to monitor mastery and remediate as needed.

Action Step #4

Progress Monitoring Assessments

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Bi-weekly

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

Analyze biweekly/topic assessments to group students and remediate areas in need as well as use data gathered to enrich students at mastery.

Action Step #5

Magnetic small group

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Bi-weekly

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

Use teacher magnetic iReady book to provide Differentiated Instruction for students during independent practice to remediate and enrich as needed.

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 School Climate survey data, 77% of students expressed that they like going to school. This was a two percentage point increase in comparison to the 2023 school year, which is a favorable trend for student satisfaction.

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.

Students' response to wanting to attend school and feeling of the overall positive school climate during the 2024-2025 school year will be increased by two percentage points.

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.

School-wide ideas, activities, and interests will be recorded through monthly committee meetings to promote a positive school culture for students.

Person responsible for monitoring outcome

Charity Paredes, Assistant Principal (305171@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:

The evidenced-based intervention that will be implemented for this area of focus is Interactive Rewards/Incentives.

Rationale:

Continuing rewards/incentives for students is the practice in which a school expands on the number of people involved in making important decisions related to the school's organizations. Rewarding students for a variety of goals set forth ahead of time will increase the number of students who want to attend school on a regular basis.

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

Rewards

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Monthly

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

Develop a committee to organize monthly rewards and activities to incentivize a variety of school related components such as attendance, effort, completion of assignments.

Action Step #2

Committee Chairs

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Monthly

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

Committees will serve as liaisons to build school culture throughout various activities during the school year while allowing faculty to partake in team building activities in the process

Action Step #3

Values Matter

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Monthly

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

Promote values matter initiative and recognize students exemplifying core values during morning news and showcasing them in school bulletin board.

Action Step #4

Student Rewards

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Monthly

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

Provide students with opportunities to be recognized for academic achievement throughout the marking period and for completing their usage. Incentives will include awards assembly, free style Friday for citizenship and more.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Based on the data noted from the Early Warning System, our student population had a slight increase in overall attendance. During the 2022-2023 school year, overall attendance was 95.56%. During the 2023-2024 school year, overall attendance was 95.70 percent.

We will implement monthly student engagement activities and incentives in order to more significantly increase student daily attendance.

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.

The overall percentage of students in school during the 2024-2025 school year will increase by 2 percentage points.

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.

Through monthly attendance initiatives, we will track attendance trends and adjust accordingly. School personnel monitor attendance and make phone calls when students are absent. Students will be recognized quarterly during awards assemblies for their perfect attendance. Attendance raffles will be conducted during the morning announcements. Reward and incentive programs will be implemented schoolwide through the Attendance Initiatives.

Person responsible for monitoring outcome

Charity Paredes (305171@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:

The evidence based intervention that will be implemented for this area of focus is Attendance Initiatives.

Rationale:

Students will learn to adhere to guidelines and gain a sense of autonomy as they are acknowledged for their attendance weekly and/or quarterly. Attendance initiatives will assist in accelerating student proficiency and learning gains.

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

On a weekly basis, the attendance committee will gather the names of the students that were present

throughout the school week following the Attendance Initiative Plan.

Person Monitoring:

Charity Paredes (305171@dadeschools.net)

By When/Frequency:

Quarterly

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

On a quarterly basis, teachers will compile a list of students that met the goal of perfect attendance for that quarter and acknowledge them during the awards assembly.

Action Step #2

Attendance Raffle

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/Daily

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

On a daily basis, attendance committee will conduct a raffle during morning announcements and the name of one student that is present during that day will be called and recognized.

Action Step #3

Truant Students

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

September 27, 2024/As needed

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

Provide referral to social worker and mental health coordinator for students identified under truancy guidelines. Collaborate with families to offer resources to reduce early warning systems.

Action Step #4

Perfect Attendance

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Quarterly

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

On a quarterly basis, teachers will compile a list of students that met the goal of perfect attendance for that quarter and acknowledge them during the awards assembly.

Action Step #5

Monthly Homeroom Challenge

Person Monitoring:

Charity Paredes, Assistant Principal

By When/Frequency:

January 17, 2025/Monthly

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

On a monthly basis, the homeroom with the highest attendance percentage will be highlighted in morning announcements. Homeroom will also add a "petal" to the attendance bulletin board, with the name of their teacher for each month.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 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))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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