

Miami-Dade County Public Schools

DR. CARLOS J. FINLAY ELEM.



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

Provide the school's vision statement

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate, responsible, and productive citizens in a global society.

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

Madelyn Rodriguez

Position Title

Principal

Job Duties and Responsibilities

The principal monitors academic, behavior data and social emotional development as well as assist in monitoring and responding to the needs of subgroups. The principal monitors implementation of the SIP's action plans and their effectiveness. She will oversee day-to- day operations. As the school leader, the principal will handle disciplinary matters, manage the school's budget, and personnel matters. Email: madelynr@dadeschools.net

Leadership Team Member #2

Employee's Name

Elena Octala

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal monitors behavior data as well as student attendance, schedules and facilitates regular MTSS/Rtl meetings, ensures follow up of the SIP's action steps and allocates resources as needed. She ensures all ESE and ESOL compliance documents are in order and meet all requirements. Email: eoctala@dadeschools.net

Leadership Team Member #3

Employee's Name

Maria Bianca Alonso

Position Title

Teacher, K-12

Job Duties and Responsibilities

The ELL Compliance Specialist assists in monitoring and responding to the academic needs of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff and is our Florida International University liaison.

Email: mbalonso@dadeschools.net

Leadership Team Member #4

Employee's Name

Maria Escoto

Position Title

School Counselor

Job Duties and Responsibilities

The guidance counselor monitors behavior data, conducts intervention meetings for students identified through the MTSS process, provides support and resources for parents, gathers and data required for the Rtl process. Email: escoto@dadeschools.net

Leadership Team Member #5

Employee's Name

Yolanda Rubido

Position Title

Reading Liaison

Job Duties and Responsibilities

The instructional coach gathers and analyzes data to determine PD for faculty, assists in monitoring and responding to the needs of subgroups. She trains interventionists and oversees their performance as well as the effectiveness of the interventions being implemented. Email: 210511@dadeschools.net

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.

The School Leadership and Synergy Teams uses all available data to determine the school's areas in need of improvement. The areas of focus for Instructional Practice and Positive Culture and Environment are developed and aligned to the school's vision. Upon identification of these areas of focus, measurable action steps are created to contribute to the desired outcome.

SIP Monitoring

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

The SIP will be reviewed during EESAC and Leadership Team Meetings to ensure that the action steps are being implemented with fidelity. We will continue to monitor the effectiveness and application of the plan throughout the school year, making revisions as needed through Impact Reviews. We will ensure continuous improvement in all areas by including all major stakeholders in the implementation of our SIP. The Continuous Improvement Reflections are completed at the end of the school year and reviewed to analyze the efficacy of SIP implementation.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.4%
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: A

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	9	9	3	2	5	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	5	3	11	6					25
Course failure in Math	0	2	3	5	5	3	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	7	16	21	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	3	9	11	0	0	0	23
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	20	20	24						66
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	6	3	7	2					20

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	14	7	17	19	21	0	0	0	80

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	7	2	7	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	3	9	5	9	6	8				40
One or more suspensions										0
Course failure in ELA			2	3	3	1				9
Course failure in Math			1	3	4	3				11
Level 1 on statewide ELA assessment				2	20	25				47
Level 1 on statewide Math assessment					15	18				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	15	22	23						115

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3		1	2	15	17				38

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4		1	3	1					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 *	68	63	57	67	60	53	73	62	56
ELA Grade 3 Achievement **	59	63	58	75	60	53			
ELA Learning Gains	68	64	60				75		
ELA Learning Gains Lowest 25%	68	62	57				61		
Math Achievement *	78	69	62	73	66	59	75	58	50
Math Learning Gains	75	65	62				72		
Math Learning Gains Lowest 25%	71	58	52				70		
Science Achievement *	70	61	57	52	58	54	60	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	60	64	61	65	63	59	59		

*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 (FPI) 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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	617
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	68%	68%	52%		74%	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	55%	No		
English Language Learners	66%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	67%	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	39%	Yes	1	
English Language Learners	65%	No		
Hispanic Students	67%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Economically Disadvantaged Students

65%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

54%

No

English Language Learners

64%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

67%

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	67%	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	68%	59%	68%	68%	78%	75%	71%	70%					60%
Students With Disabilities	38%	30%	62%	69%	56%	79%	80%	44%					39%
English Language Learners	64%	57%	67%	67%	73%	77%	71%	58%					60%
Hispanic Students	67%	58%	67%	67%	77%	76%	70%	69%					60%
Economically Disadvantaged Students	65%	53%	65%	71%	78%	72%	73%	66%					59%

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	67%	75%			73%			52%					65%
Students With Disabilities	42%	59%			31%			15%					50%
English Language Learners	65%	75%			71%			44%					71%
Hispanic Students	66%	76%			72%			49%					71%
Economically Disadvantaged Students	60%	71%			72%			50%					72%

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	73%		75%	61%	75%	72%	70%	60%					59%
Students With Disabilities	48%		67%	63%	46%	70%	88%	14%					35%
English Language Learners	70%		72%	56%	69%	65%	68%	53%					59%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	72%		73%	61%	74%	71%	70%	59%					59%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	70%		74%	64%	73%	70%	68%	58%					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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	48%	56%	-8%	55%	-7%
Ela	4	60%	55%	5%	53%	7%
Ela	5	59%	56%	3%	55%	4%
Math	3	65%	65%	0%	60%	5%
Math	4	69%	62%	7%	58%	11%
Math	5	73%	59%	14%	56%	17%
Science	5	61%	53%	8%	53%	8%

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?

Our fifth grade Science scores demonstrated the greatest improvement with an increase of 18 percentage points when compared from 52% in 2022-2023 to 70% in 2023-2024. This increase can be attributed to push-in support during Science instruction, Science Interventions, regularly scheduled Science Labs and weekly Science Word announcements on morning announcements where a word was chosen, defined and examples/non-examples were provided schoolwide each week.

Lowest Performance

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

According to the 2024 FAST PM3 results, our lowest performing component was third grade ELA with 59% of students meeting proficiency. This may be attributed to the increased number of new enrollments and ESOL level 1 students in the grade.

Greatest Decline

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

The greatest decline indicated an decrease in scores in third grade FAST ELA from 75% in 2022-2023 to 59% in 2023-2024, of 16 percentage points. Contributing factors include a lack of foundational skills of new ELL students from other countries as well as students transferring from private schools.

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.

When compared to State proficiency levels, school data indicates that all tested subjects scored above State proficiency levels. School scores ranged between 1 and 19 percentage points above the State's proficiency levels. When analyzing third grade ELA scores on the 2024 FAST, our school performed only one percentage point above the state. This can be attributed to a lack of foundational skills of new ELL students enrolled throughout the 2023-2024 school year as well as new students

transferring from private schools.

EWS Areas of Concern

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

Early Warning Systems for the 2024-2025 school year indicate that there are 110 students with a Substantial Reading Deficiency which is an area of concern that will be addressed through daily interventions, before/after school tutoring and differentiated instruction. In addition, there are 20 students with a Substantial Math Deficiency which will be addressed through reteach lessons during small group instruction and before/after school tutoring.

Highest Priorities

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

1. Increase Third grade ELA Proficiency
2. Maintain Science Proficiency
3. Implementation of Interventions
4. Increase 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 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.

According to the 2024 FAST ELA PM3 for third grade, 59% of students were proficient, as compared to the state average of 58% and district average of 63%. In addition, this data point reflects a decrease of 8 percentage points from the 2023 FAST ELA for third grade. This indicates the greatest area of decline for the 2024 FAST assessment. Based on the data and the identified contributing factors of an increase enrollment of ELL level 1 and 2 students, we will implement the targeted element of ELA.

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 Data-Driven Instruction, 62% of the students will be proficient on the grade three ELA FAST by May, 2025 indicating a 3 percentage point increase.

Monitoring

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

The Administration will conduct quarterly data chats with third grade teachers to review and monitor student progress and academic needs in ELA. Third grade teachers and interventionists will analyze student data regularly during individual student data chats and grade level meetings. In addition, teachers will use formative data to determine mastery of skills taught. Administration will support teachers during grade level planning meetings as well as during walk-throughs to ensure that the use of data is prevalent during planning and instruction.

Person responsible for monitoring outcome

Madelyn Rodriguez, Principal; Elena Octala, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Through the implementation of Data-driven Instruction, teachers will routinely monitor student progress in order to identify areas in need of improvement and areas in which students have attained proficiency thereby increasing student achievement. Collected data will be analyzed to create fluid differentiated instructional groups to target the lowest performing benchmarks.

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

ELA Data Analysis

Person Monitoring:

Madelyn Rodriguez, Principal

By When/Frequency:

9/27/24

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

Third grade teachers will collect and analyze all available ELA student data on a bi-weekly basis to ensure that students' strengths and weaknesses are identified and therefore grouped effectively for differentiated instruction conducted in the classroom. Teachers will monitor student data for increases or decreases in benchmark proficiency. As a result groups will be focused and fluid to meet the students' individual needs.

Action Step #2

Administrative Data Chats

Person Monitoring:

Madelyn Rodriguez, Principal

By When/Frequency:

9/27/24

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

Administration will conduct Data Chats with third grade teachers to develop targeted instructional practices by analyzing FAST PM1 and I-Ready AP1 results in order to make instructional decisions that meet students' needs. Administration will analyze progress monitoring results and conduct walkthroughs to determine if adjustments in planning and instruction are needed. As a result students will achieve better results on classroom and diagnostic assessments.

Action Step #3

Differentiated Instruction

Person Monitoring:Madelyn Rodriguez, Principal; Elena Octala,
Assistant Principal**By When/Frequency:**

9/27/2024

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

Based on assessment results of the ELA lowest 25 percentile in third grade, students will be grouped by benchmark deficiencies for differentiated instruction. Groups will be monitored weekly to ensure students are making progress and demonstrating mastery of the benchmark. Data analysis will allow for fluidity based on teacher observation and assessment results. As a result, students will be placed in appropriate and effective groups for differentiated instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

According to the 2024 Statewide Science Assessment for fifth grade, 70% of students were proficient as compared to the state average of 52% and the district average of 61%. As a result of the data and the identified contributing factors of an increased enrollment in ELL level 1 and level 2 students and student readiness levels in Science, we will implement the targeted element of Science.

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 Flexible/Strategic Grouping, 71% of the students will be proficient on the 2025 grade five Statewide Science Assessment indicating a one percentage point increase from the 2024 Statewide Science Assessment.

Monitoring

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

Administration will monitor that flexible groupings are implemented and occurring with fidelity. Fifth grade teachers and interventionists will analyze student data regularly during individual student data chats and grade level meetings to identify areas for improvement and strategically plan for instructional groupings. Administration will conduct quarterly data chats with fifth grade teachers to review and monitor student progress and academic needs in Science.

Person responsible for monitoring outcome

Madelyn Rodriguez, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

The use of strategic grouping is an effective tool to support the various levels of learning. The teacher and/or student have the ability to address specific learning deficiencies in fluid groups while meeting the students' learning 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

Data Analysis

Person Monitoring:

Madelyn Rodriguez, Principal

By When/Frequency:

9/27/2024

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

During Data Chats, the administration and teachers will analyze the results of the Science Baseline Assessment in order to identify students' strengths and weaknesses in order to strategically plan for Science instruction. Results from Topic Assessments in Science will be monitored by classroom teachers and administration. As a result Science lesson plans will be focused on student needs.

Action Step #2

Push-In Support for Fifth Grade Classes**Person Monitoring:**

Madelyn Rodriguez, Principal

By When/Frequency:

9/27/2024

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

Administration will schedule daily push-in support to fifth grade Science classes to deliver targeted support of identified deficiencies to students. Science Topic assessment results will be monitored by the teacher to make informed plans for instruction for push-in support and ensure student progress. As a result students will show an increase in proficiency in Science standards.

Action Step #3

Super Skeeter Science Lab

Person Monitoring:

Madelyn Rodriguez, Principal

By When/Frequency:

9/27/2024

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

Administration will schedule weekly visits for fifth grade students to the Super Skeeter Science Lab. Students will work collaboratively in groups to conduct hands-on labs facilitated by the teacher and lab assistant. Teachers will monitor student's understanding of the scientific process through lab activities and Interactive Science Notebooks. As a result students will be able to apply the scientific process and increase their Science Topic and Mid-Year assessment scores.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale**

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

According to the 2024 FAST ELA PM3 data, students in grades three through five demonstrated a learning gain of one percentage point when compared to the 2023 FAST ELA PM3. Based on this data and the identified contributing factors of a high number of ESOL Level 1 and 2 students whose readiness levels limit their ability to master grade level tasks, we have chosen to address this area of limited increase. Through the effective implementation of Interventions, students will receive targeted instruction to remediate their weaknesses.

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 Reading Interventions, students in grades three through five will demonstrate an increase of five percentage points in proficiency from 68% on the 2024 FAST PM3 ELA to 73% on the 2025 FAST PM3 ELA.

Monitoring

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

Administration will review school data to ensure an upward trend in student achievement. Daily walk-throughs will be conducted to monitor effective ELA instruction during intervention periods. The Reading Liaison will review student work folders and logs with interventionists on a bi-weekly basis. On-going progress monitoring in i-Ready will be conducted with fidelity and results will be analyzed to modify instruction as appropriate.

Person responsible for monitoring outcome

Madelyn Rodriguez, Principal; Elena Octala, Assistant Principal; Yolanda Rubido, Reading Coach

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

Through the implementation of Intervention strategies, students in grades K-5 will receive intensive focused instruction in Reading. Tier 2 and Tier 3 students identified as being in need of additional support will be receive instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension.

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

Identification of Students in Need of Interventions

Person Monitoring:

Madelyn Rodriguez, Principal; Elena Octala, Assistant Principal; Yolanda Rubido, Reading Coach

By When/Frequency:

9/27/2024

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

The Administrative Team will meet prior to the beginning of the school year to review all pertinent student assessment data to identify the lowest 25 in Reading and students that have been retained. Sources of data will include but are not limited to 2024 FAST PM3, 2024 i-Ready AP2, 2024 FAST PM1 and 2024 i-Ready AP1. The identified students will be monitored through on-going progress monitoring and teacher observation. As a result intervention groups will be formed that include those students in need of focused, skill-based instruction.

Action Step #2

Training for Interventionists on the Horizons Elevate Program.

Person Monitoring:

Madelyn Rodriguez, Principal; Elena Octala, Assistant Principal; Yolanda Rubido, Reading Coach

By When/Frequency:

9/27/2024

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

Interventionists will be hired according to school needs and budget. Training will be conducted by the Reading Coach in the Horizons Elevate program as well as the use of the district pacing guides. Applicable materials by grade level will be provided to the Interventionists for successful implementation of the program. As a result interventionists will have the tools necessary to deliver a quality intervention program to identified students.

Action Step #3

Monitoring of Effective Implementation of Interventions

Person Monitoring:

Madelyn Rodriguez, Principal; Elena Octala, Assistant Principal; Yolanda Rubido, Reading Coach

By When/Frequency:

9/27/2024

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

The Reading Coach will provide daily support to Interventionists as needed, ensure fidelity to the pacing guide, monitor completion of student lessons as well as completion of student logs. Administration will meet with the Reading Coach and Interventionists to conduct routine debriefings of the students' progress to monitor effective implementation of the Intervention program. As a result, the interventionists will provide a quality program focused on individualized student needs that follows program specifics and the district's pacing guide.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to 2023-2024 Early Warning Indicators attendance data, there were 28 students that had attendance below 90%. Based on the data and the identified contributing factors of newly arrived students, we will implement the targeted element of Attendance Initiatives. Students who feel a sense of community and responsibility will be more compelled to come to school on a daily basis. This will increase attendance and incentivize both the individual student and the homeroom class to strive for perfect 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.

With the implementation of Strategic Attendance Initiatives, students with 90% or less attendance will decrease to 25 students by June 2025 when compared to 28 students in 2024, indicating a decrease of three students.

Monitoring

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

The Administration will schedule regular monitoring periods that will assist in a consistent review of attendance. Administration will also monitor attendance through phone calls, letters, Attendance Review Committee meetings and truancy interventions as appropriate.

Person responsible for monitoring outcome

Elena Octala, Assistant Principal; Maria Escoto, School Counselor

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

Through the implementation of various strategic attendance incentives and programs, students will feel accountable for attending school every day. Students who feel a sense of community and responsibility will more likely feel the need to come to school. This will increase with the use of incentives for both the individual student and the homeroom class.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Attendance Lottery

Person Monitoring:Madelyn Rodriguez, Principal; Elena Octala,
Assistant Principal**By When/Frequency:**

9/27/2024

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

Students will be selected at random during morning announcements. If the student is present at school they will receive a small prize of their choosing from a treasure chest. The clerical staff will ensure that students are receiving their prize on the day their name was called. As a result students will be incentivized to attend school and daily attendance rates will increase.

Action Step #2

Attendance Review Committee (ARC) Meetings

Person Monitoring:Elena Octala, Assistant Principal; Maria Escoto,
School Counselor**By When/Frequency:**

9/27/2024

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

Monthly ARC meetings will be scheduled with parents to discuss poor attendance, available resources, and parent accountability to reduce student absences. Parents will receive a letter inviting them to attend the meeting. An Attendance Contract and/or an Attendance Review Committee form will be completed. Students with a referral to the ARC will be monitored weekly via PowerBi reports. As a result parents and students will feel more accountable for their daily attendance.

Action Step #3

Picnic Attendance Incentive

Person Monitoring:Madelyn Rodriguez, Principal; Elena Octala,
Assistant Principal**By When/Frequency:**

9/27/2024

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

Classroom attendance will be monitored by the Assistant Principal through attendance bulletins and PowerBi reports. At the conclusion of each grading period classes in each grade level with the most days of perfect attendance will be announced on morning announcements. Students in the winning homerooms will be awarded a picnic with the administration including snacks and music. Picnic dates will be scheduled with each teacher and snacks will be coordinated with our PTA. As a result students will feel a collective effort to come to school everyday thereby increasing school attendance rates.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP is presented to all stakeholders during various meetings such as EESAC, Leadership Team Meetings, Faculty Meetings, and PTA Meetings. The areas of focus are explained and a rationale with corresponding data is provided along with the Action Steps that will be implemented to meet the school's goals. Additionally, a hard copy may be found in our main office and digitally on our school's website at www.cjfinlay.net/title-i/. Input and feedback from all stakeholders are welcome.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The Parent and Family Engagement Plan is a live document that supports the needs of our student's and their families. It is written collaboratively to ensure that the school's mission is fostered. Through the dedication of our PTA, a multitude of school events are offered for parents to attend with their child. Families enjoy attending events where a sense of community is fostered and parents have the opportunity to network and build relationships with other families while strengthening their own family bonds. It is our goal to extend our efforts to meet the needs and interests of all of our families. The Parental and Family Engagement Plan includes family activities and parent workshops in addition to providing numerous opportunities for parent-teacher communications. Our Parental and Family Engagement Plan (PFEP) can be found on our website at www.cjfinlay.net/title-i/.

Plans to Strengthen the Academic Program

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

The SIP is the guiding tool for the implementation of programs and actions that will lead to student achievement and an increase in student learning gains. Through the implementation of data-driven instruction for third grade students in ELA, strategic grouping for Science instruction, and evidenced-based intervention strategies related to school-wide interventions, our academic programs will be strengthened. Interventions that occur with fidelity provide students with additional learning opportunities that are focused on the student's explicit needs. This focused approach strengthens a student's foundational skills allowing for academic success.

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))

Our SIP is inclusive of all school programs such as Head Start. This federally funded program allocates two Head Start classrooms at our school. The program provides low income families with resources, assistance, workshops and support to manage their family's circumstances in order to limit the challenges students face at school. The Head Start Case Manager and School Administration work closely to develop a school program that will enhance and support the learning of the Head Start Preschool students to build their foundational skills for a successful future.

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))

Our Student Services team collaborates with administration and teachers to provide various services to our students, including but not limited to weekly Character Education lessons in grades K-5, Anti-Bullying lessons, Do the Right Thing program, individualized counseling sessions, Say Hello Week and Red Ribbon Week. Referrals to our Mental Health Coordinator are made as needed on a case by case basis. Our Mental Health Coordinator provides valuable counseling to students that are struggling with a particular issue or are distressed over recent events. Lastly, our School Social Worker provides additional support to parents and families through the referral to community agencies, shelters, and facilitating donations for families. The team's work allows students to learn how to identify emotions and coping mechanisms to avoid interference with their academic goals.

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))

Each year, the school hosts a Magnet Fair for fifth grade parents where neighborhood Magnet Schools are invited. During the fair, parents have the opportunity to visit various middle schools to assess the school that will meet the interests and needs of their child. This also allows parents to make an informed decision when selecting a Magnet School for their child. In addition, our school counselor schedules Career Week presenters and Truck Day for truck drivers of various companies to expose students to a multitude of career options. Our school counselor also schedules lessons with 5th grade students which include transition skills through scenarios, role play and Q & A sessions.

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)).

Student behaviors are addressed through the use of a Progressive Behavior System. Teachers have

established classroom rules and behavior management plans that reinforce positive behaviors. Negative behaviors may be addressed by informing the parent via phone calls, Class Dojo or written notes. In addition, loss of privileges, consequences, and a daily behavior report card are a few tools available to teachers. Students with persistent negative behaviors that interrupt instruction are referred to the school counselor or administration for referral to the RtIB process. As a result a FAB and BIP is developed to observe, analyze and monitor a student's actions and determine causes for their behavior and ways to anticipate them.

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)).

Each year the results from the Professional Learning Needs Assessment are analyzed to plan for Professional Learning that meets the interests and needs of our teachers. The PLST with the guidance of our Professional Learning Liaison schedule and propose sessions that are relevant to the needs of our school and address our SIP. Through these focused Professional Learning sessions we are able to develop teacher skills that immediately impact learning in the classroom. Our PLST Lead Mentor offers continuous support and feedback to new teachers through mentoring meetings in order to promote the retention of our teachers. Job-embedded training where new teachers are allowed to spend time in a veteran teacher's classroom is also provided to new teachers that need additional support.

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))

Through the Kindergarten Rock N' Enroll initiative our preschool students and their parents participate in an orientation where classroom tours are provided. They are also introduced to Kindergarten classrooms through in-house field trips. Kindergarten teachers read a book relevant to beginning Kindergarten and have classroom tours to show students each area of the classroom. The field trip also allows Kindergarten students to pair up with a preschool student and share their favorite things about being in Kindergarten. This event reduces the anxieties associated with a new environment and expectations. Teachers from our preschool classes also visit neighborhood preschools to speak with directors and teachers about the programs available at our school and encourage them to invite their parents to visit our school.

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