

Miami-Dade County Public Schools

**DR. CARLOS J. FINLAY ELEM.**



**2025-26 Schoolwide Improvement Plan**

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## School Board Approval

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

## SIP Authority

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

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

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The Department's SIP template meets:

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

## Purpose and Outline of the SIP

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

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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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, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Madelyn Rodriguez

madelynr@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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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.

## Leadership Team Member #2

### Employee's Name

Elena Octala

eoctala@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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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.

## Leadership Team Member #3

### Employee's Name

Maria Bianca Alonso

mbalonso@dadeschools.net

### Position Title

Teacher, K-12

### Job Duties and Responsibilities

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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.

## Leadership Team Member #4

### Employee's Name

Maria Escoto

escoto@dadeschools.net

### Position Title

School Counselor

### Job Duties and Responsibilities

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The school counselor monitors behavior data, conducts intervention meetings for students identified through the MTSS process, provides support and resources for parents and students, and gathers data required for the Rtl process.

## Leadership Team Member #5

### Employee's Name

Yolanda Rubido

210511@dadeschools.net

### Position Title

Reading Coach

### Job Duties and Responsibilities

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The reading liaison 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.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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The School Leadership and Synergy Team use 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.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>87.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	66	76	65	85	71	77				440
Absent 10% or more school days	0	9	7	3	2	5				26
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	5	2	10	6	0				23
Course failure in Math	0	2	2	5	5	3				17
Level 1 on statewide ELA assessment	0	0	0	11	15	13				39
Level 1 on statewide Math assessment	0	0	0	3	4	8				15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	3	7	20	18	20				84
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	3	1	2	0				10

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	7	5	18	17	15				64

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	7	2	6	0	2				19
Students retained two or more times	0	0	0	0	0	2				2

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		9	9	3	2	5				28
One or more suspensions										0
Course failure in English Language Arts (ELA)		5	3	11	6					25
Course failure in Math		2	3	5	5	3				18
Level 1 on statewide ELA assessment				7	16	21				44
Level 1 on statewide Math assessment				3	9	11				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

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

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

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

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	65	59	68	63	57	67	60	53
Grade 3 ELA Achievement	70	65	59	59	63	58	75	60	53
ELA Learning Gains	67	65	60	68	64	60			
ELA Lowest 25th Percentile	61	62	56	68	62	57			
Math Achievement*	83	72	64	78	69	62	73	66	59
Math Learning Gains	75	66	63	75	65	62			
Math Lowest 25th Percentile	68	59	51	71	58	52			
Science Achievement	73	63	58	70	61	57	52	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	66	63	60	64	61	65	63	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 (FPPi) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	637
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	69%	68%	68%	52%		74%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	68%	No		
Hispanic Students	71%	No		
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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	68%	70%	67%	61%	83%	75%	68%	73%					72%
Students With Disabilities	40%	23%	58%	50%	60%	63%	69%	53%					72%
English Language Learners	61%	54%	66%	58%	82%	76%	72%	71%					72%
Hispanic Students	68%	68%	68%	61%	83%	76%	68%	74%					72%
Economically Disadvantaged Students	60%	64%	63%	58%	81%	72%	70%	64%					73%



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%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	60%	7%	57%	10%
ELA	4	57%	59%	-2%	56%	1%
ELA	5	63%	60%	3%	56%	7%
Math	3	81%	69%	12%	63%	18%
Math	4	82%	68%	14%	62%	20%
Math	5	79%	62%	17%	57%	22%
Science	5	67%	56%	11%	55%	12%

### III. Planning for Improvement

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#### 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?

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Our school's grade three ELA Achievement indicates an increase of 11% when comparing results of the FAST PM3 of 59% in 2024 to 70% in 2025. Additional support from the ELA Department, classroom support and consistently monitoring grade level assessments led to this increase.

##### **Lowest Performance**

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

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Our lowest performing component was our ELA lowest 25th percentile with a proficiency level of 61% as indicated by the FAST PM3 in 2024. When compared to 68% on the FAST PM3 in 2024, this results in a decrease of seven percentage points. The influx of ELL students enrolled in the 2025-2025 school year may have contributed to the decrease in this component.

##### **Greatest Decline**

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

---

Our greatest decline is indicative of our scores for our lowest 25th percentile in ELA with a loss of seven percentage points from 68% in 2024 to 61% in 2025. Our school has selected this as an area of focus to address the needs of this vital demographic. This decline may be due to the increased enrollment of ELL students at our school and our students with disabilities who fell 28% below the ELA school average of 68%.

##### **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.

---

Our school surpassed the state averages in all data components. We performed only 5% above the state average on the ELA L25 component, with an average score of 61% compared to the state's average of 56%. In addition, FAST PM3 data indicates that this area decreased by seven percentage points from 68% in 2024 to 61% in 2025. Our school has identified the ELA L25 component as an area of focus and we believe that our grade 3-5 students with disabilities played a role in these results

scoring at 40% proficiency on the FAST ELA PM3.

**EWS Areas of Concern**

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

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Our schoolwide data reveals that 39 students in grades 3-5 scored a Level 1 on the 2025 FAST PM3 and is a significant area of concern for the school. A Level 1 score indicates that these students are performing well below grade-level expectations and lack the foundational reading skills necessary to comprehend grade-level texts. These students fall within our lowest 25th percentile and are included in our ELA L25 area of focus.

**Highest Priorities**

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

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1. ELA Lowest 25 Percentile
2. Math Lowest 25 Percentile
3. Science Achievement of Fifth Grade Students
4. ELA for Kindergarten Students
5. School-wide Behavior Plan

## 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

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

According to the 2025 FAST ELA results for the lowest 25 percentile of students in grades 3-5 and the identified contributing factors, we will implement the targeted element of Data Driven Instruction. This area of focus was identified as a crucial need based on the significant decrease in ELA L25 scores from the previous year. In 2024, our ELA L25 score for grades 3-5 was 68% when compared to 2025 results of 61% indicating a seven percentage point decrease. This decrease is a substantial loss, indicating a need for further development of ELA skills for this student population. Data driven instruction will be implemented to diagnose the root causes of the decline and create a responsive action plan to reverse the trend.

#### Measurable Outcome

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

In the 2025 academic year, 61% of L25 students in grades 3-5 demonstrated proficiency on the FAST ELA. Through the implementation of data-driven instruction, the students in grades 3-5 will achieve an increase of 2 percentage points, raising the overall proficiency rate for L25 students in grades 3-5 to 63% on the 2026 FAST ELA.

#### Monitoring

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

This area of focus will be monitored through administrative participation in grade-level planning and frequent data chats with our reading coach, grade 3-5 teachers and interventionists to ensure instructional planning and delivery are effectively addressing student needs. Ultimately, this strategy will ensure a more responsive and effective learning environment to reverse the decline in proficiency.

**Person responsible for monitoring outcome**

Madelyn Rodriguez, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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:**

Based on the provided data, a data-driven instructional approach is an effective intervention for this area of focus. This approach relies on a teacher's systematic use of student performance data to inform how they plan and deliver instruction. Teachers will continuously use assessments, analyze the results, and then take action to meet student needs. By using data to develop tools like Instructional Focus Calendars, teachers can pinpoint and target specific standards that students are struggling with, ensuring instruction is precise and effective. Ultimately, this approach will help close skill gaps and improve overall student outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

ELA Data Analysis and Identification of L25 Students

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/biweekly

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

The Leadership Team will meet prior the the beginning of the school year to review and analyze all available ELA student data for grades 3-5. Students who fall in the lowest 25 quartile will be identified. Data to be reviewed include but are not limited to 2025 FAST PM3 data, 2025 FAST PM1 data, i-Ready 2025 AP1 data, i-Ready historical data, and student grades. The identified students will be monitored through on-going progress monitoring, daily interventions and teacher observations. As a result students in the L25 subgroup will receive targeted, skills-based instruction.

**Action Step #2**

Implementation of Intervention Supports

**Person Monitoring:**

Yolanda Rubido, Reading Coach

**By When/Frequency:**

September 26/daily

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

To address the needs of L25 ELA students in grades 3-5, we will implement daily, 30-minute intervention groups. Using the Horizons Elevate program and district pacing guides. Instruction will target students' specific skill deficits. The reading coach will oversee the program to ensure its successful implementation.

**Action Step #3**

Monthly Data Chats

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/monthly

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

The administrative team will meet with the reading coach, teachers, and interventionists to monitor individual student progress. The team will ensure that students are progressing in their targeted area of instruction. Student progress monitoring data and classroom assessments will be reviewed and adjustments to instructional delivery and differentiated instruction will be made as necessary.

**Area of Focus #2**

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

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

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

The provided data points of the 2025 Statewide Science Assessment show a positive trend in science achievement, with a 3 percentage point increase from the 2024 Statewide Science Assessment of 70% to the 2025 assessment 73%. While this indicates improvement, the rationale for the school's area of focus is a targeted and proactive approach based on a deeper analysis of the data. The school has identified a crucial need to address the science proficiency of its current fifth-grade students, who have been identified as the weakest grade level in reading as indicated by the 24-25 ELA comparison. This approach aligns with research that supports the idea that improvements in reading skills can lead to better performance across various subjects, including science.

**Measurable Outcome**

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

Based on the provided information, the school's measurable outcome is to increase the percentage of fifth-grade students who score proficient or higher on the 2026 Statewide Science Assessment by



one percentage point. This goal is data-based and objective, directly tying to the prior year's performance.

### **Monitoring**

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

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Monitoring will involve regular data chats by administration with fifth grade teachers to review quarterly assessments. Areas in need of improvement will be identified and teachers will strategically plan for instructional modifications in delivery and reteaching as necessary. In addition, scheduling of weekly visits for fifth grade students in our hands-on Skeeter Science Lab will provide time to reinforce classroom instruction and move from abstract to concrete learning. Push-in support by staff will offer differentiated instruction using additional resources.

### **Person responsible for monitoring outcome**

Madelyn Rodriguez, Principal

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

#### **Rationale:**

The Gradual Release of Responsibilities Model (GRRM) is a pedagogical approach that scaffolds student learning, making it particularly effective for increasing science achievement. The rationale behind using this model is that it systematically shifts the cognitive load from the teacher to the student, ensuring a deep understanding of scientific concepts. By beginning with explicit instruction ("I do"), teachers model complex scientific processes, like conducting an experiment or analyzing data. This is followed by collaborative practice ("We do" and "They do"), where students can apply their new knowledge with guidance and peer support. Finally, students are tasked with demonstrating their mastery independently ("You do"), reinforcing their learning and building confidence in their scientific abilities. This structured progression helps students internalize scientific methods and principles, leading to improved performance.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Data Analysis of Science Assessments

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/biweekly

**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**

Scheduling of Visits for Fifth Grade Students to the Skeeter Science Lab

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/weekly

**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

**Action Step #3**

Delivery of Science Interventions for Fifth Grade Students

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/weekly

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

Administration will schedule weekly pull-out support to fifth grade Science classes to deliver targeted differentiated lessons to address deficiencies. Science Topic assessment results will be monitored by the teacher to make informed plans for instruction for pull-out support and ensure student progress.

**Area of Focus #3**

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

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

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

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Based on state ELA data, 51% of kindergarten students performed below proficient, a first for our school. This signals an urgent need to improve foundational reading skills for our youngest learners. This need is further compounded by a significant increase in English Language Learners (ELLs), many of whom are entering school for the first time. This demographic shift requires a targeted approach to build the essential skills these students need for literacy and vocabulary development.

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

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#### **Instructional Practice: Explicit and Systematic Phonics Instruction**

The instructional practice we are focusing on is explicit and systematic phonics instruction, a method that directly teaches students letter-sound relationships. This is crucial for English Language Learners (ELLs), providing them with a structured way to decode new words and expand their vocabulary. By mastering these foundational skills, ELLs can more effectively focus on comprehension. A targeted, systematic approach will help these students build the essential skills they need for literacy and vocabulary development.

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

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#### **Instructional Practice: Vocabulary Development and Text Comprehension**

The instructional practice for grades 3-5 is a focused approach on vocabulary development and text comprehension strategies. This is crucial as students transition from learning to read to reading to learn. A strong vocabulary and mastery of comprehension skills are essential for engaging with complex grade-level content across all subjects. This practice was identified as a critical need after data showed a seven percentage point decrease in ELA L25 proficiency on the 2025 FAST ELA. By directly addressing these areas, we can help students meet proficiency standards and reverse this concerning trend.

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### **Grades K-2: Measurable Outcome(s)**

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#### **Measurable Outcomes**

The school will achieve an increase in ELA proficiency across grades K-2, as measured by state FAST/STAR data. In kindergarten, we will increase proficiency from 49% in 2025 to a goal of 52% in 2026 as indicated on the 2026 FAST/STAR PM3 assessment. First grade will see an increase of 51% on the 2025 FAST/STAR to a goal of 53% proficient on the 2026 FAST/STAR PM3 assessment. Finally, second grade will improve from a score of 54% proficient on the 2025 FAST/STAR to a goal of

56% proficiency as measured by the 2026 FAST/STAR PM3 results. These specific, data-driven targets represent an immediate and focused effort to improve foundational reading skills in each grade level.

### **Grades 3-5: Measurable Outcome(s)**

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#### **Measurable Outcomes**

The school will increase ELA proficiency for students in grades 3-5, with specific, data-driven targets for each grade level. Our goal for 3rd grade is to increase proficiency from 67% in 2025 to 69% in 2026 on the FAST PM3. In 4th grade, we aim to improve proficiency from 57% in 2025 to 60% on the 2026 FAST PM3. Finally, our 5th grade target is to raise proficiency from 63% in 2025 to 65% on PM3 of the FAST. These measurable outcomes will be a key indicator of our success in implementing targeted instructional practices.

#### **Monitoring**

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

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Monitoring implementation and progress will be monitored through consistent review of data, including but not limited to progress monitoring results, and formative, diagnostic, and classroom assessments. In order to monitor effective planning, administration will actively participate in grade level planning sessions as well as walk-throughs. In addition, the reading coach will monitor the attendance and effective implementation by America Reads tutors.

#### **Person responsible for monitoring outcome**

Madelyn Rodriguez, Principal

#### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary

strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

**Rationale:**

The BDA (Before, During, After) reading strategy provides a structured and scaffolded approach that is ideal for introducing early literacy skills to Kindergarten students. Before reading, students are guided to preview the book and make predictions, which activates their prior knowledge and sets a purpose for listening or reading. During reading, teachers can model active engagement by pointing to words, asking questions, and discussing illustrations, helping students connect the spoken word to the printed text. After reading, students retell the story or answer simple questions, which reinforces their comprehension and recall. This systematic process breaks down reading into manageable, explicit steps, building a foundational understanding of what it means to be a strategic reader and fostering a love for books.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Literacy Leadership - Data Analysis

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/once

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

To effectively support kindergarten ELA, administration and the Leadership Team will analyze FAST PM1 and i-Ready AP1 data. By reviewing these key assessments, the team will identify specific areas of need and determine which strategies will best improve instructional delivery. The team will then create a targeted instructional plan to provide clear guidance and support to teachers, ensuring students get the help they need to succeed.

**Action Step #2**

Literacy Coaching - Attendance by Reading Coach at Grade Level Planning Meetings

**Person Monitoring:**

Yolanda Rubido, Reading Coach

**By When/Frequency:**

September 26/biweekly

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

To ensure the successful implementation of effective strategies, the reading coach will attend biweekly grade-level planning meetings. These meetings will focus on monitoring the planning and use of strategies like BDA (Before, During, After) reading. They will also review classroom assessments to track student progress and ensure teachers are making informed adjustments. This

support will empower teachers to create logical, timely, and highly effective plans that directly support student learning and lead to improved outcomes.

### **Action Step #3**

Assessment - Administration and Analysis of Formative and Summative Assessments

#### **Person Monitoring:**

Madelyn Rodriguez, Reading Coach

#### **By When/Frequency:**

September 26/biweekly

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

Teachers will administer and analyze both formative and summative assessments to inform instructional decisions. This practice allows educators to identify student strengths and weaknesses in real-time, enabling them to adjust lessons and provide targeted reteaching. By using this continuous feedback loop, we can ensure that instruction is responsive to student needs, ultimately increasing achievement on key benchmarks.

### **Action Step #4**

Professional Development - Attendance at monthly ELA iCADS

#### **Person Monitoring:**

Madelyn Rodriguez, Principal

#### **By When/Frequency:**

September 26/monthly

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

Administration will support teacher development by having them attend monthly ELA iCADs meetings. These meetings will serve as a professional learning community where teachers can acquire new resources and strategies to enhance their instructional delivery. This ensures educators are equipped with the skills and tools necessary to explicitly use key resources to improve student outcomes.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

#### **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.

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Based on student results of the 2024-2025 School Climate Survey, 56% of students were in agreement with the statement, "Students in my school usually follow school rules." This percentage of students is a clear indication that a school-wide behavior plan needed to be implemented. A Positive Behavior and Intervention System (PBIS) framework provides a proactive and consistent approach to creating a positive school climate for all students. By establishing and explicitly teaching clear behavioral expectations, staff and students develop a shared language and understanding of what is expected in every school setting. This is crucial for ensuring that all students feel they are treated fairly through positive reinforcement and recognizing students for meeting expectations.



**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.

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Our measurable outcome for implementing PBIS school-wide is to reduce office discipline referrals by 20% by the end of the school year. We will use our school's existing discipline tracking system to monitor monthly referral data, with the goal of seeing a consistent downward trend in disruptive behaviors.

**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.

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The PBIS implementation will be monitored by our leadership team to analyze our discipline tracking data regularly. This ongoing monitoring is key to improving student achievement, as fewer disruptions mean more instructional time in the classroom. Ultimately, a more positive school climate directly contributes to improved academic performance for all students.

**Person responsible for monitoring outcome**

Madelyn Rodriguez, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

**Rationale:**

A Positive Behavior and Intervention System (PBIS) is being implemented to address a fundamental shift from a reactive to a proactive approach to school discipline. This framework provides a consistent and predictable system for all students and staff. Instead of simply reacting to misbehavior, PBIS teaches and reinforces positive behaviors. This is crucial for creating a positive school climate that reduces disruptions and increases time spent on instruction. Ultimately, by fostering a more supportive and orderly environment, PBIS improves student engagement and academic outcomes for the entire school community.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Establish a School-wide PBIS Leadership Team

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/once

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

A dedicated leadership team is foundational to a successful PBIS implementation. This team, composed of administrators, teachers, and support staff, provides the structure, vision, and sustained commitment needed to guide the initiative, ensure staff buy-in, and manage the long-term plan. As a result, the plan will effectively serve the students of our school.

**Action Step #2**

Develop and Explicitly Teach School-wide Behavioral Expectations

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/once

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

Administration and the school counselor will conduct grade level assemblies to review the Code of Student Conduct, set expectations for behavior, and discuss incentives that could be earned for positive behavior. This will provide clear communication of the PBIS and students will understand the importance of following rules in all areas of the school.

**Action Step #3**

Create and Establish a School-wide Positive Behavior and Intervention System

**Person Monitoring:**

Madelyn Rodriguez, Principal

**By When/Frequency:**

September 26/weekly

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

The PBIS Leadership team will establish a comprehensive school-wide behavior system that clearly defines student expectations, school rules, consequences, and incentives. This system is designed to create a positive school climate by consistently recognizing and rewarding desired behaviors, which motivates students to follow school rules. The school will monitor the impact by regularly analyzing office discipline referral data, with a goal to reduce referrals by 20% by the end of the year. This ongoing monitoring ensures the system is effectively reducing misbehavior and maximizing valuable instructional time.



## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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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 rational 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/](http://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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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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/](http://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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 ELA L25 students, Gradual Release of Responsibility Model for Science and Beginning, During and After (BDA) Reading strategies for Kindergarten students, 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 this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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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. § 6314(b)(7)(A)(iii)(III), ESEA Section

1114(b)(7)(A)(iii)(III)).

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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 or 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 RtI/B 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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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 invited 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

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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