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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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, 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

Deborah Riera

255704@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

Position Title

Assistant Principal

Job Duties and Responsibilities

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

imartell@dadeschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

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

dalfaro@dadeschools.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

vcela@dadeschools.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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.

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.

At the end of the 2024-2025 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

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)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days		9	12	11	4	3				39
One or more suspensions						1				1
Course failure in English Language Arts (ELA)			5	6	2	4				17
Course failure in Math			6	3	2	4				15
Level 1 on statewide ELA assessment				27	16	13				56
Level 1 on statewide Math assessment				21	6	5				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	12	15	42	29	18				129
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	9	11	9	5	0				36

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	3	8	13	34	20	16				94

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	1	1	5	1	1				11
Students retained two or more times	0	0	0	2	0	0				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	12	11	5	3				40
One or more suspensions										0
Course failure in English Language Arts (ELA)			5	5	2	3				15
Course failure in Math			6	2	2	4				14
Level 1 on statewide ELA assessment				5	13	16				34
Level 1 on statewide Math assessment				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)		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)		6	7	14	2					29

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		6	13	24	15	17				75

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			1	5						6
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*	59	65	59	67	63	57	61	60	53
Grade 3 ELA Achievement	60	65	59	66	63	58	57	60	53
ELA Learning Gains	58	65	60	69	64	60			
ELA Lowest 25th Percentile	44	62	56	58	62	57			
Math Achievement*	66	72	64	76	69	62	72	66	59
Math Learning Gains	57	66	63	60	65	62			
Math Lowest 25th Percentile	65	59	51	57	58	52			
Science Achievement	62	63	58	56	61	57	51	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	56	66	63	63	64	61	57	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	527
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
59%	64%	61%	66%	48%		60%

* 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	42%	No		
English Language Learners	57%	No		
Hispanic Students	58%	No		
Economically Disadvantaged Students	55%	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	59%	60%	58%	44%	66%	57%	65%	62%					56%
Students With Disabilities	26%	21%	54%	50%	36%	51%	58%	43%					40%
English Language Learners	55%	61%	55%	43%	66%	56%	61%	56%					56%
Hispanic Students	58%	60%	57%	44%	66%	57%	65%	60%					55%
Economically Disadvantaged Students	56%	58%	55%	35%	64%	54%	59%	62%					55%

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%

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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	60%	-5%	57%	-2%
ELA	4	51%	59%	-8%	56%	-5%
ELA	5	66%	60%	6%	56%	10%
Math	3	58%	69%	-11%	63%	-5%
Math	4	66%	68%	-2%	62%	4%
Math	5	73%	62%	11%	57%	16%
Science	5	60%	56%	4%	55%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The area that demonstrated the greatest gains was Science. During the 2024-2025 school year 60% of students were proficient as compared to 49% during the 2023-2024 school year. Some contributing factors for gains were teachers participating in monthly ICADS, collaborative planning with the science liaison, identifying bubble students and providing them intervention by resource teachers and continuous monitoring of science topic assessments.

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 Reading with 57% proficiency. Reading is an area of concern. The main contributing factor to the low performance is the need for focused targeted instruction to address student deficiencies.

Greatest Decline

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

The data component that showed the greatest decline when compared to the previous school year would be our third grade in mathematics. 58% compared to 76% in the previous year. The factor that heavily contributed to this decline were tier 1 students in the process of determining eligibility for services.

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.

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.

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.

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

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 area of focus is reading proficiency and learning gains. The FAST PM3 showed that students in grades 3-5 scored 57% proficiency and achieved 59% learning gains. This is 11 percentage points below other Tier 1 schools.

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.

At least 5% of K-5 students demonstrating a lack of proficiency, will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready data during the 2025-2026 school year. A focus will be placed on Standards-Based Collaborative Planning to address this critical need

Monitoring

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

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

Deborah Riera, 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:

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:

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

Person Monitoring:

Iris Martell, Reading Coach

By When/Frequency:

September 26, 2025

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

August 14 - September 26: 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 #2

Collaborative Planning

Person Monitoring:

Iris Matell, Reading Coach

By When/Frequency:

September 26, 2025

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

August 14 - September 26: Weekly collaborative planning schedule will be developed. As a result, teachers will plan collaboratively with the reading coach each week to develop focused lesson plans.

Action Step #3

Intervention

Person Monitoring:

Deborah Riera, Principal

By When/Frequency:

September 26, 2025

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

August 14 - September 26: 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.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on the Mathematics FAST PM3 scores, 65% of the students scored proficient. This is 3 percentage points lower than in 2023-2024. Grade 3 scored 18% lower than the previous school year.

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.

At least 5% of K-5 students demonstrating a lack of proficiency, will exhibit growth in Mathematics, as evidenced by growth monitoring assessments and i-Ready data during the 2025-2026 school year. A focus will be placed on Standards-Based Collaborative Planning to address this critical need

Monitoring

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

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

Person responsible for monitoring outcome

Deborah Riera, 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:

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, mathematics 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:

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

Person Monitoring:

Iris Martell, Reading Coach

By When/Frequency:

September 26, 2025

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

August 14 - September 26: 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 #2

Collaborative Planning

Person Monitoring:

Iris Martell, Reading Coach

By When/Frequency:

September 26, 2025

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

August 14 - September 26: Weekly collaborative planning schedule will be developed. As a result, teachers will plan collaboratively each week.

Action Step #3

Intervention

Person Monitoring:

Deborah Riera, Principal

By When/Frequency:

September 26, 2025

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

August 14 - September 26: 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 mathematics interventions.

Area of Focus #3

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2025 school data map, 39% of our students had 10 or more absences during the 2024-2025 school year. 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.

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 by Power BI.

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

Deborah Riera, 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:

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(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

Attendance Bulletin

Person Monitoring:

By When/Frequency:

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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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