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## School Board Approval

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

## SIP Authority

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

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

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

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

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### A. School Mission and Vision

#### Provide the school's mission statement

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Sylvania Heights Elementary empowers our students to become lifelong learners and responsible citizens by promoting collaboration, focusing on critical thinking, fostering independence, and applying our four "R" value system: Rights, Rules, Responsibility, and Respect to everything we do.

#### Provide the school's vision statement

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Sylvania Heights Elementary is committed to the premise that our students will learn and achieve their maximum academic potential by providing educational excellence for all.

### 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

Amor Reyes

##### Position Title

Principal

##### Job Duties and Responsibilities

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Ensure state and district academic policies and implementation of curriculum are followed. Support teachers to maximize their teaching potential. Ensure school environment is safe for students, faculty, and staff. Establish a common vision for the implementation of data- driven instruction and the use of data-based decision-making. Ascertain that the School Leadership Team is implementing the MTSS process and ensures implementation of intervention support and the maintenance of all documentation. Secure adequate professional development to support MTSS implementation and communicates with staff and parents regarding school based MTSS plans and activities.

#### Leadership Team Member #2

##### Employee's Name

Lizette Blanco

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aides the principal in the supervision of the MTSS process and its implementation. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school based MTSS plans and activities.

**Leadership Team Member #3**

**Employee's Name**

Iris Martell

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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Provide essential leadership for the school's research-based curriculum programs. Deliver professional development to support the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data to identify systematic pattern of student need while working with district/region/ school personnel to develop appropriate intervention strategies. Assist with the school's screening process to provide intervening services for children considered "at risk". Facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

**Leadership Team Member #4**

**Employee's Name**

Denise Alfaro

**Position Title**

Teacher, K-6

**Job Duties and Responsibilities**

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Provides essential professional development to train instructional staff in technology integration across the curriculum to improve student achievement. Aides the principal in the supervision of the MTSS process and its implementation. Analyze current data to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies.

## **Leadership Team Member #5**

### **Employee's Name**

Veronica Cela

### **Position Title**

Teacher, K-6

### **Job Duties and Responsibilities**

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Provide information about core instruction. Participate in student data collection and deliver Tier 1 and Tier 2 instruction/ intervention. Collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities.

## 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.*

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At the end of the 2023-2024 school year, students and parents completed a School Climate Survey to voice their opinions on different areas of school culture. At the same time, all instructional staff completed a Professional development needs survey. Additionally, the leadership team completed the review of the end-of-year SIP and the information gathered was presented to the staff and the EESAC committee. At both meetings team members were allowed to provide input. During the month of July, the PLST team participated in Synergy where strategic planning was done and Phase I and II of the SIP was completed. During the opening of school meeting, the first two phases of the SIP will be presented to staff and following that will be presented at the first EESAC meeting.

### 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))

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Grade levels will meet weekly and review available data to make instructional decisions. The leadership team will meet to analyze and conduct data chats with teachers. After each phase of the SIP the PLST team will meet to evaluate the strategies being implemented and the available data. Changes will be made as needed on the SIP and new strategies will be added.



## D. Demographic Data

<b>2024-25 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>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>96.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>94.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 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) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20:</b>

## 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	12	11	5	3				40
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	5	5	2	3				15
Course failure in Math	0	0	6	2	2	4				14
Level 1 on statewide ELA assessment	0	0	0	5	13	16				34
Level 1 on statewide Math assessment	0	0	0	3	2	9				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	19	37	38						94
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	7	14	2					29

#### 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	0	6	13	24	15	17				75

#### 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	0	0	1	5	0	0				6
Students retained two or more times				1						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	18	13	5	7	7	1				51
One or more suspensions										0
Course failure in ELA		9	2	9	8					28
Course failure in Math		10	1	2	5	2				20
Level 1 on statewide ELA assessment				7	14	21				42
Level 1 on statewide Math assessment				5	12	16				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)		17	28	27						120

**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		2	5	7	12	16				42

**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		2		7						9
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

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 *	67	63	57	61	60	53	66	62	56
ELA Grade 3 Achievement **	66	63	58	57	60	53			
ELA Learning Gains	69	64	60				72		
ELA Learning Gains Lowest 25%	58	62	57				62		
Math Achievement *	76	69	62	72	66	59	71	58	50
Math Learning Gains	60	65	62				72		
Math Learning Gains Lowest 25%	57	58	52				79		
Science Achievement *	56	61	57	51	58	54	59	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	63	64	61	57	63	59	50		

\*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	572
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
64%	61%	66%	48%		60%	68%

\* 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	48%	No		
English Language Learners	62%	No		
Hispanic Students	64%	No		
Economically Disadvantaged Students	61%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	57%	No		
Hispanic Students	61%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

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

62%

No

**2021-22 ESSA SUBGROUP DATA SUMMARY**

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

47%

No

English Language Learners

62%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

66%

No

Multiracial Students

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	65%	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	67%	66%	69%	58%	76%	60%	57%	56%					63%
Students With Disabilities	33%	36%	55%	53%	54%	68%	63%	20%					51%
English Language Learners	62%	49%	70%	58%	75%	63%	60%	57%					63%
Hispanic Students	66%	66%	70%	57%	75%	61%	59%	55%					64%
Economically Disadvantaged Students	63%	61%	68%	53%	77%	59%	53%	56%					62%

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	61%	57%			72%			51%					57%
Students With Disabilities	33%	30%			41%								37%
English Language Learners	55%	55%			70%			41%					66%
Hispanic Students	60%	55%			72%			50%					67%
Economically Disadvantaged Students	61%	63%			73%			48%					63%

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	66%		72%	62%	71%	72%	79%	59%					50%
Students With Disabilities	32%		47%	50%	42%	53%		50%					52%
English Language Learners	60%		69%	60%	68%	69%	74%	44%					50%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	66%		72%	62%	70%	72%	79%	59%					49%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	62%		72%	68%	68%	70%	75%	57%					48%

## 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	55%	56%	-1%	55%	0%
Ela	4	61%	55%	6%	53%	8%
Ela	5	60%	56%	4%	55%	5%
Math	3	76%	65%	11%	60%	16%
Math	4	73%	62%	11%	58%	15%
Math	5	57%	59%	-2%	56%	1%
Science	5	49%	53%	-4%	53%	-4%

### 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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The area that demonstrated the greatest gains was ELA. During the 2022-2023 school year 61% of students were proficient as compared to 66% during the 2023-2024 school year. Some contributing factors for gains were teachers participating in monthly ICADS, collaborative planning with the Reading Coach, identifying bubble students and providing them intervention by resources teachers and continuous monitoring of i-Ready usage by administration.

##### **Lowest Performance**

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

---

The area in which our school scored lowest in was Science with 56% proficiency. Although we increased from the 2022-2023 school year, Science continues to be an area of concern. The main contributing factor to the low performance is that prior grade levels do not emphasize Science as much as other tested areas. Students arrive in 5th grade lacking Science standards that were taught in lower grade levels and the 5th grade teachers find themselves playing catch up.

##### **Greatest Decline**

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

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The data component that showed the greatest decline when compared to the previous school year would be our first-grade students. 55% of our students in first grade scored below the 40th percentile. The factor that heavily contributed to this decline is our high ELL population. Of the 83 students tested 58 students are ELL students. Of those 58 students, 34 of them are ELL levels 1 or 2 less than 2 years.

##### **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.

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The data component with the greatest gap when compared to the state is ELA. Our school has a high ELL population that struggles with reading English. In addition, our high ESE population that are

on standard curriculum also have difficulties with meeting ELA standards since many of them are working significantly below grade level.

**EWS Areas of Concern**

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

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The main area of concern for EWS is student attendance. Our school continues to have significant number of students with excessive absences.

**Highest Priorities**

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

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1. ELA Proficiency
2. Science
3. ELA Lowest 25
4. Math Lowest 25
5. 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 required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

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

According to the 2023-2024 FAST PM 3 data, 55% of our students in first grade scored below the 40th percentile. 83 first graders were tested and of those 83 students, 58 are ELL students. Of those 58 students, 34 of them are ELL levels 1 or 2 less than 2 years. Based on the data and identified contributing factors of high number of ELL students and ESE students, we will implement the Targeted Element of ELA.

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

Based on the PM3 STAR data for the 2023-2024 school year, the number of students scoring below the 40th percentile in kindergarten were 34%, 55% in 1st grade and 46% in 2nd grade. Based on the data, students' readiness level to master grade level standards in ELA are impacted.

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

Based on the PM3 FAST data for the 2023-2024 school year, the number of students scoring below Level 3 were 41% in 3rd grade, 41% in 4th grade and 37% in 5th grade. Based on the data, students' readiness level to master grade level standards in ELA are impacted.

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

At least 5% of K-2 students demonstrating a lack of proficiency, will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready data during the 2024-2025 school year. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

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

At least 3% of grades 3-5 students demonstrating a lack of proficiency will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready data. A focus will be placed on Standards Based Collaborative Planning to address this critical need.

**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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Ongoing data chats will be conducted to review progress monitoring data. Classroom walkthroughs will be conducted by administration to monitor ELA instruction. Student proficiency will be monitored by the use of weekly formal and informal assessments, progress monitoring assessments, and i-Ready assessments. The Reading Coach and teachers will meet weekly during collaborative planning to make data-driven instructional decisions.

**Person responsible for monitoring outcome**

Amor Reyes, 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:**

When teachers use data to make instructional decisions, instruction will be targeted and individual student needs will be met. If teachers are making data-driven decisions and instruction is targeted, ELA proficiency will increase.

**Rationale:**

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.

**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**

Intervention

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

**step:**

August 14 - September 27: Teachers will identify Tier 2 and Tier 3 students based on the FAST PM 3 data. As a result, an intervention schedule will be developed to provide reading interventions.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Iris Martell, Reading Coach

**By When/Frequency:**

September 27, 2024

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

August 14 - September 27: Weekly collaborative planning schedule will be developed. As a result, teachers will plan collaboratively with the reading coach each week.

**Action Step #3**

Analyze Data

**Person Monitoring:**

Iris Martell, Reading Coach

**By When/Frequency:**

September 27, 2024

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

August 14 - September 27: Teachers will analyze FAST PM 3 data. As a result, teachers will be able to create differentiated instruction groups to meet the needs of all learners.

**Action Step #4**

Differentiated Instruction

**Person Monitoring:**

Iris Martell, Reading Coach

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: K-2 teachers will use From Phonics to Reading during DI. As a result, students foundational phonics skills will be reinforced.

**Action Step #5**

Differentiated Instruction

**Person Monitoring:**

Iris Martell, Reading Coach

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: 3-5 teachers will use “Magnetic Reading” or i-Ready Scaffolded Lessons during DI. As a result, students comprehension skills will be reinforced.

**Action Step #6**

Differentiated Instruction

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: Grade 3-5 teachers will use Common Lit during DI. As a result, students comprehension skills will be reinforced.

### **Action Step #7**

Differentiated Instruction

#### **Person Monitoring:**

Iris Martell, Reading Coach

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

May 23, 2025

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

February 3, 2025 - May 23, 2025: Grades K-2 will use IXL during DI. As a result, instruction will be standard aligned.

### **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.

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According to the 2023-2024 Statewide Science Assessment, 56% of students were proficient in 5th grade Science as compared to our 2022-2023 Science proficiency data of 52%. This demonstrates an increase of 4 percentage points in the area of Science. Based on the data and identified contributing factors of high number of ELL students and lack of consistent instruction of Science in the primary grades 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 the Targeted Element of Science with a focus on providing hands on learning, Science proficiency in grade 5 will increase four percentage points as evidenced on Statewide Science Assessment by June 2025.

##### **Monitoring**

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

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Topic assessment data will be monitored by teachers and administration to ensure mastery of science standards.

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

Amor Reyes, 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:**

When teachers use data to make instructional decisions, instruction will be targeted and individual student needs will be met. If teachers are making data-driven decisions and instruction is targeted, Science proficiency will increase.

**Rationale:**

Our expected outcome as a result of implementing this intervention is our 5th grade Science proficiency will increase.

**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**

Science

**Person Monitoring:**

Denise Alfaro, Science Liaison & Teacher

**By When/Frequency:**

September 27, 2024

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

During the district mandatory professional learning day, our Science Liaison will work together with teachers across all grades and analyze standards tested in each grade level. As a result, all Science teachers will be highly encouraged to attend Professional Development courses directly related to the science curriculum/standards.

**Action Step #2**

Essential Labs

**Person Monitoring:**

Densie Alfaro, Science Liaison & Teacher

**By When/Frequency:**

September 27, 2024

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

During the district mandatory professional development day, the Science Liaison will review the teacher essential lab manual and walk teachers through a properly completed CER model. As a result, all science classes will conduct at least one essential lab per topic.

**Action Step #3**

Science Pre-Test

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

By September 4th grades 3 and 4 will complete the Science pre-test and grade 5 will complete the District Science Baseline assessment. As a result, teachers will be able to analyze this data to identify the lowest performance areas of the first grading period.

**Action Step #4**

Standards Aligned Instruction

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: K-5 teachers will use the District Provided Power Point presentations. As a result, student instruction will be standards aligned.

**Action Step #5**

Standards Aligned Instruction

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: Grades 3-5 teachers will implement the use of district provided interactive notebook graphic organizers. As a result, student instruction will be standards aligned.

**Action Step #6**

Standards Aligned Instruction

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: Grades K-5 will use IXL during Science instruction. As a result, instruction will be standard aligned.

**Action Step #7**

Standards Aligned Instruction

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: Grades 3-5 will use EduSmart during DI and whole group instruction. As a result, instruction will be standard aligned.

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## **IV. Positive Culture and Environment**

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

Student Attendance

#### **Area of Focus Description and Rationale**

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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 PowerBi dashboard, 42 % of our students had 10 or more absences 2023-2024. Based on the data and the identified contributing factors of lack of parent support and parental choice of keeping students home for non-emergency/medical reasons, we will implement the Targeted Element of Attendance Initiatives.

### **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 Attendance Initiatives, students with 10 or more absences will decrease by three percentage points as evidenced on the daily attendance bulletin by June 2025.

### **Monitoring**

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

---

Homeroom teachers will monitor student attendance and refer to counselor after 3 absences. The counselor will meet with the student and contact parent. After 7 absences, the student will be referred to the Attendance Review Committee.

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

Lizette Blanco, Assistant Principal

### **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:**

By implementing Student Attendance Initiatives, students will be motivated to attend school daily and student attendance will increase.

#### **Rationale:**

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.

#### **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 Bulletin

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

Teacher will review the attendance bulletin daily. As a result, after 2 unexcused absences the teacher will contact the parent to inquire about the absence.

**Action Step #2**

Attendance Intervention

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

After 3 unexcused absences, the teacher will refer the student to the counselor. As a result, the counselor will meet with the student and parent to discuss importance of school attendance.

**Action Step #3**

District Attendance Policy

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

During Meet and Greet, parents will be provided a copy of the district attendance policy. As a result, parents will be informed of the district's attendance expectations.

**Action Step #4**

Attendance Intervention

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: After 7 unexcused absences, a letter from the school is sent home. As a result, parents will be held accountable for their child's attendance.

**Action Step #5**

Attendance Recognition

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: Counselor will identify students with perfect attendance quarterly. As a result, students will be rewarded with a special activity.

**Action Step #6**



Attendance Recognition

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: Teachers will reward their homeroom class after 10 days of perfect attendance. As a result, student absences will decrease.

**Action Step #7**

Attendance Recognition

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: The school will spotlight students with hundred percent attendance on a Bulletin Board located near the Main Office. As a result, student absences will decrease.

**Area of Focus #2**

Other

**Area of Focus Description and Rationale**

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

---

According to the 2023-2024 Student School Climate Survey, only 37% of students strongly agree they like coming to our school. Based on the data and identified contributing factors that only 57% of students think teachers making learning fun and interesting, we will implement the Targeted Element of Other (Motivating Students).

**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 Celebrating Success, our percent of students that want to come to school will increase by 5% as evidenced on the 2025 Student School Climate Survey.

**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 attendance bulletin will be monitored to identify students with excessive absences and the counselor will meet with them to discuss any ongoing issues preventing them from attending school. The midyear School Climate Survey will be monitored to ensure effectiveness of strategies being

implemented.

**Person responsible for monitoring outcome**

Lizette Blanco, Assistant Principal

**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:**

If students are recognized and highlighted, they will be more motivated to like coming to school.

**Rationale:**

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

**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**

i-Ready Recognition

**Person Monitoring:**

Iris Martell, Reading Coach

**By When/Frequency:**

September 27, 2024

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

August 14 - September 27: Teachers will monitor i-Ready data weekly. As a result, students will be recognized for meeting their minimum time on task.

**Action Step #2**

Student of the Month

**Person Monitoring:**

Barbara Perez, Counselor

**By When/Frequency:**

September 27, 2024

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

August 14 - September 27: Each teacher will identify one student per month as Student of the Month as it relates to the core value of the month. As a result, students will be recognized in a ceremony and be provided with a tangible reward.

**Action Step #3**

Student-centered Monthly Events

**Person Monitoring:**

**By When/Frequency:**

Lizette Blanco, Assistant Principal

September 27, 2024

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

August 14 - September 27: The school will to host monthly events to make school fun and exciting. As a result, students will be motivated and happy to come to school.

**Action Step #4**

School Clubs

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: Students will have the opportunity to join school sponsored clubs. As a result, students will have a variety of options to choose from.

**Action Step #5**

Student Recognition

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

January 17, 2025

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

October 14, 2024 – January 17, 2025: PM1 and PM2 scores will be compared in both Reading and Math. As a result, students that increase their scale score by 10 points will be rewarded with a special activity.

**Action Step #6**

Student Recognition

**Person Monitoring:**

Lizette Blanco, Assistant Principal

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: The school will continue to host monthly events to make school fun and exciting. As a result, students will be motivated and happy to come to school.

**Action Step #7**

Student-Centered Activities

**Person Monitoring:**

Denise Alfaro, Science Liaison

**By When/Frequency:**

May 23, 2025

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

February 3, 2025 - May 23, 2025: The school will host an EcoSummit event where STEAM and Cambridge activities are conducted. As a result, students will be motivated and happy to come to school.

## 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 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.

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The School Improvement Plan can be accessed on our school website. Additional copies are available in the main office at the front counter. Additional copies are also available in the parent resource center for parents and all stakeholders. During EESAC meetings the SIP reviewed and made available for parents to receive a copy.

<https://sylvaniaheights.net>

#### 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))

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A Family Engagement Plan is developed with the assistance of the EESAC committee and parent input. An electronic copy of the Family Engagement Plan is posted on our school website. Furthermore, printed copies are available in the main office and the parent resource center. During our Title I orientation meeting, the plan is reviewed and copies are provided to parents that attend.

<https://sylvaniaheights.net>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

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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))

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In order to target our Instructional Practices of ELA and Science, students will be identified for Tier 2 and Tier 3 interventions and they will be provided by classroom teachers. Targeted students will be invited to participate in before school and afterschool tutoring sessions that focus on ELA and Math. Students will participate in STEAM activities to reinforce Science standards. Students will be challenged by participating in Cambridge Global Perspective activities that will provide enrichment for all students.

**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))

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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Our school provides targeted students an opportunity to participate in the Mental Wellness Club. The club is lead by our school counselor and students are provided opportunities to interact with others by completing tasks and activities. Furthermore, all classes in grades K-5 are provide antibullying lessons by our counselor.

#### **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))

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A school-wide annual Career Day where persons from a variety of professions are invited to present to students describing their profession. Students are also afforded opportunities to enroll in magnet schools where they can focus on different post secondary fields.

#### **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)).

---

Sylvania Heights Elementary School utilizes a multi-tiered support system to address problem behaviors. Tax problem behaviors present, teachers submit a Request for Assistance to be reviewed by the MTSS team. Support is provided through interventions and students services team.

#### **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)).

---

All teachers and paraprofessional are required to attend to district mandatory professional development days. In addition throughout the school year, they are also afforded opportunities to participate in professional learning sessions to meet the individual professional needs.

### **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))

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Through the Kindergarten Rocks initiative, Prekindergarten students are provided an opportunity to spend a half day in a Kindergarten. During this day, the PreK student sits next to a Kindergarten student and collaborates to complete a project. Parents are also provided the opportunity to participate in a Kindergarten orientation meeting both virtual and in person.

## **VI. ATSI, TSI and CSI Resource Review**

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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.

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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).

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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 2024-25 UniSIG funds but has chosen not to apply.

**No**

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